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.
Presenting the Team to Campus

The Three 'tions

• Inspiration
• Information
• Invitation

• Presentations
• Brochures / Web sites
• Cool Stuff

Keeping Our Campus Safe

BART
Behavioral Assessment
and Recommendation Team

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

The Ultimate Goal
A Successful College Experience

Inspiration – a success story
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

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

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

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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**Cognitive Aggression Continuum™**

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**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.
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 am really worried about Bobby. He has lost weight, is not turning in work, and stopped participating in class.
- I caught Bobby using his Smartphone to get answers for the test.
- Bobby was arrested for aggravated battery.

Concerning Behaviors to Report

- Violent fantasy content
- Anger problems
- Fascination with weapons
- Unusual interest in police, military, terrorist activities, and materials
- Hyperactive ideation
- Stalking
- Non-compliance
- Academic Disciplinary matters
- Non-Academic Disciplinary matters
- Interest in previous shooting situations

- 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
Information

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

BART Funnel

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.

Concerning Behavior Becomes Threatening

- Wellness Concern for Another
- Physical or Emotional Safety of Self or Others
- Violation of Institutional Rules or State and Federal Law

Escalation of 1 or more of these behaviors
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.

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

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 (3) opportunity to tell their side of the story."

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

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):
    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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Points to Remember

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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 an 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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Points to Remember

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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.
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.

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

The Ultimate Goal
A Successful College Experience
Aug. 1, 1966 • 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 • 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 • 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.

Aug. 28, 2000 • 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 • 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 • 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.
The Questions Being Posed to the Colleges and Universities:

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?
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 (Srokowski, et al., 2011; Matz, 2012) (Scope, et al., 2010).

- Background checks for admissions and employment provides a history for an individual.
- Masking that students and employees report any unrest other than minor traffic violations provides a glimpse into recent activities, these are not predictions of violence.
- However, research shows 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 (Srokowski, et al., 2011).
- A joint report by the Secret Service, Department of Education and the Federal Bureau of Investigation (Scope, et al., 2010) found that:
  - 75% 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 arrest was made or attack of some type at a specific target struck an unintended victim.
  - In subsequent mass murders and school shootings, 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

Campus attacks: Targeted violence affecting institutions of higher education.

Preventing the preventable

Provide a safe physical environment for the university

Provide a safe emotional environment for the individual.

Provide personal and professional development for the university community

The Behavioral Assessment and Recommendation Team receives outcomes and outputs from the clearing-house for reports on students, faculty, staff, and non-university persons of concern. Actions and recommendations will be appropriate by the committee.

The Behavioral Assessment and Recommendation Team

This model is based on the University of Virginia Tech and the Federal Bureau of Investigation (2010) and the website of the University of Florida's School of Criminology and Criminal Justice (2010) and the National Association for Campus Security (2010).

OUTCOMES

Provide a safe physical environment

Educational Regional Intervention Society

Provide a safe emotional environment

Delimitations

The Behavioral Assessment and Recommendation Team receives outcomes and outputs from the clearing-house for reports on students, faculty, staff, and non-university persons of concern. The Behavioral Assessment and Recommendation Team transcends the normal scope of campus police and security services.

Delimitations

The Behavioral Assessment and Recommendation Team transcends the normal scope of campus police and security services.

Formative and Summative Evaluation

INFORMATIVE and SUMMATIVE EVALUATION

Delimitations

The Behavioral Assessment and Recommendation Team transcends the normal scope of campus police and security services.

Delimitations

The Behavioral Assessment and Recommendation Team transcends the normal scope of campus police and security services.

FORMATIVE and SUMMATIVE EVALUATION

Delimitations

The Behavioral Assessment and Recommendation Team transcends the normal scope of campus police and security services.

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FORMATIVE and SUMMATIVE EVALUATION

Delimitations

The Behavioral Assessment and Recommendation Team transcends the normal scope of campus police and security services.

