


Behavioral Intervention Team
BIT BASICS
 Creating an Environment of Calm and Directed Leadership

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Note: Dangerousness and violence from a student, faculty, or staff member is difficult, if not impossible, to accurately predict. This training topic offers research based techniques and theories to provide a foundational understanding and improved awareness of the potential risk. The training or tool should not be seen as a guarantee or offer any assurance that violence will be prevented.

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Keeping Our Campus Safe

BART
**Behavioral Assessment
 and Recommendation Team**

Identifying, Assessing, and Reducing Concerning Behaviors
 in Order to Foster a Safe Campus Environment

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NaBITA

Presenting the Team to Campus

The Three 't'ions

- Inspiration
 - Presentations
- Information
 - Brochures / Web sites
 - Cool Stuff
- Invitation

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 **COLUMBUS STATE UNIVERSITY** Marketing - Words Matter


Keeping Our Campus Safe


BART

Behavioral Assessment and Recommendation Team

Identifying, Assessing, and Reducing Concerning Behaviors in Order to Foster a Safe Campus Environment


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 **COLUMBUS STATE UNIVERSITY** Inspiration – a success story



**The Ultimate Goal
A Successful
College Experience**


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 **COLUMBUS STATE UNIVERSITY** Information

BART Goals

- Provide a safe physical environment for members of the university community
- Provide a safe emotional environment for the university community
- Promote peace of mind for friends and family of the university community


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 **COLUMBUS STATE UNIVERSITY** Information

Columbus State University Understands:

- The climate that exists on college campuses
- Directed by the Chancellor's office to develop a plan and select a committee
- Columbus State University has established the Behavioral Assessment and Recommendation Team (BART)
- Even with the best intentions situations may arise that are unforeseen

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 **COLUMBUS STATE UNIVERSITY** Information

Why is Behavioral Assessment Necessary?

Post Virginia Tech Shooting Era:

- Colleges and Universities are becoming more diligent and proactive
- State and federal legislation is being enacted

What We Have Learned

- Warning signs are often presented by a campus member
- Communication network can bring warning signs to the surface
- Evaluation of warning signs can prevent violence

Virginia.gov (2008). Report of the Virginia Tech Review Panel, Appendix M. Retrieved on May 15, 2008 from <http://www.governor.virginia.gov/TempContent/techpanelreport.cfm>.


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CENTER FOR Aggression Management

Information Cognitive Aggression Continuum™

1. On February 12, 2010 at the Univ. of Alabama Huntsville, Dr. Amy Bishop shot and killed three and severely wounded three others during a faculty meeting.
2. She taught her regularly scheduled biology class and then attended a faculty meeting. Another professor reports she sat quietly listening for 40 minutes before opening fire.

It's not just about students....



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NaBITA THREAT ASSESSMENT TOOL

Information & Invitation

MENTAL & BEHAVIORAL HEALTH, "THE D-SCALE"

DYSREGULATION/MEDICALLY DISABLED*

- ▲ Suicidal
- ▲ Para-suicidal (suicide cutting, eating disorders)
- ▲ Individuals engaging in risk taking behaviors that individuals should not
- ▲ Hostile, aggressive, verbally abusive
- ▲ Individuals deficient in skills that regulate emotion, cognition, self behavior and relationships

DISTURBANCE

- Behaviorally disruptive, unusual and/or bizarre acting
- Destructive, apparently harmful to others
- Substance abusing

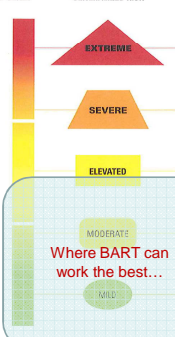
DISTRESS

- Emotionally troubled
- Individuals impacted by situational stresses and traumatic events
- May be psychosocially symptomatic

*Mental Health Clinicians in individual cases, use the D-SCALE tool.
As noted the acronym "D-SCALE" under "Other" label.

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GENERALIZED RISK



NINE LEVELS OF AGGRESSION

9	LOSE/LOSE ATTACK	CRISIS PHASE
8	WIN/LOSE ATTACK	
7	LIMITED DESTRUCTIVE BLOWS	
6	THREAT STRATEGIES	ESCALATION PHASE
5	FORCED LOSS OF FACE	
4	IMAGE DESTRUCTION	
3	ACTIONS VS. WORDS	TRIGGER PHASE
2	HARMFUL DEBATE	
1	HARDENING	

Where BART can work the best...

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COLUMBUS STATE UNIVERSITY

Information & Invitation

What is Concerning Behavior?

Physical or Emotional Safety of Self or Others

Real Life Examples

- Bobby said some things on Facebook like he was going to slap me and he's been Twitter Poppin' a lot about me since we broke up.
- This guy won't leave me alone, so I have friends walk me to my car.

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COLUMBUS STATE UNIVERSITY Information & Invitation

What is Concerning Behavior?

Physical or Emotional Safety of Self or Others

Wellness Concern for Another

• I am really worried about Bobby. He has lost weight, is not turning in work, and stopped participating in class.

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COLUMBUS STATE UNIVERSITY Information & Invitation

What is Concerning Behavior?

Physical or Emotional Safety of Self or Others

Wellness Concern for Another

Violation of Institutional Rules or State and Federal Law


• I caught Bobby using his SmartPhone to get answers for the test.
 • Bobby was arrested for aggravated battery.

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Concerning Behaviors to Report

- Violent fantasy content
- **Anger problems**
- Fascination with weapons
- Homicidal ideation
- Stalking
- **Non-compliance**
- **Academic Disciplinary matters**
- Non-Academic Disciplinary matters
- Interest in previous shooting situations



BART Funnel

- Victim / martyr self-concept
- Strangeness and aberrant behavior
 - Paranoia
 - Violence and cruelty
 - Acting out
- Recent police contact
- Mental health history related to dangerousness
- Unusual interest in police, military, terrorist activities, and materials

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Reports Stored in BART Database

- Residence Life Discipline
- Non-Academic Misconduct
- Enroll with Criminal History
- Re-Admit with Criminal History
- Medical Withdrawal
- Medical Withdrawal Re-Admit
- Suspension Re-Admit
- Academic Misconduct

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COLUMBUS STATE UNIVERSITY Information –
What happens to my report?

BART Procedures

Preliminary Investigation may include:

1. Review of BART database;
2. Review of student's disciplinary record with the dean of students or review employee's records under the custody of the chief human resources officer;
3. Interviews to determine the existence of corroborating evidence;
4. Other relevant information as deemed appropriate to ensure the safety of the university community.

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COLUMBUS STATE UNIVERSITY Information & Invitation

Concerning Behavior Becomes Threatening

Escalation of 1 or more of these behaviors

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COLUMBUS STATE UNIVERSITY Information – What happens to my report?

BART Procedures

Behavioral Assessment and Recommendation Team meeting will include:

1. Briefing on the preliminary investigation by the BART Chair or designee;
2. Review of documentation, interviews, and other relevant information;
3. General discussion;
4. Recommendations by the Team.

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COLUMBUS STATE UNIVERSITY Information – What happens to my report?

Recommendations

Recommendations to:

- Dean of Students
- Disability Services
- Human Resources
- University Police
- Counseling Center
- Academic Affairs

Recommend What:

- Investigate Incident
- Meet with Individual
- Criteria for Returning
- Disciplinary Hearing
- Sanctions
- Policy & Procedures

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COLUMBUS STATE UNIVERSITY Information

Points to Remember

1. Due Process
Academic Misconduct and Non-Academic Misconduct

Minimum Requirements

The Due Process Clause of the federal Constitution prohibits the government from depriving an individual of life, liberty, or property without certain procedural protections. As established by *Dixon v. Alabama State Board of Education* in 1961, the minimum requirements for due process are:


1. Notice of the alleged charges of misconduct, and
2. Opportunity to be heard by an appropriate hearing officer.

Dixon v. Alabama State Board of Education, 294 F.2d 150 (5th Cir. 1961).

Recently in *Willis v. Texas Tech Univ. Health Sciences Center*, the courts stated, "[S]tudents who are subject to discipline by a public institution are entitled to (1) notice of the charges, (2) an explanation of the evidence supporting the charges, and an (3) opportunity to tell their side of the story"

Willis v. Texas Tech Univ. Health Sciences Center, 394 Fed.Appx. 86 (5th Cir. 2010).

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 **Information & Invitation**

Points to Remember


1. Due Process

2. FERPA
 FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

It's OK to talk and ask questions

1. **School officials with legitimate educational interest**
2. Other schools to which a student is transferring
3. Specified officials for audit or evaluation purposes
4. Appropriate parties in connection with financial aid to a student
5. Organizations conducting certain studies for or on behalf of the school
6. Accrediting organizations
7. To comply with a judicial order or lawfully issued subpoena
8. **Appropriate officials in cases of health and safety emergencies**
9. State and local authorities, pursuant to specific state law

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 **Information**


Points to Remember

1. Due Process


2. FERPA

3. Reports should be written in an objective format

- Bobby was mad – **WRONG**
- Bobby appeared to be mad, because he was speaking very loud in what I perceived to be an aggressive tone and he threw a chair against the wall.
- Give reporters a **opportunity to revise** their incident report.
- Reports of violations of institutional policies, or state and federal laws should be **vetted through the appropriate supervisors** or other authorities before submission.



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 **Information**

Points to Remember

1. Due Process

2. FERPA

3. Reports should be written in an objective format

4. Only the BART Chair leaves the room with notes or a memory

- All handouts, reports and notes taken by Team members are collected and shredded.
- The Team must operate with the **strictest of confidentiality**.

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COLUMBUS STATE UNIVERSITY Information


Points to Remember

1. Due Process
2. FERPA
3. Reports should be written in an objective format
4. Only the BART Chair leaves the room with notes or a memory
5. Case Management
 - Much of what BART does is on-going case management: following up with students, checking on academic progress, getting back with the incident reporter to see if behavior has changed.

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Points to Remember



Report to BART Behaviors Such as:

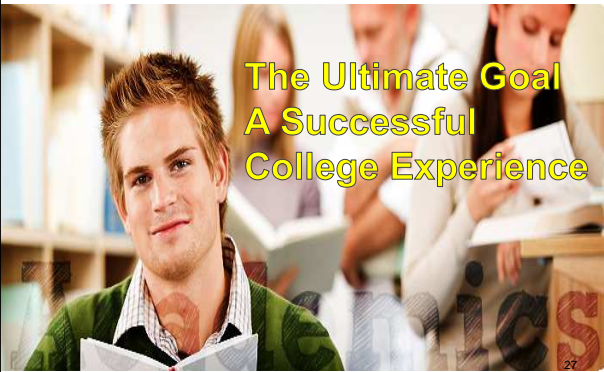
Report to Counseling Center Student Behavior Such As:

How Do I Submit a Report?

BART Membership

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COLUMBUS STATE UNIVERSITY Inspiration



The Ultimate Goal
A Successful
College Experience

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MURDER AT UVA: Preventing the Preventable
The 2010 NaBITA Whitepaper
By Brett A. Schickel, J.D.
Wesley Jones, and Bill Wynn

Threat Assessment in the Campus Setting
THE NaBITA 2014 WHITEPAPER
By Brett A. Schickel, J.D., W. Scott Jones, J.D., Steven A. Schickel, J.D., David C. Schickel, J.D., and Bill Wynn, E.O.
© NaBITA 2014

CORE-Q10 Checklist: Assessment of a Behavioral Intervention Team
A NaBITA 2014 WHITEPAPER

WHO'S ON THE TEAM? PREVISION, MISPREVISION, AND MOTIVATION

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Aug. 1, 1966	<ul style="list-style-type: none"> University of Texas at Austin - Charles Whitman points a rifle from the tower observation deck and begins shooting. 16 people are killed, 31 wounded.
Nov. 1, 1991	<ul style="list-style-type: none"> University of Iowa - Gang Lu, 28, a graduate student in physics, upset because he was passed over for an academic honor. 5 university employees killed, including 4 members of the physics department, 2 other people are wounded. Lu fatally shoots himself.
Aug. 15, 1996	<ul style="list-style-type: none"> San Diego State - Frederick Martin Davidson, 36, a graduate engineering student defending his thesis before a faculty committee. Pulls out a handgun and kills 3 professors.

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Aug. 28, 2000	<ul style="list-style-type: none"> University of Arkansas - James Easton Kelly, 36, a graduate student recently dropped from a doctoral program. English professor overseeing his coursework, is shot to death in an apparent murder-suicide.
Jan. 16, 2002	<ul style="list-style-type: none"> Virginia's Appalachian School of Law - Peter Odighizuwa, 42 was dismissed from school. Returns to campus and kills the dean, a professor and a student before being tackled by students. 3 others were wounded.
Oct. 28, 2002	<ul style="list-style-type: none"> University of Arizona, College of Nursing - Robert Flores, 40, enters an instructor's office and kills her. Armed with five guns, he then enters a nursing classroom and kills 2 more of his instructors. Flores fatally shoots himself.

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Sept. 2, 2006	• Shepherd University - Douglas W. Pennington, 49, kills himself and his two sons, Logan (26) and Benjamin (24) during a visit to the campus in Shepherdstown, W.Va.
April 16, 2007	• Virginia Tech in Blacksburg, Va. - Seung-Hui Cho kills 32 people in a dorm and classrooms. • Cho later turns a gun on himself.
Feb. 15, 2008	• Northern Illinois University - Stephen Kazmierczak, 27-year-old former sociology student opened fire in a lecture hall • 21 victims, including 5 dead and 7 critically wounded.
Feb. 12, 2010	• Univ. of Alabama Huntsville - Dr. Amy Bishop shot and killed 3 and severely wounded 3 others during a faculty meeting.
Jan. 8, 2011	• Jared Loughner: Killed 6, wounded 14 (Pema College)
July 29, 2012	• James Holmes: Killed 12, wounded 58 (Univ. of Colorado)

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May 23, 2014	• Elliot Rodgers - Stabbed to death three men in his apartment and then drove to a sorority house at UC, Santa Barbara killing four more people. He then struck four more with his car.
April 1, 2015	• Konstantinos Kostakis, left a threatening note under the door of the assistant professor of commercial space operations at Embry-Riddle Aeronautical University.
June 17, 2015	• Dylann Roof – Shot and killed 9 members of the Emanuel AME Church in Charleston, SC. Friends reported he had first targeted a local college
Dec 3, 2015	• Syed Rizwan Farook, 28, and his wife Tashteen Malik, 27, killed in standoff with police after killing 14 at Christmas party. Associated reported they had first targeted a local college.

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<p>The Questions Being Posed to the Colleges and Universities:</p> <ol style="list-style-type: none"> (1) Does your institution have a the behavioral intervention team? (2) Was the student known to your team? (3) What was the level of assessment your team assigned to the student? (4) What threat assessment tools does your team use? (5) What are the policies, protocols, and guidelines your team uses to make determinations or recommendations? 	
<p style="font-size: small;">Sokolow, B., Schuster, S., & Lewis, S. (2012, December). NaBITA threat assessment tool part 1. NaBITA Threat Management Institute, Bonita Springs, FL.</p>	

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There have been and will be violent acts on college campuses which will suddenly and without warning take the life of a student, faculty or staff member. While no act of violence is predictable, some are preventable (Sokolow, et al, 2011) (Maloy, 2012) (Drysdale, et al, 2010).

- Background checks for admissions and employment provides a history for an individual. Mandating that students and employees report any arrest other than minor traffic violations provides a glimpse into recent activities, these are not predictors of violence.
- However, research does show that in most cases of violence and deadly attacks on college campuses some leakage did occur; someone other than the perpetrator had some knowledge of intent to do harm to others or was extremely upset at somebody (Sokolow, et al, 2011).
- A joint report by the Secret Service, Department of Education and the Federal Bureau of Investigation (Drysdale, et al, 2010) found that:
 - 73% of deadly attacks on college campuses were targeted towards a specific individual for various reasons.
 - 6% of those killed in these attacks were considered collateral, where an errant shot or attack of some type at a specific target struck an unintended victim.
 - In adolescent mass murders and school shooting, 58% of the perpetrators had some degree of leakage of the attack prior to the violent act.
 - 3% of the attackers moved between locations (building to building)
 - 4% of the attackers moved between rooms within the same building

Drysdale, D., Modakowski, W., & Simons, A. (2010). Campus attacks: Targeted violence affecting institutions of higher education. U.S. Secret Service, U.S. Department of Homeland Security, Office of Safe and Drug-Free Schools, U.S. Department of Education, and Federal Bureau of Investigation. U.S. Department of Justice, Washington, D.C., 2010.

Maloy, R. (2012, December). Eight warning behaviors of violence. Paper presented at the 4th Annual NaBITA Conference, Bonita Springs, FL.

Sokolow, B., & Lewis, Shuster, S., Byrnes, J., Lowery, J. & Van Brunt, B (2011). Preventing the preventable. The 2011 NaBITA Whitepaper. The National Behavioral Intervention Team Association.

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Logic Model: Behavioral Assessment and Recommendation Team

SITUATION	INPUTS	OUTPUTS	OUTCOMES
<p>Columbus State University understands the climate that exists on college campuses in the post-Virginia Tech era.</p> <p>In addition, each public institution in Georgia has been directed by the Chancellor's office to develop a plan and select a committee to address potential threats of this nature.</p>	<p>Faculty & Staff - Committee</p> <p>Time: - Regular & Called Meetings</p> <p>Budget - Supplies, Materials, & Travel</p> <p>Research - Legal, educational, & strategic</p>	<p>Policy Document</p> <p>Educational Programs</p> <p>Intervention Activity</p> <p>Annual Report to the VP&A</p>	<p>Provide a safe physical environment for members of the university community</p> <p>Provide a safe emotional environment for the university community</p> <p>Promote peace of mind for friends and family of the university community</p>
<p>LIMITATIONS</p> <p>Columbus State University understands that even with the best intentions, situations may arise that are unforeseen by any member of the university community.</p> <p>The Behavioral Assessment and Recommendation Team understands that it will operate in some instances with very limited information and will do diligence to protect the university community and the individual.</p>	<p>DELIMITATIONS</p> <p>The Behavioral Assessment and Recommendation Team receives information from students, faculty, staff, and other sources deemed appropriate by the committee.</p> <p>The Behavioral Assessment and Recommendation Team serves as the clearing-house for reports on students, faculty, staff, and non-university persons of concern. Actions and recommendations will be directed to the appropriate offices or individual(s).</p>		
FORMATIVE and SUMMATIVE EVALUATION			

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Maslow's Hierarchy of Needs

The needs lowest in the hierarchy must be satisfied before higher level needs are activated.

Copyright © 2007 Sergent Results Group - All Rights Reserved. Maslow's Hierarchy of Needs

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Retrieved October 4, 2009 from http://web.me.com/dmargen/7352/Sergent_Results_Group/Downloads_files/Maslow%20Hierarchy%20of%20Needs.pdf

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What is Behavior Intervention

The Team

The Tools

The Process

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What is Behavior Intervention

Behavior Intervention is:

- NOT Crises Response/Management.
- NOT Threat Assessment.
- A professional structured approach to address a Person of Concern (POC) by deescalating harmful behaviors.

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What is Behavior Intervention

Threat Assessment is a *component* of what Behavioral Intervention Teams (BITs) do, not the sole focus.

➔

A Threat Assessment Team (TAT), by definition, assesses "threat" in the same way a "Risk Assessment Team" assesses "risk."


➔

BITs seek to assist all students, faculty, and staff who are **heading toward** "risk" or "threat" (to self or others).
• Can also be interested in external threats/risks.

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What is Behavior Intervention



"This is highly confidently, so, yes, we built a little fort"

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What is Behavior Intervention

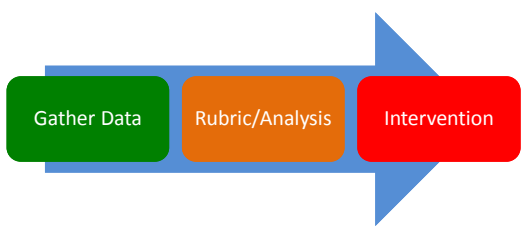
A Behavioral Intervention Team has:

- A set membership
- A set meeting time
- A vision and mission statement
- A protocol
- A Web presence
- Marketing materials
- A decision-making rubric

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What is Behavior Intervention



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What is Behavior Intervention

Mission Statement:

- Mission, vision, and purpose statements give teams a sense of direction and guidance.
- They define the scope of a teams actions.
- They provide the campus community with a description of what the team sets out to accomplish.
- They give team members a starting place to continue to develop and define the teams actions.
- They offers a risk mitigation function following crises.



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What is Behavior Intervention

Mission Examples:

- The BIT is committed to promoting safety via a proactive, multidisciplinary, coordinated, and objective approach to the prevention, identification, assessment, intervention, and management of situations that pose, or may pose a threat to the safety and wellbeing of our campus community (i.e., students, faculty, staff, and visitors).



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The Team

Essentials needed to build a team:



- Every two years, NaBITA conducts a survey across the country to gather data about BIT formation and operations.
- This data informs our training and helps establish best practices in the field to include:
 - Team name,
 - Composition,
 - Leadership,
 - Mission, and
 - Meeting frequency.



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Team Composition

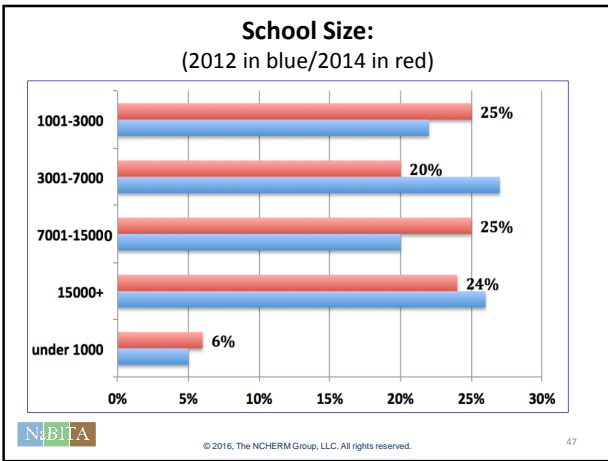
Data was collected from over 550 community colleges and four-year universities during June-August 2014.

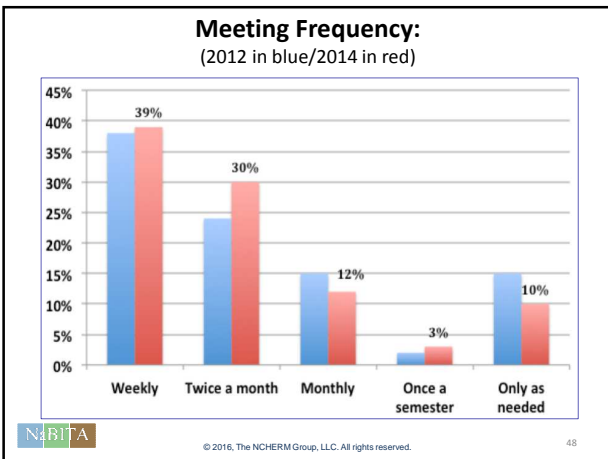
- 4-year schools/traditional 67%
- 2-year schools/community 33%

- Residential 64%
- Non-Residential 36%

- Public 70%
- Private 28%

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Team Composition

Team Size:

- In terms of team size, the 2014 survey found that eight to nine members was the average team size at most institutions represented.


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Team Composition

Team Membership (2014 data):

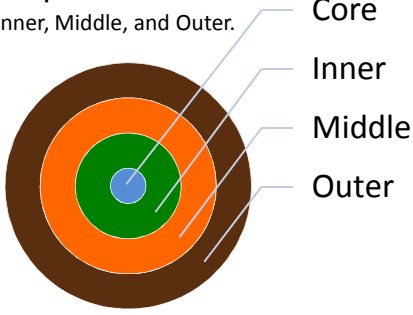
Counseling	92%	↑	Human Resources	29%	↑
Police/Campus Safety	88%	↑	Student Activities	21%	
Dean of Students	75%	↑	Case Manager	20%	
Residential Life	59%		Legal Counsel	17%	
Academic Affairs	53%	↑	Athletics	13%	
Health Services	40%		Admissions	8%	
VP Student Affairs	40%		Greek Life	4%	
Faculty	30%	↑			


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Team Composition

Team Make-Up:

- Core, Inner, Middle, and Outer.




Core


Inner

Middle


Outer


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Team Composition

Characteristics of core members: 


- They NEVER miss a meeting — that is to say, they are always represented because...
 - ✓ They have a backup, often one that attends the meetings regularly.
 - ✓ They have a mechanism for quickly reaching the other core members.
 - ✓ They have full database access.
 - ✓ They are likely also on the Critical Incident Response Team (CIRT) or TAT (**Dean of Students, Chief of Police, Res Life Director, Counseling Center Director, Academic Dean or Chair, Human Resource Director**).

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Team Composition

Characteristics of inner circle members: 


- They are generally at every meeting.
- They represent a constituency that is critical to the team (e.g., when a large percentage of the student population is from a specific group, like **Greek life, athletics, disability services, health center**).
- They are needed to help represent a group that is critical to reporting (some teams add faculty representatives for this reason).
- They have a proxy, but not a formal backup.
- They have access to the database, and likely full access.
- They may also be on the Critical Incident Response Team, or CIRT, and/or the TAT.