Delimitations

The Behavioral Assessment and Recommendation Team transcends the normal scope of campus police and security services.
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

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

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

What is Behavior Intervention

Gather Data Rubric/Analysis Intervention
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 team's 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 team's actions.
- They offer a risk mitigation function following crises.

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).

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.
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%

School Size:
(2012 in blue/2014 in red)

Meeting Frequency:
(2012 in blue/2014 in red)
In terms of team size, the 2014 survey found that eight to nine members was the average team size at most institutions represented.

Team Composition

Team Membership (2014 data):

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

Team Make-Up:

- Core, Inner, Middle, and Outer.
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).

Characteristics of core members:

- They are needed to help represent a group that is critical to and/or the TAT.
- They have limited, if any, access to the database (unless their other job requires it).

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.

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.
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 (e.g., 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.

Team Leadership

Team Leadership (2014 data):

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Students</td>
<td>44%</td>
</tr>
<tr>
<td>VPSA</td>
<td>24%</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>9%</td>
</tr>
<tr>
<td>Counseling</td>
<td>6%</td>
</tr>
<tr>
<td>Police/Safety</td>
<td>3%</td>
</tr>
<tr>
<td>Other/Misc</td>
<td>14%</td>
</tr>
</tbody>
</table>

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

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.
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

The Intervention and Management of At-Risk Persons

Problem with Prediction

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

The Intervention and Management of At-Risk Persons

Problem with Prediction

France - Mulhouse - Airbus A320

https://www.faa.gov/about/office_of_the_chief_career_officer/office_of_regional_operations/
The Tools

Structured Professional Judgment

Flight 1549 Landing In The Hudson
http://www.wired.com

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


The Tools

What Tools are Available?

The Tools

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

Break & Review Case

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The Tools

What Tools are Available?

Mandated Assessment Tests
- Violence Risk Assessment Tool
- Structured Interview for Violence Risk Assessment
- Beck Anxiety Inventory
- Beck Depression Inventory

Other Tools / Information Sources

- Actionable Case Workflow Chart
- VRAW
- NaBITA Threat Assessment Tool

Sources
- Police Reports
- Academic Transcripts
- Other
Class Participation
Baseline behavior and changes as it relates to:
- Suicide Ideation
- Autism
- PTSD
- Bipolar Disorder

References
- NaBITA conference. [www.asisonline.org/guidelines/published.htm]
The Structured Interview for Violence Risk Assessment (SIVRA-35)

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The Tools

The SIVRA-35 is a tool to assist with individuals identified as having a history of violence and workplace threat assessment have also recommended key considerations salient results are not a prediction of future violence.

Violence Risk Assessment

• The SIVRA-35 is designed to assist with individuals identified as emotional, severe, or extreme maladaptive behavior due to mental illness.

The Structured Violence Risk Assessment (SIVRA-35) is a tool designed to assist with individuals identified as having a serious maladaptive behavior due to mental illness.

The Structured Interview for Violence Risk Assessment (SIVRA-35) is a tool designed to assess the likelihood of a person with a history of violence engaging in behavior that could result in violence.

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The Tools

Remaining Items

13. The student displays a heightened level of fear or anxiety, often in response to a specific trigger (e.g., a place, a person, or a particular situation).
14. The student shows a marked change in behavior, such as withdrawal, isolation, or increased socialization.
15. The student exhibits signs of depression, such as persistent sadness, hopelessness, or fatigue.
16. The student displays frequent and unexplained changes in appetite or sleep patterns.
17. The student shows signs of losing interest or pleasure in previously enjoyed activities.
18. The student displays a consistent pattern of substance abuse or illegal activity.
19. The student shows signs of self-harm, including cutting, burning, or other self-injurious behaviors.
20. The student exhibits significant changes in personal hygiene, such as neglecting grooming or clothing.
21. The student displays excessive irritability, anger, or aggression.
22. The student shows signs of overactivity or impulsivity.
23. The student displays a significant increase in academic performance issues.
24. The student exhibits signs of delusions or hallucinations.
25. The student displays a significant change in thinking patterns or behaviors.