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Team Composition

Characteristics of middle circle members: 

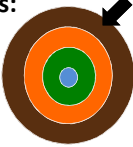
- They are invited when they may have insight into a constituent group that is not a large percentage of the overall population.
- They may have insight or perspective into the particular student (or **staff/faculty member**) who is the subject of the report or **who made the report**.
- They help represent an important reporting group
- They have limited, if any, access to the database (unless their other job requires it).
- They may also be on the CIRT or TAT, but usually in the same capacity.

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Team Composition

Characteristics of outer circle members:

- They do not attend meetings, but core or inner circle members may reach out to them as needed (**Bursar, Financial Aid, institutional IT department**).
- They are needed to help provide outreach to the students of concern or some related party.
- They have NO access to the database unless some other part of their job requires it.



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Team Leadership

Team Leadership (2014 data):

Dean of Students	44%	Counseling	6%
VPSA	24%	Police/Safety	3%
Student Conduct	9%	Other/Misc	14%

Leadership Qualities:

- Charismatic.
- Power to enforce policy and make change.
- Can build coalitions and trust.
- Focus on training and larger issues for team.

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The Team

Meeting Frequency:

- Most teams meet weekly or twice a month.
- Less than that, we lose the opportunity for training and improvement.
- Emergency response teams (e.g., for tornados, fire, and other disasters) on campus typically only meet once or twice a year for training.
- BITs are different than these kind of teams and need to meet more frequently.

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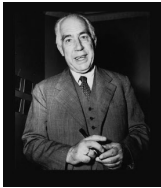
The Tools

The Intervention and Management of At-Risk Persons

Problem with Prediction

Prediction is very difficult, especially about the future.

-Niels Bohr, Danish physicist



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The Tools

The Intervention and Management of At-Risk Persons

Problem with Prediction

Approach

Prediction models are limited

- Risk assessment is a complicated task
- The problem is the operator, who doesn't have the cognitive skills to handle the task
- Prediction suggests the solution is to make the task simpler and then automate it (development of algorithms)
- Prediction defines risk as trying to estimate the probability that someone is going to engage in violence
- It doesn't worry about where or when

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The Tools

The Intervention and Management of At-Risk Persons

Problem with Prediction

Approach
Prediction

France - Mulhouse - Airbus A320
<https://youtu.be/bx24tlvPHyE>



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The Tools

The Intervention and Management of At-Risk Persons

Approach
Prediction
SPJ

Structured Professional Judgment

Structured Professional Judgment

- The problem is the task itself (not the operator)
- Understand what we don't know and to try to create plans to deal with that uncertainty
- We can consistently do a good job at dealing with this uncertainty through structure and systematization

Hart, S., Sturmev, P., Logan, C. & McMuran (2011). Forensic Case Formulation. *International Journal of Forensic Mental Health*, 10, 118-126.

Hart, S. & Logan, C. (In Press). Formulation of violence risk used evidence-based assessment: The structured professional judgment approach. In P. Sturmev and M. McMuran (Eds.), *Forensic case formulation*. Chichester, UK: Wiley-Blackwell.

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The Tools

The Intervention and Management of At-Risk Persons

Approach
Prediction
SPJ

Structured Professional Judgment

Flight 1549 Landing In The Hudson
<https://youtu.be/6RpDNTbSsf0>



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The Tools

The Intervention and Management of At-Risk Persons

Approach
Prediction
SPJ

Structured Professional Judgment

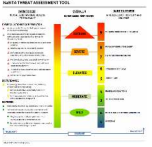
Personally, I don't want to fly on an airplane that doesn't have a pilot, but I want that pilot to have a hell of a good computer.

- Dr. Stephen Hart
University of California, Merced

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The Tools

What Tools are Available?



SIVRA 35
The Structured Interview for Violence Risk Assessment (SIVRA 35) is a thirty-five item inventory designed by Brian Van Brunt, Ed.D., that is used to assist Behavioral Intervention Team members and clinical staff in conducting more thorough and research-based violence risk assessments. The SIVRA 35 is designed to assist with individuals identified as elevated, severe, or extremely high risk by the National Threat Assessment Tool or other similar methodologies.

Mandated Assessment Tests

- The Minnesota Multiphasic Personality Test
- The Beck Depression Inventory
- The Beck Anxiety Inventory
- The Firestone Assessment of Violent Thoughts


VRVW 2
VIOLENCE RISK ASSESSMENT OF WRITTEN WORD

Other Tools / Information Sources

- Academic Transcripts
- Application
- Financial Aid Transcripts
- Current bill
- Social Media
- Human Intelligence: talk to people
- Class Attendance & Current Grades
- Police Reports

Actionable Case Workflow Chart

* <http://nabita.org/resources/threat-assessment-tool/>



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The Tools


BIT Response to a Non-Community Member Threat A Tabletop Exercise of the Charleston, SC Shooting

Chip Reese, Ed.D.
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and Chief of Police
Columbus State University

The authors had been following the news accounts of Mr. Roof and the shooting in Charleston, SC. However, it was not until it was reported by Reuters (2015) that the gunman had told a friend of his intentions to attack a college campus that the BIT Chair and Chief of Police at Columbus State University speculated about how they would address pre-incident leakage of information regarding a non-student. In nearly 60% of all targeted attacks there is some degree of leakage of the perpetrators intent (Drysdale, et al, 2010). When a community member who may be leaking information of an attack is identified, the BIT can deescalate the behavior through various methods of intervention (Sokolow, et al, 2012, December). In this case Mr. Roof was a member of the greater community, but when he leaked information about an attack on a particular college campus he inserted himself into that college community.

Van Brunt, B. (Ed.) (2015). *Journal of Campus Behavioral Intervention (J-CBI)*, Volume 3. A publication of the National Behavioral Intervention Team Association (NABITA).




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BIT Response to a Non-Community Member Threat A Tabletop Exercise of the Charleston, SC Shooting

Break & Review Case

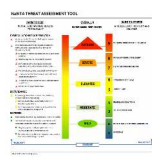


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The Tools

What Tools are Available?




SIVRR35
The Structured Interview for Violence Risk Assessment (SIVRR35) is a thirty-five-item inventory developed by Brian Van Brunt, Ed.D., that is used to assist Behavioral Intervention Team members and clinical staff in conducting more thorough and research based violence risk assessments. The SIVRR35 is designed to assist with individuals identified as elevated, severe, or extremely high by the NaBITA Threat Assessment Tool or comparable methodologies.*

Mandated Assessment Tests

- The Minnesota Multiphasic Personality Test
- The Beck Depression Inventory
- The Beck Anxiety Inventory
- The Firestone Assessment of Violent Thoughts

Actionable Case Workflow Chart



* <http://nabita.org/resources/threat-assessment-tool/>

Other Tools / Information Sources

- Academic Transcripts
- Application
- Financial Aid Transcripts
- Current Bill
- Social Media
- Human Intelligence: talk to people
- Class Attendance & Current Grades
- Police Reports

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NaBITA Threat Assessment Tool

HARM TO SELF
MENTAL & BEHAVIORAL HEALTH, "THE D-SCALE"

DYSREGULATION/DECOMPENSATION

- ▲ Acutely suicidal thoughts, feelings, expressed intentions and actions.
- ▲ Fears suicidal (extreme self-aggravating behaviors, acting directly, particularly disorders at the "traumatizing" level).
- ▲ Engaging in "risk taking" behaviors (e.g. substance abuse).
- ▲ Hostile, aggressive, violently abusive.
- ▲ Self-harm or acts that require medical, dignitary, self, behavior and relationships.
- ▲ Profoundly disturbed, detached view of reality.
- ▲ Plans to cause self-harm (poor self-care), protection (equipment).
- ▲ Act of or aggressive injury or death without intent to self-harm.
- ▲ Often seen in psychotic breaks.

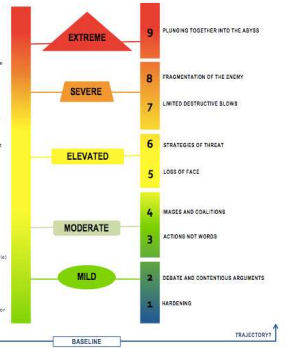
DISTURBANCE

- ▲ Increasingly disruptive or concerning behaviors, without under the "traumatizing" level.
- ▲ May be destructive, apparently harmful or threatening in nature.
- ▲ Substance misuse and abuse, self-medication, anti-medication compliance.

DISTRESS

- Emotionally troubled (e.g. depressed, manic, unstable).
- Individuals impacted by situational stressors and traumatic events that cause disruption or concern.
- May be psychiatric symptoms if not corresponding to the environment.
- Behavior may subside when stressor is removed or returns if not addressed.

OVERALL & GENERALIZED RISK RUBRIC



9 PLUNGING TOGETHER INTO THE Abyss
8 FRAGMENTATION OF THE DASHY
7 LIMITED DESTRUCTIVE BLOWS
6 STRATEGIES OF THREAT
5 LOSS OF FACE
4 WAGES AND COALITIONS
3 ACTIONS NOT WORDS
2 DEBATE AND CONTENTIOUS ARGUMENTS
1 HAZARDING

▲ EXTREME
■ SEVERE
■ ELEVATED
■ MODERATE
■ MILD

↑ TRAJECTORY | ↓ TRAJECTORY

▲ BASELINE

HARM TO OTHERS
NINE LEVELS OF HOSTILITY AND VIOLENCE

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CLASSIFYING RISK	INTERVENTION TOOLS TO ADDRESS RISK AS CATEGORIES
<p>MILD RISK</p> <ul style="list-style-type: none"> • Discrete concerning behavior. • May or may not raise signs of distress for threat to self or others. <p>MODERATE RISK</p> <ul style="list-style-type: none"> • More isolated or repeated duration. Behavior more concerning. Likely distressed or elevated disturbance. • Plans that may or may not be intended. • Threats that are not intended. • Individuals about threat that threat itself is non-existent. • Involuntary or lack of intent. • Threats that have been assessed. • Concern of threat suggests threatener is unlikely to carry it out. <p>ELEVATED RISK</p> <ul style="list-style-type: none"> • Discrete, discrete incidents. • Existing past distress, more heavy disturbance. • Threats that are not intended. • Threats that are not intended, but may be repeated or staged with intention. • Individuals about threat that threat itself is non-existent. • Involuntary or lack of intent. • Threats that have been assessed. • Concern of threat suggests threatener is unlikely to carry it out. <p>SEVERE RISK</p> <ul style="list-style-type: none"> • Discrete or recurring to disputation. • Threats that are not intended. • Threats that are staged, staged, or staged, but not intended. • Plans to be repeated or staged with intention. • Individuals about threat that threat itself is non-existent. • Involuntary or lack of intent. • Threats that have been assessed. • Concern of threat suggests threatener may carry it out. <p>EXTREME RISK</p> <ul style="list-style-type: none"> • Sustained level of baseline or recurrently distressed. • Threats that are not intended. • Plans to be repeated or staged with intention. • Individuals about threat that threat itself is non-existent. • Involuntary or lack of intent. • Threats that have been assessed. • Concern of threat suggests threatener will carry it out, repeated to someone, means, target. 	<p>MILD RISK</p> <ul style="list-style-type: none"> • Meaningful referral to reporter. • Behavioral contract or treatment plan with student or employee if all-in for the time being. • Student contact or HR response. • Contact of disability services and/or medical return. • Other support services as needed, problem-solving. <p>MODERATE RISK</p> <ul style="list-style-type: none"> • Meaningful referral to reporter. • Behavioral contract or treatment plan with student if all-in, only for behavioral concerns. • Student contact or HR response. • Evaluate for disability services and/or medical referral. • Conflict management, mediation (not if group/involvement), problem-solving. <p>ELEVATED RISK</p> <ul style="list-style-type: none"> • Meaningful referral to reporter. • Evaluate concerning/guardian notification. • Contact or assess medical/educational and other reports. • Discrete, heavy disturbance, immediate. • Evaluate for disability services and/or medical return. • Consider referral to threat assessment. • SI/RNA or other violence risk assessment. <p>SEVERE RISK</p> <ul style="list-style-type: none"> • Possible contribution by reporter. • Possible significant notification (campus, unless communicated). • Evaluate emergency notification to others (if appropriate). • No behavior contracts. • Inform applicable or confidential levels of applicable. • Possible input with local police to complete the flag. • Contact or assess medical/educational and other reports. • Consider referral to threat assessment. • SI/RNA or other violence risk assessment. <p>EXTREME RISK</p> <ul style="list-style-type: none"> • Possible contribution by reporter. • Possible significant notification (campus, unless communicated). • Evaluate emergency notification to others (if appropriate). • No behavior contracts. • Inform applicable or confidential levels of applicable. • Possible input with local police to complete the flag. • Contact or assess medical/educational and other reports. • Consider referral to threat assessment. • SI/RNA or other violence risk assessment.

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The Tools

Class Participation

Baseline behavior and changes as it relates to:

- Suicide Ideation
- Suicide Attempt
- Autism
- PTSD
- Bipolar Disorder

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The Tools

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The Structured Interview for Violence Risk Assessment (SIVRA-35)

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The Tools

SIVRA 35

The Structured Interview for Violence Risk Assessment (SIVRA-35) is a thirty-five-item inventory designed by Brian Van Brunt, Ed.D., that is used to assist Behavioral Intervention Team members and clinical staff in conducting a more thorough and research-based violence risk assessment.

The SIVRA-35 is designed to assist with individuals identified as elevated, severe, or extreme risk by the NaBITA Threat Assessment Tool or using similar methodologies.

The SIVRA-35 is an informal, structured set of items for those who work in Higher Education to use with individuals who may pose a risk or threat to the community. The SIVRA-35 is not designed as a psychological test and it is not designed to assess suicidal students. **SIVRA-35 results are not a prediction of future violence.**

The ideal approach to violence risk assessment is utilizing an individual trained and experienced in violence risk assessment to interview the subject. Since these individuals are difficult to find, the SIVRA-35 serves as a starting place for clinical staff and administrators to conduct a more standardized research-based violence risk assessment with students determined to be at an increased risk.

While risk and threat assessment cannot be predictive, multiple agencies (FBI, Secret Service, Department of Education, US Post Office, ASIS International and the Society for Human Resource Management, ASME-IT) have suggested risk factors to attend to when determining the potential danger an individual may represent. Several prominent experts in campus violence and workplace threat assessment have also recommended key considerations salient when assessing risk and threat (Meloy, 2000; Byrnes, 2002; Turner & Gelles, 2003; Deisinger, Randazzo, O'Neill & Savage, 2008; Meloy, Hoffmann, Guldman, & James, 2011).

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Rule #1

- The SIVRA-35 provides the user a score from 0-70 indicating a numerical level of risk.
- Items are scored
 - 0 for no present
 - 1 for partially present or needs further data to score
 - 2 for present

Rule #2

- The SIVRA-35 provides the user a score from 0-70 indicating a numerical level of risk.
- Scores from 1-20 indicate a low risk for violence; scores from 21-40 indicate a moderate risk for violence; and scores from 41-70 indicate a high risk for violence.

Rule #3

- The first twelve items are critical items that are weighted more heavily than the rest.
- When four or more of the first 12 are marked non-zero (either 1 or 2) this moves the scoring automatically to the high category.

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Items 1-12

When four or more of the first 12 are marked non-zero (either 1 or 2) this moves the scoring automatically to the high category

- There is a direct communicated threat to a person, place, or system.
- The student has the plans, tools, weapons, schematics and/or materials to carry out an attack on a potential target.
- The student harbors violent fantasies to counteract his/her isolation and/or emotional pain.
- The student has an action plan and/or timeframe to complete an attack.
- The student is fixated and/or focused on their target in their actions and threatening statements.
- The student carries deep grudges and resentments. He can't seem to let things go and collects injustices based on perceptions of being hurt, frustrated with someone, or annoyed.
- The target is described negatively in writing or artistic expression. There is a narrow focus on a particular person that has a level of preoccupation or fascination with the target. There is a pattern of this behavior, rather than a one-time act.
- There has been leakage concerning a potential plan of attack. Leakage can include a direct threat, but also can be found in items shedding light on a plan of attack.
- The student has current suicidal thoughts, ideations and/or a plan to die.
- The student talks about being persecuted or being treated unjustly.
- The student has engaged in 'last acts' behaviors or discusses what he wants people to remember about his actions. Creation of a legacy token.
- The student seems confused or has odd or troubling thoughts. The student may hear voices or see visions that command them to do things.


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Remaining Items

13. The student displays a hardened point of view or strident, argumentative opinion. This is beyond a person who is generally argumentative or negative.
14. The student has a lack of options and/or a sense of hopelessness and desperation.
15. The student is driven to a particular action to cause harm.
16. The student has had a recent breakup or failure of an intimate relationship and/or the student has become obsessed in stalking or fixated on another person romantically.
17. The student acts overly defensive, aggressive or detached given the nature of this risk/threat assessment. Seeks to intimidate the assessor or displays an overly casual response given the seriousness of the interview.
18. The student displays little remorse for his actions, lacks understanding of the perspective of potential victims and acts with a detachment or bravado during the interview.
19. The student has a weapon (or access to weapon), specialized training in weapon handling, interest in paramilitary organizations or Veteran/Law Enforcement status.
20. The student glorifies and revels in publicized violence such as school shootings, serial killers, war or displays an unusual interest in sensational violence. The student uses weapons for emotional release and venerates destruction.
21. The student externalizes blame for their behaviors and problems onto other people despite efforts to educate them about how others view their actions. The student takes immediate responsibility in a disingenuous manner.
22. The student intimidates or acts superior to others. The student displays intolerance to individual differences.
23. The student has a past history of excessively impulsive, erratic or risk taking behavior.

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Remaining Items

24. The student has a past history of problems with authority. The student has a pattern of intense work conflicts with supervisors and other authorities (e.g. Resident Advisor, Conduct Officer, Professor or Dean).
25. The student handles frustration in an explosive manner or displays a low tolerance for becoming upset. This is beyond avoiding responsibility or calling mom/dad or a lawyer.
26. The student has difficulty connecting with other people. They lack the ability to form intimate relationships. They lack the ability to form trust.
27. The student has a history of drug or substance use that has been connected to inappropriate ideation or behavior. Substances of enhanced concern are methamphetamines or amphetamines, cocaine or alcohol.
28. The student has mental health issues that require assessment and treatment.
29. The student has poor and/or limited access to mental health and support.
30. Objectification of others (perhaps in social media or writings).
31. The student seems obsessed with another person, location or behavior the individual has little control over.
32. The student has oppositional thoughts and/or behaviors.
33. The student has poor support from and connection with faculty, administration and staff. They have an unsupportive family system and peers who exacerbate bad decisions and offer low quality advice or caring. Evaporating social inhibitors.
34. The student experiences overwhelming, unmanageable stress from a significant change such as losing a job, a conduct hearing, failing a class, suspension or family trauma. This stress goes beyond what would normally be expected when receiving bad news.
35. The student has drastic, unexplained behavior change.

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The Tools

CHARLESTON SHOOTER ORIGINALLY PLANNED TO ATTACK A COLLEGE

By Reuters
June 20, 2015 | 8:41am


Friends of the white gunman who shot and killed nine black people inside an historic African-American church in Charleston, South Carolina said he first talked about attacking a college campus, the Washington Post and NBC News reported on Friday.



The Washington Post reported 22-year-old Christon Scriven, a black neighbor of gunman Dylann Roof, said that during a recent night of drinking, Roof said he wanted to open fire on a school. At another point, Roof talked about shooting up the College of Charleston, according to the newspaper.

"My reaction at the time was, 'You're just talking crazy,'" Scriven told the Post. "I don't think he's always there." Scriven also told NBC News that Roof may have changed his plans after deciding the college campus was a harder target to access.


"He just said on Wednesday, everything was going to happen. He said they had seven days," Scriven said to NBC News. "I just ran through my head that he did it [...] Like, he really went and did what he said he was going to do."

<http://www.reuters.com/article/2015/06/20/us-usa-shooting-south-carolina-friends-idUSKBN008D20150620>



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The Tools 

SIVRA-35 Results
NABITA <no-reply@nabita.org> Thu, Jul 2, 2015 at 9:07 AM
Total Score: 40/70 OVERALL RISK: HIGH Case Number: 20150702

Narrative: The data you entered suggests an individual who is a risk to others. Decisive and quick action is required to thwart a potential violent attack on an individual or on campus. Multiple departments should be involved in this case to better address concerns for the community and campus safety.

If the student's whereabouts are not currently known, locating the student for further assessment is essential. Most extreme risk cases will require some separation --as permitted by law and campus policy-- from campus to allow for further assessment, information gathering and potential campus and/or criminal charges.

Efforts should be made to notify and work with those who can help mitigate risk (e.g. parents, extended family, friends) while the BIT engagement continues.


Item breakdown
 A score of "1" indicate some of the behavior may be present
 A score of "2" indicates the behavior is strongly present


Item # 1 There is a direct communicated threat to a person, place, or system. **Rated: 2**

Item # 2 The student has the plans, tools, weapons, schematics and/or materials to carry out an attack on a potential target. **Rated: 1**

Item # 3 The student harbors violent fantasies to counteract his/her isolation and/or emotional pain. **Rated: 1**

Item # 4 The student has an action plan and/or timeframe to complete an attack. **Rated: 2**

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The Tools 

SIVRA-35 Results
NABITA <no-reply@nabita.org> Thu, Jul 2, 2015 at 9:07 AM
Total Score: 40/70 OVERALL RISK: HIGH Case Number: 20150702

Item # 5 The student is fixated and/or focused on his target in his actions and threatening statements. **Rated: 2**

Item # 6 The student carries deep grudges and resentments. He can't seem to let things go and collects injustices based on perceptions of being hurt, frustrated with someone, or annoyed. **Rated: 1**


Item # 8 There has been leakage concerning a potential plan of attack. Leakage can include a direct threat, but also can be "found" items shed ding light on a plan of attack. **Rated: 2**


Item # 13 The student displays a hardened point of view or strident, argumentative opinion. This is beyond a person who is generally argumentative or negative. **Rated: 2**

Item # 15 The student is driven to a particular action to cause harm. **Rated: 2**

Item # 16 The student has had a recent breakup or failure of an intimate relationship and/or student has become obsessed in stalking or fixated on another person romantically. **Rated: 1**

Item # 19 The student has a weapon (or access to weapon), specialized training in weapon handling, interest in paramilitary organizations or Veteran/Law Enforcement status. **Rated: 2**

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The Tools 

SIVRA-35 Results
NABITA <no-reply@nabita.org> Thu, Jul 2, 2015 at 9:07 AM
Total Score: 40/70 OVERALL RISK: HIGH Case Number: 20150702

Item # 20 The student glorifies and revels in publicized violence such as school shootings, serial killers, war or displays an unusual interest in sensational violence. The student uses weapons for emotional release and venerates destruction. **Rated: 2**

Item # 21 The student externalizes blame for personal behaviors and problems onto other people despite efforts to educate him/her about how others view these actions. The student takes immediate responsibility in a disingenuous manner. **Rated: 1**


Item # 22 The student intimidates or acts superior to others. The student displays intolerance to individual differences. **Rated: 2**

Item # 23 The student has a past history of excessively impulsive, erratic or risk taking behavior. **Rated: 1**

Item # 24 The student has a past history of problems with authority. The student has a pattern of intense work conflicts with supervisors and other authorities (e.g. Resident Advisor, Conduct Officer, Professor or Dean). **Rated: 2**

Item # 25 The student handles frustration in an explosive manner or displays a low tolerance for becoming upset. This is beyond avoiding responsibility or calling mom/dad or a lawyer. **Rated: 1**

Item # 26 The student has difficulty connecting with other people. The student lacks the ability to form intimate relationships. The student lacks the ability to form trust. **Rated: 2**

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The Tools

SIVRA-35 Results

NABITA Assessment@ncherml.org Thu, Jul 2, 2015 at 9:07 AM
Total Score: 40/70 OVERALL RISK: HIGH Case Number: 20150702

Item # 27 The student has a history of drug or substance use that has been connected to inappropriate ideation or behavior. Substances of enhanced concern are methamphetamines or amphetamines, cocaine or alcohol. **Rated: 2**

Item # 30 Objectification of others (perhaps in social media or writings). **Rated: 2**

Item # 31 The student seems obsessed with another person, location or behavior the individual has little control over. **Rated: 2**

Item # 32 The student has oppositional thoughts and/or behaviors. **Rated: 2**

Item # 33 The student has poor support and connection from faculty, administration and staff. The student has an unsupportive family system and peers who exacerbate bad decisions and offer low quality advice or caring. They experience evaporating social inhibitors. **Rated: 1**

Item # 35 The student has drastic, unexplained behavior change. **Rated: 2**

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The Tools

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VRWA²
**Violence Risk Assessment
of the Written Word (VRWA²)**

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The Tools

VRAW² **What is the VRAW²?**

The VRAW² designed by Brian Van Brunt, Ed.D., is to offer members of Behavioral Intervention Teams an additional risk rubric to apply when the team is face with written communication of concern. The VRAW² is not designed as a psychological test, but rather a structured way of thinking about written communication and writing samples. No degree or clinical expertise is required to use the VRAW².