The Tools

Remaining Items

24. The student has a past history of problems with substance use, and the behavior continues despite treatment efforts.
25. The student exhibits a pattern of withdrawal or isolation, often accompanied by anxiety or depression.
26. The student shows signs of marked changes in mood or behavior.
27. The student displays a consistent pattern of legal problems or violations.
28. The student exhibits signs of Chronic Traumatic Encephalopathy (CTE).
29. The student shows evidence of a significant change in personal relationships or family dynamics.
30. The student displays a marked decrease in academic performance.
31. The student exhibits signs of a significant decrease in job performance or work performance.
32. The student shows signs of significant changes in personal habits or routines.
33. The student displays a consistent pattern of self-harm or suicidal ideation.
34. The student exhibits signs of significant changes in physical health or medical conditions.
35. The student shows signs of a significant change in religious or spiritual beliefs.
36. The student displays a consistent pattern of significant changes in personal goals or aspirations.
37. The student exhibits signs of a significant change in personal career or vocational goals.
38. The student shows signs of a significant change in personal values or moral beliefs.
39. The student displays a consistent pattern of significant changes in personal relationships or family dynamics.
40. The student exhibits signs of a significant change in personal health or medical conditions.
41. The student shows signs of a significant change in personal habits or routines.
42. The student displays a consistent pattern of significant changes in personal goals or aspirations.

The Tools

CHARLESTON SHOOTER ORIGINALLY PLANNED TO ATTACK A COLLEGE

By: Reporting
June 23, 2016 06:04 PM

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

The Washington Post reported 20-year-old Charleston gunman Dylann Storm Roof said that during a recent trip to South Carolina, he told a friend about the shooting in Charleston, according to the newspaper.

"My reaction at the time was, "You're just talking crap,"" Storm told the Post. "I don't think he's actually going to do it."" Storm added that he was not sure what would happen if Roof did go through with it, saying he had never been there before.

"He just said, 'This is going to be a big deal'"" Storm said. ""He had seven guns, a .44 cal. He was really, really, really, really, really."" He added that he had never met him before.

http://www.nbcnews.com/focus/law-and-order/charleston-shooter-originally-planned-attack-college-n351160

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The Tools

SIVRA-35 Results

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 often reacts with violent or vengeful actions. Rated: 1
Item # 7 There has been leakage concerning a potential active shooter. Leakage can include a direct threat, but also can be 'heard here and there' or on social media. Rated: 2
Item # 13 The student displays a hardened point of view or stubborn, inflexible opinion. This is imposed on a person who is generally argumentative or resistant. Rated: 2
Item # 15 The student is shown to a particular place to cause harm. Rated: 2
Item # 18 The student has a past history of excessively impulsive, erratic or risk-taking behavior. Rated: 1
Item # 23 The student is shown to be a superior or acts superior to others. The student displays intolerance to individual differences. Rated: 2
Item # 28 The student exhibits a pattern of repeated work conflicts with supervisors and other authorities (e.g., Resident Advisor, Contact Officer, Professor, or Dean). Rated: 2
Item # 25 The student handles frustration in an explosive manner. He displays a lack of tolerance for becoming angry. This is beyond avoiding responsibility or causing trouble in a general manner. Rated: 1
Item # 26 The student is difficult to control with others. The student lacks the ability to form intimate relationships. The student takes the ability to hurt others. Rated: 2

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The Tools

What is 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.

Scoring 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.

FACTOR A: FIXATION AND FOCUS

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 emoticons to emphasize the target? This becomes more concerning if related to a theme of embellishment, blaming others, or wounded self-image (my life is over).

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

FACTOR B: HIERARCHICAL THEMATIC CONTENT

Sub-factor B.1 Diversifying Language: Is the person, place, or system being targeted described as a sheep, tormenting, cable, rooted, 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 crossover between fiction and reality? Additionally, does the writer reference an actual serial killer or real-life murderer or 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?