The VRAW² consists of five main factors:

- 1) Fixation and Focus;
- 2) Hierarchical Thematic Content;
- 3) Action and Time Imperative;
- 4) Pre-Attack Planning; and
- 5) Injustice Collecting.

Each factor has five sub-items that are numerically scored to assist staff completing the assessment to make a decision about the endorsement of the main factor.

Ideally, the assessment should take place after the assessor has reviewed incident reports, available documents related to conduct in the educational setting and in the immediate community, and any other information available in the context of the writing sample.

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The Tools

VRAW² **Scoring the VRAW²**

The VRAW² designed by Brian Van Brunt, Ed.D., is to offer members of Behavioral Intervention Teams an additional risk rubric to apply when the team is face with written communication of concern. The VRAW² is not designed as a psychological test, but rather a structured way of thinking about written communication and writing samples. No degree or clinical expertise is required to use the VRAW².

- To score the VRAW², the writing sample should be read through carefully several times and areas of concern highlighted. In the case of video footage or other recorded audio messages or voicemails, the content should be transcribed into text and then reviewed.
- Staff uses the VRAW², then makes a decision surrounding each of the main five factors to determine if it is present.
- This is determined by rating each of the five sub-factors either 0 for not present, 1 for unsure, or 2 for present. The subfactor scores are then added up.
- Scores of 5 or more indicate the overall factor is endorsed.

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VRAW² **FACTOR A: FIXATION AND FOCUS**

This factor is based on the concept of a specific target being identified in the writing sample. This is a target in real life and the target is identified specifically.

Sub-factor A.1 Naming of Target: Is the person, place, or system being targeted identified clearly in the writing sample?

Sub-factor A.2 Repetition of the Target: Is the target mentioned more than once? Is the target identified and then repeated multiple times for emphasis?

Sub-factor A.3 Objectification of Target: Is there language that indicates a negative view or dehumanizing of the target?

Sub-factor A.4 Emphasis of Target: Does the writer use capital letters, quotes, color changes, graphics, parenthetical inserts, or emoji to emphasize the target? This becomes more concerning if related to a theme of retaliation, blaming others, or wounded self-image (my life is over).

Sub-factor A.5 Graphic Language: Does the writer describe what s/he wants to do to the target in a graphic or detailed manner?

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VRAW²

FACTOR B: HIERARCHICAL
THEMATIC CONTENT

This factor is based on the concept of the writer or protagonist in the story being identified in the writing sample as superior or in an avenging or punishing role. This can occur through the anti-hero of the story or writer being seen as all-powerful and giving out judgment for past wrongs or the proletariat or targets in the story being seen as weak, stupid, or naive.

Sub-factor B.1 Disempowering Language: Is the person, place, or system being targeted described as a sheep, lemming, cattle, retarded, or something similar?

Sub-factor B.2 Glorified Avenger: Is the writer or protagonist described as an all-powerful figure or someone who is smart, knowledgeable, and able to punish those who have wronged him/her? There may also be a tendency to use the gun or weapon to enhance the attacker's gender status to present him/ herself as all powerful or superior.

Sub-factor B.3 Reality Crossover: For fiction pieces, is there a cross-over between fiction and reality? Additionally, does the writer reference an ideology or historical figure such as Hitler / Nazis or previous mass murderer as a role model or someone to emulate or copy?

Sub-factor B.4 Militaristic Language: Does the writer use military language around tactical or strategic attacks on a target?

Sub-factor B.5 Paranoid Content: Does the story structure give a sense of paranoia or worry beyond what would be considered normal?

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VRAW²

FACTOR C: ACTION AND TIME IMPERATIVE

This factor is concerned with writing content that conveys a sense of impending movement toward action. This may be communicated by mentioning a specific time, location, or event such as a graduation, academic admission, or results of a conduct meeting.

Sub-factor C.1 Location of the Attack: Is the location of a potential attack site mentioned in detail?

Sub-factor C.2 Time of the Attack: Is there a time/date given for the attack?

Sub-factor C.3 Weapons and Materials to be Used: Are specific weapons or materials mentioned in the writing that will be used in the attack?

Sub-factor C.4 Overcoming Obstacles: Does the writing sample include examples of obstacles that must be first overcome in order to carry out an attack?

Sub-factor C.5 Conditional Ultimatum: Is there an ultimatum attached to the time and the location of the attack?

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VRAW²

FACTOR D: PRE-ATTACK PLANNING

Many who move forward with violent attacks write and plan in detail prior to these attacks. Sometimes, this pre-attack planning is boastful and can be described as a "howling" behavior designed to intimidate others towards compliance. Other times the pre-attack planning is unintentionally leaked prior to the attack and discovered by a third party.

Sub-factor D.1 Discussion and Acquisition of Weapons: Does the writing contain evidence of discussion about potential weapons or materials that may be used to carry out an attack?

Sub-factor D.2 Evidence of Researching or Stalking the Target: Does the writing give evidence the author has conducted detailed research concerning the potential target?

Sub-factor D.3 Details Concerning Target: Has the writer given evidence of studying the details of a particular location to attack?

Sub-factor D.4 Fantasy Rehearsal for Attack: Is there evidence of a fantasy rehearsal concerning a potential attack?

Sub-factor D.5 Costuming Description: In fiction writing, is there a discussion of elaborate, dark costuming worn by the anti-hero prior to or during the attack?

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VRAW² FACTOR E: INJUSTICE COLLECTING

The term "injustice collector" was coined by Mary Ellen O'Toole as a risk factor in the first prong of the threat assessment approach: the personality of the student. The injustice collector keeps track of his/her past wrongs and is often upset in a manner beyond what would typically be expected.

Sub-factor E.1 Perseverating on Past Wrongs: Does the writer give evidence of being wronged by others?

Sub-factor E.2 Unrequited Romantic Entanglements: Does the writer discuss past romantic relationships that ended in frustrated outcomes with the writer or protagonist alone and isolated?

Sub-factor E.3 Desperation, Hopelessness or Suicide Ideation/Attempt: Does the story or email have a quality of sadness, isolation, and a lack of positive outcomes or options for either the writer or the main character? Did the writer express an idea, thought, or description of a plan to kill him/herself?

Sub-factor E.4 Amplification/Narrowing: Is there language that amplifies (use of CAPS, emoji, or color / highlighting) or narrows the focus of anger and threat to a particular individual, department, or group?

Sub-factor E.5 Threats to Create Justice: Does the writer offer an explanation of how s/he will seek ultimate justice, karma, payback, or a narrative on how the individual will "make things right"?

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The Tools

VRAW² SCORING

To score the VRAW², the writing sample should be read through carefully several times and areas of concern highlighted. Staff using the VRAW² then makes a decision surrounding each of the main five factors to determine if it is present.

This is determined by rating each of the five sub-factors as:

- > 0 for not present,
- > 1 for unsure, and
- > 2 for present.

The sub-factors are then added up. Scores of 5 or more indicated the overall factor is endorsed.

Factors Endorsed	NaBITA Tool	SIVRA35
5 Factors	Extreme	High
4 Factors	Severe	High
3 Factors	Elevated	Moderate
2 Factors	Moderate	Moderate
1 Factor	Mild	Low

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VRAW² Factor A: Fixation and Focus

- 1. Sub-factor A.1 Naming of Target:** Score 2, "negroes", "Jews", "I chose Charleston because it is most historic city in my state, and at one time had the highest ratio of blacks to Whites in the country."
- 2. Sub-factor A.2 Repetition of the Target:** Score 1, repeated mentions racial groups, but does not point to a particular person or single out a group by location.
- 3. Sub-factor A.3 Objectification of Target:** Score 2, "Ni****s are stupid and violent." "Segregation was not a bad thing. It was a defensive measure ... it protected us from being brought down to their level. Integration has done nothing but bring Whites down to level of brute animals." "Negroes have lower IQs, lower impulse control, and higher testosterone levels in generals. These three things alone are a recipe for violent behavior." "In my opinion the issues with Jews is not their blood, but their identity. I think that if we could somehow destroy the Jewish identity, then they wouldn't cause much of a problem".
- 4. Sub-factor A.4 Emphasis of Target:** Score 0, no evidence.
- 5. Sub-factor A.5 Graphic Language:** Score 0, no evidence.

Total Score 5: Factor A endorsed.


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The Tools VRAW²

Factor B: Hierarchical Thematic Content

1. **Sub-factor B.1 Disempowering Language:** Score 2, "animals," "destroy the jewish identity."
2. **Sub-factor B.2 Glorified Avenger:** Score 2, "But of course I dont deny that we [Whites] are in fact superior." "I have no choice." "Well someone has to have the bravery to take it to the real world, and I guess that has to be me."
3. **Sub-factor B.3 Reality Crossover:** Score 2, "The event that truly awakened me was the Trayvon Martin case. I kept hearing and seeing his name, and eventually I decided to look him up."
4. **Sub-factor B.4 Militaristic Language:** Score 0, no evidence.
5. **Sub-factor B.5 Paranoid Content:** Score 2, "We have no skinheads, no real KKK, no one doing anything but talking on the internet. Well someone has to have the bravery to take it to the real world, and I guess that has to be me." "Some people feel as though the South is beyond saving, that we have too many blacks here."

Total Score 8: Factor B endorsed.



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The Tools VRAW²

Factor C: Action and Time Imperative

1. **Sub-factor C.1 Location of the Attack:** Score 2, "I chose Charleston because it is most historic city in my state, and at one time had the highest ratio of blacks to Whites in the country."
2. **Sub-factor C.2 Time of the Attack:** Score 2, "Unfortunately at the time of writing I am in a great hurry and some of my best thoughts, actually many of them have been to be left out and lost forever."
3. **Sub-factor C.3 Weapons and Materials to be Used:** Score 2, Pictures with guns
4. **Sub-factor C.4 Overcoming Obstacles:** Score 0, no evidence.
5. **Sub-factor C.5 Conditional Ultimatum.** Score 0, no evidence.

Total Score 6: Factor C endorsed.



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Factor D: Pre-Attack Planning

1. **Sub-factor D.1 Discussion and Acquisition of Weapons:** Score 1, Pictured with weapons.
2. **Sub-factor D.2 Evidence or Researching or Stalking the Target:** Score 0, no evidence.
3. **Sub-factor D.3 Details Concerning Target:** Score 0, no evidence.
4. **Sub-factor D.4 Fantasy Rehearsal for about attack:** Score 0, no evidence.
5. **Sub-factor D.5 Costuming Description.** Score 1, some evidence being pictured with the flag while writing, "We have no skinheads, no real KKK, no one doing anything but talking on the internet. Well someone has to have the bravery to take it to the real world, and I guess that has to be me."

Total Score 2: Factor D not endorsed.



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The Tools VRAW²

Factor E: Injustice Collecting

1. Sub-factor E.1 Persevering on Past Wrongs Score 2, "Many White people feel as though they dont have a unique culture. The reason for this is that White culture is world culture. I dont mean that our culture is made up of other cultures, I mean that our culture has been adopted by everyone in the world. This makes us feel as though our culture isnt special or unique." "I have noticed a great disdain for race mixing White women within the White nationalists community, bordering on insanity it. These women are victims, and they can be saved. Stop." "But what about the White people that are left behind? What about the White children who, because of school zoning laws, are forced to go to a school that is 90 percent black? Do we really think that that White kid will be able to go one day without being picked on for being White, or called a "white boy"? And who is fighting for him? Who is fighting for these White people forced by economic circumstances to live among negroes? No one, but someone has to."

2. Sub-factor E.2 Unrequited Romantic Entanglements Score 0, no evidence.

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The Tools VRAW²


Factor E: Injustice Collecting

3. Sub-factor E.3 Desperation, Hopelessness, and Suicide Ideation/Attempt Score 1, "Unfortunately at the time of writing I am in a great hurry and some of my best thoughts, actually many of them have been to be left out and lost forever. But I believe enough great White minds are out there already. Please forgive any typos, I didnt have time to check it."

4. Sub-factor E.4 Amplification/Narrowing Score 1, "I chose Charleston because it is most historic city in my state, and at one time had the highest ratio of blacks to Whites in the country."

5. Sub-factor E.5 Threats to Create Justice Score 2, "To take a saying from a film, "I see all this stuff going on, and I dont see anyone doing anything about it. And it pisses me off.". To take a saying from my favorite film, "Even if my life is worth less than a speck of dirt, I want to use it for the good of society." "Well someone has to have the bravery to take it to the real world, and I guess that has to be me."

Total Score 6: Factor E endorsed.

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The Tools VRAW²

Overall Analysis


Endorsed

- ✓ Factor A: Fixation and Focus (5)
- ✓ Factor B: Hierarchical Thematic Content (8)
- ✓ Factor C: Action and Time Imperative (6)
- ✓ Factor E: Injustice Collecting (6)

Not Endorsed

Factor D: Pre-Attack Planning (2)

Factors Endorsed	NaBITA Tool	SIVRA35
5 Factors	Extreme	High
4 Factors	Severe	High
3 Factors	Elevated	Moderate
2 Factors	Moderate	Moderate
1 Factor	Mild	Low

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The Process

Coaching for the BIT Chair Creating an Environment of Calm and Directed Leadership

The BIT Chair can be a daunting seat. There are many moving parts related to an active BIT case, most of which are very dynamic in nature.

- Effective Team leaders must have a working knowledge of data collection, investigations, assessments tools such as the NaBITA Threat Assessment Tool the SIVRA-35, VRAW², and an understanding of related mental health tests and their results.
- While the BIT Chair is responsible for ensuring that many tasks are completed, they are not responsible for performing each.
- In addition, the Chair must possess the skills necessary to conduct an outcome based BIT meeting.



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The Process

Coaching for the BIT Chair – Defining the Problem

The BIT Chair Responsibilities:

- Receives reports,
- Sets the agenda,
- Coordinates the gathered data,
- Conducts interviews,
- Performs assessments,
- Presents the information to the Team,
- Makes determinations,
- Issues directives,
- Administers the Case Management Program,
- Trains the Team, and
- Produces the Annual Report.



WAIT A MINUTE!



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The Process

Coaching for the BIT Chair – Defining the Problem

1. Default to a one person show and simply inform the Team at meetings

- Avoid unnecessary meetings
- Share ownership of the meeting
- Provide incentives for attending (and paying attention) during a meeting
- Consider creative meeting venues
- Vary presentation formats
- Use breakout sessions to troubleshoot and to collect feedback

(Reynolds, 2012)



"IT FINALLY HAPPENED... I CALLED A MEETING... AND NOBODY CAME."



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The Process

Coaching for the BIT Chair – Defining the Problem

1. Default to a one person show and simply inform the Team at meetings
2. Have difficulty managing the process flow of a case or a meeting as a whole,

Ways to Make Meetings Better

1. Be prepared
2. Have an agenda
3. Start on time and end on time
4. Have fewer (but better) meetings
5. Include, rather than exclude
6. Maintain the focus
7. Capture and assign action items
8. Get feedback

(Allen and Economy, 2008)



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The Process

Coaching for the BIT Chair – Defining the Problem

1. Default to a one person show and simply inform the Team at meetings
2. Have difficulty managing the process flow of a case or a meeting as a whole,
3. Become overwhelmed with BIT on top of other responsibilities.

Over-committed?

- Is this aligned with my top priorities, goals and values?
- If I say yes to this, what will it mean, by default, I must say no to?
- Do I realistically have time to fulfill this commitment properly and on time?

(Warrell, 2012)

"Sometimes you have to say No, to even a good thing."
Bill Newman



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The Process

Coaching for the BIT Chair – Head Coach

What Good Coaches Do

1. Understand the Game

- Mass Shootings at Virginia Tech: Report of the Review Panel: This is the official findings of the review panel from August 2007 http://www.schoolshooters.info/PL/Official_Reports.htm
- Drysdale, D., Modzeleski, W., & Simons, A. (2010). *Campus attacks: Targeted violence affecting institutions of higher education*. U.S. Secret Service, U.S. Department of Homeland Security, Office of Safe and Drug-Free Schools, U.S. Department of Education, and Federal Bureau of Investigation, U.S. Department of Justice. Washington, D.C., 2010.

A joint report by the Secret Service, Department of Education and the Federal Bureau of Investigation (Drysdale, et al, 2010) found that:

- 73% of deadly attacks on college campuses were targeted towards a specific individual for various reasons
- 6% of those killed in these attacks were considered collateral, where an errant shot or attack of some type at a specific target struck an unintended victim.
- In adolescent mass murders and school shooting, 58% of the perpetrators had some degree of leakage of the attack prior to the violent act.
- 3% of the attackers moved between locations (building to building)
- 4% of the attackers moved between rooms within the same building



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The Process

Coaching for the BIT Chair – Head Coach

What Good Coaches Do

- Understand the Game**
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 - Drysdale, D., Modzelenski, W., & Simons, A. (2010). *Campus attacks: Targeted violence affecting institutions of higher education*. U.S. Secret Service, U.S. Department of Homeland Security, Office of Safe and Drug-Free Schools, U.S. Department of Education, and Federal Bureau of Investigation, U.S. Department of Justice. Washington, D.C., 2010.
 - Preventing the Preventable, NaBITA's 2011 Whitepaper

There have been and will be violent acts on college campuses which will suddenly and without warning take the life of a student, faculty or staff member. While no act of violence is predictable, some are preventable (Sokolow, et al, 2011) (Maloy, 2012) (Drysdale, et al, 2010).

Background checks for admissions and employment provides a history for an individual. Mandating that students and employees report any arrest other than minor traffic violations provides a glimpse into recent activities, these are not predictors of violence. However, research does show that in most cases of violence and deadly attacks on college campuses some leakage did occur; someone other than the perpetrator had some knowledge of intent to do harm to others or was extremely upset at somebody (Sokolow, et al, 2011).



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The Process

Coaching for the BIT Chair – Head Coach

What Good Coaches Do

- Understand the Game**
 - Mass Shootings at Virginia Tech: Report of the Review Panel: This is the official findings of the review panel from August 2007 http://www.schoolshooters.info/PL/Official_Reports.html
 - Drysdale, D., Modzelenski, W., & Simons, A. (2010). *Campus attacks: Targeted violence affecting institutions of higher education*. U.S. Secret Service, U.S. Department of Homeland Security, Office of Safe and Drug-Free Schools, U.S. Department of Education, and Federal Bureau of Investigation, U.S. Department of Justice. Washington, D.C., 2010.
 - Preventing the Preventable, NaBITA's 2011 Whitepaper
 - Attend a NaBITA, BIT Best Practices Certification Course 
 - Join other professional associations such as: ATAP & ASCA 
 - Subscribe to newsletters and periodicals such as: Campus Legal Advisor, Student Affairs Today, and Higher Education Law in America (Center for Education & Employment Law)
 - Attend:
 - The ASCA Donald D. Gehring Academy for Student Conduct Administration
 - National Conference for Law and Higher Education, Stetson University.




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The Process

Coaching for the BIT Chair – Head Coach


What Good Coaches Do

- Understand the Game
- Hire an Assistant Coach**
 - Assistant BIT Chair (not a co-chair)
 - Establish the meeting agenda
 - Conduct interviews and brief BIT
 - Has full edit rights in reports
 - Runs the BIT meeting in the absence of the Chair and has the authority to call an emergency meeting



The best way to get someone to come to a party is give them something to bring.

Members of the BIT should have a reason to be at the meeting.




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The Process


Coaching for the BIT Chair – Head Coach

What Good Coaches Do

1. Understand the Game
2. Hire an Assistant Coach
3. **Recruit Good Players**
 - Dean of Students
 - Chief of Police
 - Director for Residence Life
 - Case Manager
 - Director of the Counseling Center
 - Academic Dean
 - Human Resources Director



Your players must have policy and practice experience in their respective areas and have the authority to take independent action.


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The Process


Coaching for the BIT Chair – Head Coach

What Good Coaches Do

1. Understand the Game
2. Hire an Assistant Coach
3. Recruit Good Players
4. **Teach the Game**
 - Review Case Studies & Current Events
 - Instruct team members on how to use assessment tools
 - Utilize webinars and video training
 - Encourage attendance at regional and national conferences
 - Empower Team members to bring their expertise to the table



Yes Bob, I must agree that you certainly did rock that analysis of The Firestone Assessment of Violent Thoughts.

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The Process

Coaching for the BIT Chair – Head Coach

What Good Coaches Do

1. Understand the Game
2. Hire an Assistant Coach
3. Recruit Good Players
4. Teach the Game
5. **Manage the Game**
 - Keep the Team on task and on the agenda, your time is limited if you have the right people at the table
 - Look for opportunities to bring a Team member to the front
 - Sort through the hype; understand that emotions are in the room but don't let emotions run the room
 - Ask probing questions / review similar cases
 - Encourage alternative scenarios (what if's)
 - Understand – Leaders look away from the ball!

**"I skate to where the puck is going to be, not where it has been."
Wayne Gretzky**

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The Process

Coaching for the BIT Chair – Head Coach


What Good Coaches Do

1. Understand the Game
2. Hire an Assistant Coach
3. Recruit Good Players
4. Teach the Game
5. Manage the Game
6. **Post-Game Review**
 - Grab an old case and bring it back to the table with fresh eyes and greater experience.



"Expose me, Coach - but are we the bugs or the Kases?"

"It's like deja-vu, all over again."
Yogi Berra



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The Process

Coaching for the BIT Chair – Tools

Why are Tools Important?

- The Pima Community College Police had 7 reported contacts with Jared Loughner prior to the behavioral intervention team being notified of his behavior. College officials met with Loughner and his mother on two occasions to discuss his behavior; in both instances Loughner was cooperative (Sanchez, 2012, November).
- Former University of Colorado student James Holmes killed 12 and wounded 58 people on July 29, 2012 during the primer of *The Dark Knight Rises* at a theater in Aurora, Colorado. A little more than a month prior to the shooting, Holmes had withdrawn himself from the university. Even though Holmes' psychiatrist had told the university's Behavioral Evaluation and Threat Assessment Team that he may be dangerous, he was not a registered student at the time of the psychiatrist's report (Meloy, 2012, December).
- While both gunmen were former students when they committed these deadly acts away from their respective college campuses, each institution's behavioral intervention team was questioned, thousands of emails were requested and produced through open records acts, and Pima College and the University of Colorado suffered great financial burdens in man-hours and professional fees. Both institutions responded with public statements that the individual in question was not a student at the time of the incident (Sanchez, 2012, November) (Meloy, 2012, December).

Meloy, R. (2012, December). *Eight warning behaviors of violence*. Paper presented at the 4th Annual NABITA Conference, Bonita Springs, FL.

Sanchez, J. (2012, December). *The impact of the January 8, 2011 shooting in Tucson, Arizona on Pima Community College and the lessons learned from the experience*. Paper presented at the 4th Annual NABITA Conference, Bonita Springs, FL.




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The Process

What Tools are Available?



SIVRR35


The Structured Interview for Violence Risk Assessment (SIVRR-35) is a thirty-five item inventory designed by Brian Van Donge, Ph.D. that is used to assist Behavioral Intervention Team members and clinical staff in conducting a more thorough and research-based violence risk assessment. The SIVRR-35 is designed to assist with individuals identified as being at, serious or extreme risk by the NABITA Threat Assessment Tool or using similar methodologies.

Mandated Assessment Tests

- The Minnesota Multiphasic Personality Test
- The Beck Depression Inventory
- The Beck Anxiety Inventory
- The Firestone Assessment of Violent Thoughts


Other Tools / Information Sources

- Academic Transcripts
- Application
- Financial Aid Transcripts
- Current Bill
- Social Media
- Human Intelligence: talk to people
- Class Attendance & Current Grades
- Police Reports



Actionable Case Workflow Chart

* <http://nabita.org/resources/threat-assessment-tools/>



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The Process

Coaching for the BIT Chair – The Traffic Cop

Mandated Assessment Tests
The Internet-Based Intelligence Personality Test

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The Process

Coaching for the BIT Chair – The Traffic Cop

The BIT Chair Responsibilities:

- Receives reports
- Sets the agenda
- Coordinates the gathered data
- Conducts interviews
- Performs assessments
- Presents the information to the Team
- Makes determinations
- Issues directives
- Administers the Case Management Program
- Produces the Annual Report
- Administers The NaBITA Threat Assessment Tool
- Trains the Team and Campus
- SIVRA-35 / VRAW2
- Administers mental health testing
- Directs Actionable Case Flow Charts
- Data entry
- Keeping up with current law
- Editing documents and manuals

As the BIT Chair I had to say:
"STOP! This is what I will to do."