The Tools

FACTOR C: ACTION AND TIME IMPERATIVE

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 location of the attack?

The Tools

FACTOR D: PRE-ATTACK PLANNING

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 knowing the details of a particular location to attack?

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

Sub-factor D.5 Training Description: In fiction writing, is there a discussion of deliberate, dark clothing worn by the anti-hero prior to or during the attack?
The Tools

FACTOR E: INJUSTICE COLLECTING

Sub-factor E.1 Perceiving on Past Wrong: 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 protagonlist alone and isolated?

Sub-factor E.3 Desperation, Hopelessness or Suicide Ideation/Intent: Does the story or essay 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 themselves?

Sub-factor E.4 Amplification/Narrating: Is there language that amplifies (use of CAPS, etc.) 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 he/she will seek ultimate justice, loans, payback, or a narrative on how the individual will ‘make things right’?

The Tools

SCORING

To score the VRAW, the writing sample should be read through carefully several times and assess areas of concern highlighted. Using the VRAW the writer makes a decision surrounding each of the main few factors to determine if it is present.

The determination is made in each of the few sub-factors as:

- 0 for not present
- 1 for unsure
- 2 for present

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

<table>
<thead>
<tr>
<th>Sub-factors Endorsed</th>
<th>Narrative Tool</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Factors</td>
<td>Extreme</td>
<td>High</td>
</tr>
<tr>
<td>4 Factors</td>
<td>Severe</td>
<td>High</td>
</tr>
<tr>
<td>3 Factors</td>
<td>Elevated</td>
<td>Moderate</td>
</tr>
<tr>
<td>2 Factors</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>1 Factor</td>
<td>Med</td>
<td>Low</td>
</tr>
</tbody>
</table>

The Tools

Factor A: Fixation and Focus

1. Sub-factor A.1 Naming of Target: Score 3, "nigroes", "Jews": "I chose Charleston because it is a major 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 2, repeated mentions racial groups, but does not pigeonhole a particular person or single out a group by location.

3. Sub-factor A.3 Objectification of Target: Score 2, "Whitey" are stupid and violent. "Segregation was a bad thing. It was a defensive measure. . . . It protected us from being brought down to their level. Integration had done nothing but bring Whites down to level of black animals." "Negroes have never been able to make their own decision. . . . They are not the equals of whites. . . . Being alone is a recipe for violent behavior. . . . In the opinion of the writer with year is not rather about all their history, identity, what 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 0: Factor A endorsed.
5. Sub-factor B.5 Paranoid Content: Score 2. “I know they tried to take me out last week. I was at home and saw two people standing outside my house. I thought they were going to shoot me.”

4. Sub-factor C.4 Overcoming Obstacles: Score 2. “I managed to overcome the obstacles. I went online and found a group that was willing to help me.”

1. Sub-factor C.1 Location of the Attack: Score 1. “I decided to attack the city center because it is a popular area.”

Factor C endorsed.

Factor C: Action and Time Imperative

1. Sub-factor C.1 Location of the Attack: Score 2. “I chose Charleston because it is one of the most historic cities in the state.”

2. Sub-factor C.2 Time and Date of the Attack: Score 4. “I planned to attack on the 4th of July.”


4. Sub-factor C.4 Overcoming Obstacles: Score 2. “I managed to overcome the obstacles. I went online and found a group that was willing to help me.”

Total Score 6: Factor C endorsed.

Score 2, Pictured with weapons.
1. Sub-factor E.1 Perseverating on Past Wrongs

Many White people feel as though they don’t have a unique culture. The reason for this is that White culture is world culture. I don’t 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 isn’t special or unique. "I have noticed a great disdain for race mixing White women within the White nationalist community. Is there a policy or rule? These women are victims, and they can be saved. Stop." "What about the White children who, because of school zoning laws, are forced to go to a school that is 80 percent black? Do we really think that White kids will be able to go one day without being picked on for being White, or called a ‘white boy’? And who is fighting for them? Who is fighting for the White women forced by economic circumstances to live among negroes? Not one, but millions of White women live there already. Please forgive any type of ‘I didn’t want to look too much’.