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The Process

Actionable Case Workflow Chart

These are the Intersections You Will Be Directing Today

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The Process

CASE STUDY #1

A reports comes to your attention:

1. How did it arrive?
2. Status of the reporter? (Faculty, Student, Staff, other)
3. Status of the person of concern?
4. Cursory look with the NaBITA Threat Assessment Tool
 - a) Harm to Self?
 - b) Harm to Others?
 - c) Neither?
5. Start directing traffic



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Incident Reporting Form

Submitted on September 16, 20XX at 12:51:06 Type: Non-Academic Misconduct
 Urgency: normal Incident Date: 20XX-09-16
 Incident Time: 12:51 pm Incident Location: internet

Reported by Name: Suzie Scott Title: President of KLS
 Email: scott_suzie@gmail.com

Reasons for Report
 CSU Creed Violation, Disorderly Conduct, Harassment

Involved persons
 Becky Simpton Alleged Female
 Suzie Scott Victim Female

Incident description
 On Tuesday, September 16th, 20XX at 12:51 pm, Suzie Scott received an email notification from twitter stating that Becky Simpton requested to follow her. Becky Simpton has been notified previously and in writing that she is not to contact Suzie Scott at all even via social media.

Ms. Simpton has had a previous BIT report filed out about her for harassment of Ms. Scott that has occurred for over a year. There were also meetings with both parties and the perimeters were defined.

Ms. Simpton has broken these rules and therefore is committing "Disorderly Conduct with failure to comply with University personnel"

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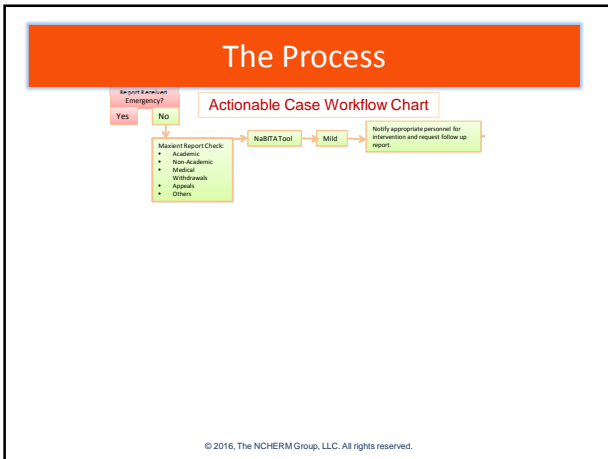


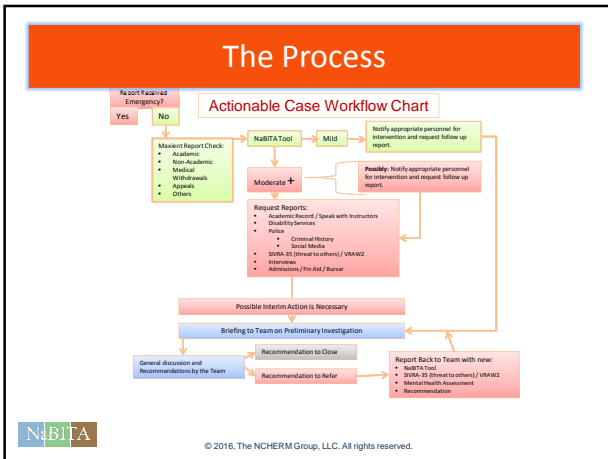
Indicator	Weight
History of violence	10
Threats or violence	10
History of mental health issues	10
History of substance use	10
History of self-harm	10
History of suicidal ideation	10
History of contact with law enforcement	10
History of contact with mental health services	10
History of contact with campus security	10
History of contact with campus police	10
History of contact with campus health services	10
History of contact with campus counseling center	10
History of contact with campus disability services	10
History of contact with campus career center	10
History of contact with campus financial aid office	10
History of contact with campus student government	10
History of contact with campus student organizations	10
History of contact with campus student unions	10
History of contact with campus student associations	10
History of contact with campus student clubs	10
History of contact with campus student groups	10
History of contact with campus student societies	10
History of contact with campus student organizations	10
History of contact with campus student unions	10
History of contact with campus student associations	10
History of contact with campus student clubs	10
History of contact with campus student groups	10
History of contact with campus student societies	10

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The Process

CASE STUDY #2

A reports comes to your attention:

1. How did it arrive?
2. Status of the reporter? (Faculty, Student, Staff, other)
3. Status of the person of concern?
4. Cursory look with the NaBITA Threat Assessment Tool
 - a) Harm to Self?
 - b) Harm to Others?
 - c) Neither?
5. Start directing traffic

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NARITA THREAT ASSESSMENT TOOL

HARM TO SELF MENTAL & BEHAVIORAL HEALTH, THE ESCAPE	OSPELLA 4 SIGNALIZED RISK RATING	HARM TO OTHERS WINE LEVELS OF AGGRESSION AND VIOLENCE
EXTREME	3	3 ASSAULT TOGETHER WITH THE OFFENSE
SEVERE	4	4 POSSESSION OF FIRE ARM
ELEVATED	5	5 LIMITED EXPLOSION OF VIOLENCE
MODERATE	6	6 THREATS OF VIOLENCE
MILD	7	7 LANGUAGE AND GESTICULATIONS ASSAULTIVE
LOWEST	8	8 LANGUAGE

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Book signing and lecture idea.

William Swanson Fri, Nov 19, 2013 at 2:27 AM

To: Aaron Reese

Hi Dean Reese, I was wondering if it was possible to schedule some time and space this Fall to conduct a book signing and lecture on the book's subject matter (the complimentary nature of Science and Religion). If it is, who would I contact to do that? I already have flyers and such made by the publisher and the publisher will be assisting me with press releases and advertising the event.

I just need a place and I thought campus would be great (CSU produces another author...).

Also, I have books coming and want to give you a signed copy. Is that OK?

Thanks
William Swanson Author of:
XXXXXXXXXXXXXXXXX(2013)
XXXXXXXX XXX XXXX XXXXX (2011)

Aaron Reese Fri, Jul 19, 2013 at 12:32 PM
To: William Swanson

I would appreciate a copy, thank you. Let me look into your question - I'll get back with you.

Dr. Chip Reese
Dean of Students
Columbus State University

Aaron Reese Mon, Nov 23, 2013 at 5:59 PM

To: William Swanson

William,

This is my first request from a student to do a book signing, etc. so I had to do some research. All such student requests should go through Mr. Smith. He is the University liaison for our campus bookstore (which is a 3rd party outsource). They will make any decisions and arrangements.

Again, congratulations on being published again.
Dean Reese

On Fri, Jul 23, 2013 at 2:27 AM, William Swanson wrote:

To: Aaron Reese

Yay! Thank you so much Dean Reese.

Also, ref earlier situation. I have decided to seek some therapy from the VA. It is free for me there, too. The Th. there believes that I may be hypersensitive due to PTSD manifesting as a result of the shooting of my partner and several other cases before and after that. That has been very enlightening to me. Makes me a lot more conscious of what I am actually perceiving vs. what is truly being communicated.

I had no idea that the mere mention of a stimulus would elicit a response.
I dont know what I would do without your help, though. It was your suggestion that led me there.

Thanks and blessing, William Swanson
Author of: XXXXX XXXXX(2013) & XXXXX XXXXX(2011)

Aaron Reese Mon, Nov 24, 2013 at 6:20 PM

To: William Swanson

William,

Good deal. I wish all the best. It sounds like things are moving in the right direction.

Dr. Chip Reese
Dean of Students
Columbus State University

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[Blank lined area for notes]

Are you a legal resident of Lee, Chambers or Russell county in Alabama? Yes No If yes, for how long? 2 / 2 Years/Months

Are you active duty military or dependent of someone who is active duty military? Yes No

Note: For fee assessment purposes, documentation to support the above statements may be requested.

Have you ever been convicted of any criminal offense other than a traffic violation or do you have charges pending? Yes No

Year and Semester you last attended CSU 1992

Semester Year
Intended Major Field of Study Psychology Degree Objective B.S.
Example: History

Do you wish to seek initial teaching certification? Yes No If yes, in what field?

If you are part of the military community, please answer the question(s) below that best fit your status:

Are you Active Duty Military? Yes No Or are you a dependent of someone who is Active Duty Military? Yes No

Are you a Reservist? Yes No Or are you a dependent of someone who is a Reservist? Yes No

Are you a Veteran? Yes No Or are you a dependent of someone who is a Veteran? Yes No

List all colleges and other schools attended since you were last enrolled at CSU. Please have the Registrar at each college attended submit official transcripts of academic records to the Admissions Office at CSU.

Name	Location City, State	Date of Attendance From To	Graduation Date	Degree Obtained
Chapman State College & University	Morrow, LA	2000-2001		None
Chapman University Online				
Marshall University				
Abraham Lincoln School of Law				

Have you been academically excluded, dismissed, or suspended from any of the above institutions?
 Yes No If yes, indicate which institution:

I understand that any material false statement made knowingly and willfully by me on this application, or any documents attached hereto may, in accordance with O.C.G.A. 16-10-71, which provides that upon conviction, a person who knowingly commits the offense of false swearing shall be punished by a fine of not more than \$1,000 or by imprisonment for not less than one nor more than five years, or both, subject me to prosecution in a court of law. Additionally, I further understand that any such false statement may subject me to prosecution in a court of law.

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[Blank lined area for notes]

Total Score: 18/70

SIVRA-35
OVERALL RISK: HIGH

Case Number: 2013021102

Narrative: The data you entered suggests an individual who is a risk to others. Decisive and quick action is required to prevent a potential violent attack on an individual or on campus. Multiple departments should be involved in this case to better address concerns for the community and campus safety.

If the student's whereabouts are not currently known, locating the student for further assessment is essential. Most extreme risk cases will require some cooperation and assistance by law enforcement police, from campus to allow for further assessment, information gathering and potential campus and/or criminal charges.

Efforts should be made to notify and work with those who can help mitigate risk (e.g. parents, extended family, friends) while the SIT engagement continues.

Item breakdown

A score of '0' indicate the behavior appears not to present
A score of '1' indicates some of the behavior may be present
A score of '2' indicates the behavior is strongly present
*Any non-zero response in items 1-12 will result in an OVERALL RISK of High

Rating on this measure. The data provides the user a score from 0-70 including a numerical level of risk. The chart below compares the score to the overall risk level. The chart below shows the range of scores that correspond to each overall risk level. The chart below shows the range of scores that correspond to each overall risk level.

Item # 3 The student displays a preoccupation with the person or object that is targeting. Rated: 2

Item # 4 The student carries dangerous weapons. Weapon types can be: knife, gun, and other types of weapons, or other types of weapons, or other types of weapons. Rated: 1

Item # 5 The student displays a hardened point of view or opinion, argumentative opinion. This is generally argumentative or negative. Rated: 1

Item # 6 The student has had a recent incident or history of an intimate relationship. The student's stalking or contact with someone romantically. Rated: 1

Item # 7 The student acts overly defensive, aggressive or disturbed given the nature of the risk to themselves. The student displays an overly defensive response given the seriousness of the risk. Rated: 1

Item # 8 The student displays little remorse for his actions, lacks understanding for the view for self with a detachment or insensitivity during the interview. Rated: 1

Item # 9 The student has a weapon (or access to weapon), specialized training in weapon handling, interest in paramilitary organizations or Veteran status. Rated: 2

Item # 10 The student intimidates or acts superior to others. The student displays instances to individual differences. Rated: 2

Item # 11 The student has a past history of excessively impulsive, erratic or risk taking behavior. Rated: 2

Item # 12 The student has a past history of problems with authority. The student has a pattern of intense work conflicts with supervisors and other authorities (i.e. Resident Advisor, Contact Officer, Professor or Dean). Rated: 2

Item # 13 The student has mental health issues that require assessment and treatment. Rated: 1

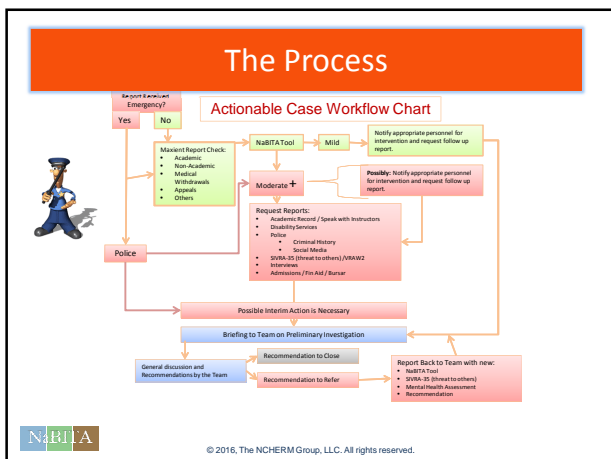
Item # 14 The student seems obsessed with another person, location or behavior the individual has little control over. Rated: 1

Item # 15 The student has drastic, unexplained behavior change. Rated: 2

The SIVRA-35 is an informal, structured and efficient tool to assess risk to higher education by use with individuals who represent risk to the community. The SIVRA-35 is not designed as a diagnostic tool and is not designed to assess suicidal students. SIVRA-35 results are not a predictive efficacy measure.

The best approach to violence risk assessment is offering an individualized and experienced violence risk assessment to interview the subject. Since these individuals are often high risk, it is important to have a strong grasp of the current and administrative to conduct a more sophisticated research-based violence risk assessment with students determined to be at an increased risk.

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Case Resolution Form		
William Swanson	201****	
Name		
909**** 1973-04-30	Alleged	
I.D. Number	DOB	
Student Information		
Off Campus	Junior	
Rooming	Room Number Classification	
Psychology	Psychology	
Academic Major	Academic Major	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	ROTC Affiliation	
I. Incident Information		
20**-11-20	3:00 pm	Other
Incident Date	Incident Time	Incident Location
II. Hearing Type		Hearing/Resolution Date
Administrative Report	Dean of Students	Behavioral Intervention Team
III. Charge(s) / Issue(s)		
1. Fabrication of University Records / False Statements		Falsing
2. Stalking/Contact		N/A
3. Harassment		N/A
4. Harassment		N/A
Parental/Guardian Notification: No		
IV. Sanctions / Actions		
A Dean of Students held to remain on the student's record until such time he supplies all needed educational transcripts and completes the necessary readmission process. There is no specific expiration date.		
V. Additional Sanctions/Stipulations		
VI. Rationale		
As per EIT discussion, the student has not supplied all of the necessary and missing transcripts from previously attended colleges and universities which are required by Columbus State. The last activity in his file involving transcripts was in January of 20*		

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William Swanson <XXXXX@Hotmail.com> Mon, July 20, 2015 at 3:27 PM
To: Chip Reese <reese_aaron@columbusstate.edu>

Dear Dr. Reese,

I have researched the issues of outstanding transcripts as seen on my Linked-In page and to which I signed the paper. I have discovered the problem. Since my release from prison I was being treated by the VA for a breakdown in which I entered an operable state of psychosis. I have never attended any of the following schools and would like to clear this up as soon as possible:

- American Military University
- Abraham Lincoln School of Law
- City Colleges of Chicago.
- University of Maryland.

I have been under professional treatment with Dr. Jones at the Veterans Administration since 2011. The linked-in accounts were created while I was in one of the episodes I have suffered and was suffering at the time that I was attending CSU. I have been working closely with the psychiatrist and counselor to overcome these states of delusion and so far remarkable progress has been made. It has been very difficult for me to admit the conditions of my behavior and thoughts when conversing with you over what was discovered. My counselor has helped me considerably in stepping up and first admitting, the problem, then in moving to correct consequential conditions.

Chip, when I was released from prison I lost all touch with reality from 2010 to 2011. Things occurred to me in there that caused me to dissociate with everything significantly. It was during this period that the linked-in situations and the delusion of persecution manifested. At present, I am very stable and doing well. I have finally taken that step, with guidance and counselor support, to correct a rather lengthy mess resulting from that time of trying not to be me. That's the best way I can put it. Mental illness of that type is very hard to overcome.

What do I need to do in order to correct all of this? My goal is to set the record straight, apologize for a mess, and move on. Part of moving on is having my transcripts free for distribution. I am just now putting everything together.

I do not plan to attend CSU. But, I do need my transcripts to continue on. I am very sorry for all of this but I am doing what needs to be done to fix it. What do I need to do to fix this?

The Process

CASE STUDY #3

A reports comes to your attention:

1. How did it arrive?
2. Status of the reporter? (Faculty, Student, Staff, other)
3. Status of the person of concern?
4. Cursory look with the NaBITA Threat Assessment Tool
 - a) Harm to Self?
 - b) Harm to Others?
 - c) Neither?
5. Start directing traffic



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Incident Reporting Form

Submitted on October 1, 2014 at 7:44:14 am EDT

Type: Urgency: Critical

Incident Date: 2014-08-30

Incident Time: 7:30 PM

Incident Location: CCT Building 207

Reported by Name: Rus Drew Chief of Police

Reasons for Report: Concern with Statements Made; Disorderly Conduct; Suspicious Behavior; Uneasy feeling

Involved persons: Mason Alexander (909XXXXXX)

Incident description: REPORT COMPLETED BY DEAN REESE from Text message from Chief Drew to Chip Reese Wed, Oct 1, 2014 at 7:30 AM

8:49 pm Student in class tonight demanded floor from faculty and then demanded classmates film him go into a rant that freaked everyone out. Officers have id but have not located. Sounds like he lives at university crossing. Asked them to send me an email with his name. Faculty member was going to file a BART. Cpl Splawn has seen video and advises while not terroristic threats very concerning. They are still hunting for him if nothing else just to make sure he's ok. Rus Drew

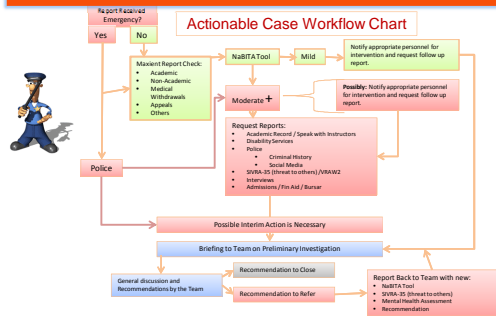
9:28 pm Wow - think we need a special core member BART in the morning? Chip Reese

9:28 pm Yes. Afraid so. They are pulling some preliminary info together so I can send you to start ball rolling. Rus Drew

10:02 pm BART Core Team Members:
A very concerning incident occurred in a classroom this evening. No one was injured, however this was a major classroom disturbance. The student left the room prior to University Police arriving and at this time the student has not been located. We need to have a specially called BART meeting at 8:30 am, tomorrow (Wednesday). We will meet in the Student Affairs conference room. Please respond that you will or will not be able to meet. Chip Reese

The Process

Actionable Case Workflow Chart



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BART Meeting

Dr. Aaron J. Reese - Wednesday October 1, 2014 at 8:30am
Last edited Wednesday October 1, 2014 at 10:40am

NOTES

- 1. Dean Reese briefed Team on student history
- 2. Capt. Lott briefed Team on incident and actions by CSU PD

After briefings Team recommended:

- 1. DOS meet with student at CSU PD office.
- 2. DOS to possibly issue an interim suspension pending mental health assessment and/or student conduct hearing. DOS will make this independent decision based on the interview with the student.
- 3. DOS will contact the concerned female student from class.
- 4. CSU PD, DOS, and Counseling Center will attend the next meeting of Professor Franks' class.
- 5. DOS will communicate with the concerned parties, as needed.

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From: Prof. Bob Franks Tue, Sep 30, 2014 at 8:59 PM
To: Chip Reese

Hi Chip, A student went off on a rant this evening in my 7:30pm Marketing & Management class. It started out benign but then got tense

- Univ Police was called although the student = Mason Alexander (CSU ID = 909XXXXX) left before police arrived. I and other students gave a report to CSU Police which should be ready by 8AM tomorrow.
- What occurred was:
 - 1. Student entered and insisted on being recorded because he had something important to say - he started speaking at around 7:28PM (just before an exam was to begin)
 - 2. He insisted that he be recorded due to the importance of what he was going to say
 - 3. He began speaking from the front of the room as if he were giving a class presentation) and it started to concern me when he made claims that I was a scientist and that I used hypnosis on students and that I am self-centered - this is all recorded so it can be reviewed. He also mentioned that he had written the CSU president with no response and this was also mentioned as reason for lack of trust in any CSU authority
 - 4. I asked him if he wanted to talk outside - he said no - he kept talking for minute or so - then left
 - 5. I saw him leave and I wanted to remain calm during this whole episode so as not to spark any volatility in the student
- I wasn't sure what might transpire The entire incident was recorded by one of the the students (at the insistence of Mr. Alexander). The CSU Police have a copy of this recording.
- I think some of the students in the class became quite frightened and could possibly suffer some level of light trauma
- So I will want to follow up with you very soon to go over next steps to ensure their well being.

October 1, 2014

Dear Mr. Alexander:

This letter is to inform you that you have been charged with violating the policies of the Columbus State University Student Handbook.

The alleged violations consist of:

- 1. Disorderly Conduct b., Disorderly behavior on the campus. [It appears that on 2014-09-03, you were disorderly in the VA Office.]
- 2. Disorderly Conduct b., Disorderly behavior on the campus or at functions sponsored by the University or any recognized university organization is prohibited. [It appears that on 2014-09-30, you were disorderly at the start of your 7:30 pm class.]
- 3. Disorderly Conduct a., Behavior that disrupts the academic pursuits, substantially injures the academic reputation, or infringes upon the privacy, rights, or privileges of other persons is prohibited. [It appears that because of your alleged disorderly conduct at the start of class on 2014-09-30, the professor felt it necessary to cancel class; thus, disrupting the academic pursuits of others.
- 4. Disorderly Conduct g., The Board of Regents' Policy Statement-The Board of Regents stipulates that any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary or public service activity, or any other activity authorized to be discharged or held on any campus of the University System of Georgia is considered by the board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures. [It appears that due to the alleged misconduct regarding 2014-09-30 and the cancelling of class, that your behavior disrupted the teaching that was to take place.]

During the face to face interview I had with you on October, 1, 2014 at the University Police Station you indicated that by your choice, you would respond to the charges, as seen above, by email no later than 5:00 pm Friday, October 3, 2014. At our meeting on October 1, 2014 you also stated that you understood, due to the nature of the incident on 2014-09-30, you were being placed on interim suspension pending the outcome of the hearing. The interim suspension document is attached to this letter.

Sincerely,

Dr. Aaron J. Reese
Assistant Vice President for Student Affairs and Dean of Students
CC: Chief Rus Drew, Assistant Vice President for Safety
Dana Larkin, Assistant Dean of Students

From: Mason Alexander
 To: reese_aaron@columbusstate.edu
 Oct 3, 2014 at 9:05 PM

The VA office has a history of giving me erroneous information which has caused me financial harm. On the day of the reported incident, I asked a VA rep a question she was unable to answer. When she began to make up answers, I told her that it is "Ok to say I don't know", and it is not necessary to make up answers that might cause confusion. That sent her over the edge and Margret Jones took over. She gave me information informing me that I would be allowed to drop class 80887 MGMT without penalty.

The next day I received an email from the student office, stating that I owe fees due immediately while threatening expulsion. Ms. Jones contacted me later informing me that she had been in error, and that I would not be able to drop the course. Do I view those actions to be in the highest levels of competency? No I do not.

That being said, I recognize the difficulties involved with the administration rigmarole and doubt many could do a better job.

Professor Richards, a married woman, turning her classroom into a jealous rant the day after discovering I flirted with a girl, the constant stories of professors taking advantage of their students through quid pro quo acts and the discovery of Dr. Franks, a Senate Faculty member belonging to the Church of Scientology and him applying those manipulative practices in his classroom in order to take advantage of a female student (Susie Scott), made it clear to me that the normal channels of dealing with these types of issues was ineffective.

I therefore threw myself under the bus in order to bring light to these important ethical problems.

Due to the fact that I live my life in the service of others and not in the service of myself, my pattern recognition skills when applied to understanding human behavior and the incentives behind their actions is on the level of genius. Many will view this as crazy, but I have a 100 percent batting average with these things and I AM SURE about Dr. Franks, I BEG that someone takes a much much closer look, but not for my sake.

I sincerely apologize to the students of Marketing & Management for the fear and trauma I have caused and wish I had approached the situation in a more calm demeanor.

I accept all charges minus any that might be construed from the VA office.

Man's body found in Legacy parking lot

Posted: Fri 10:20 AM,
Dec 18, 2015

PANAMA CITY BEACH, Fla. (WJHG/WECB) - Panama City Beach Police responded to Legacy By the Sea at 6 a.m. Friday after a body of an unidentified white man was found in the parking lot.

Investigators say they believe the victim fell to his death. They do not believe foul play was involved. Police turned the body over to the Medical Examiner's Office.

Authorities will provide more details once they've identified the body and notified his family.



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Resources

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**CORE-010 Checklist:
Assessment of a Behavioral
Intervention Team**

A NaBITA 2014 WHITEPAPER

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**“ Okay Bobby, let me see if I got this right –
What your team does is secret, and you are in charge of making sure
nothing happens.
You can’t tell me the number of times nothing happened, and you guys
work so hard at making nothing happen you need more resources to
ensure nothing keeps happening.
..... Seriously?”**

Picture retrieved on August 12, 2013 from <http://www.fox.com/2013/08/12/just-get-promoted-again-its-easy-to-succeed-everyone-thats-you/>

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**Behavioral Intervention Team
BIT BASICS**

Creating an Environment of Calm and Directed Leadership

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