2. Sub-factor E.2 Unrequited Romantic Entanglements

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 type of ‘I didn’t want to look too much’.

3. Sub-factor E.3 Desperation, Hopelessness, and Suicide Ideation/Attempt

To take a saying from a film, "I see all this stuff going on, and I don’t care anyone doing anything about it. And if I care too, I’ll take a paying from my favorite life. Even if my life is worth less than a spad of dirt. I want to use 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.

Overall Analysis

Endorsed
- Factor A: Fixation and Focus (5)
- Factor B: Hierarchical Thematic Content (8)
- Factor C: Action and Time Imperative (6)
- Factor D: Pre-Attack Planning (2)

Not Endorsed
- Factor E: Injustice Collecting (8)

Factors Endorsed | Not ENTool | SIVRA25
---|---|---
5 Factors | Extreme | High
4 Factors | Severe | High
3 Factors | Moderate | Moderate
2 Factors | Moderate | Moderate
1 Factor | Mild | Low
The Process

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

The BIT Chair can be a daunting role. 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 (NaBITA-35, VRAW), 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.

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!

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 identify feedback.

(Reynolds, 2010)
The Process

Coaching for the BIT Chair – Defining the Problem

1. Default to a one-on-one 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. Move faster (but better) meetings
5. Include rather than exclude
6. Maintain the focus
7. Capture and assign action items
8. Get feedback

"I'm not saying we can't do a crossword and it's archaic/territory."

- Allen and Economy, 2008

3. Get feedback

The Process

Coaching for the BIT Chair – Defining the Problem

1. Default to a one-on-one 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.

Overwhelmed?

- Is this aligned with my top priorities, goals and values?
- If yes, to this, what will it mean, by default, from my bit?
- Do I realistically have time to fulfill this commitment properly, and on time?

"Sometimes you have to say, No, to own a good thing."

- Bid Newton

The Process

Coaching for the BIT Chair – Head Coach

What Good Coaches Do

1. Understand the Game

A joint reporting of the American Psychological Association and the Federal Bureau of Investigation (2006) found that:
- 77% of fatal attacks on college campuses were targeted towards a specific individual for various reasons;
- 50% of those killed in those attacks were considered collateral, where an innocent but on attack of same type or an attack that was unintended;
- 50% of the perpetrators had no prior criminal history;
- 50% of the attacks were considered on older campuses;
- 50% of the attackers were from the same campus; 40% of the attacks were from different campuses;
- 50% of the attacks were from different locations (Building to building);
- 50% of the attackers were from different rooms, within the same building.

"It's no wonder we're all living in fear and stress.

- Allen and Economy, 2008"
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://vtsang.org/VTReport.pdf)
   - Presenting the Preventable, NAI/TA’s 2011 Whitepaper

2. Hire an Assistant Coach
   - Has full edit rights in reports
   - National Conference for Law and Higher Education, Stetson University.
   - NAI/TA’s 2011 Whitepaper
   - Attend a NAI/TA BIT Best Practices Certification Course
   - Join other professional associations such as: ATAP & ASCA
   - Subscribe to newsletters and periodicals such as: Campus Legal One, Student Affairs Today, and Higher Education Law in America (Center for Education & Employment Law).
   - Attend: The ASCA Donald D. Grinking Academy on Student Conduct Administration, National Conference for Law and Higher Education, Stetson University.

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://vtsang.org/VTReport.pdf)
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   - Subscribe to newsletters and periodicals such as: Campus Legal One, Student Affairs Today, and Higher Education Law in America (Center for Education & Employment Law).
   - Attend: The ASCA Donald D. Grinking Academy on Student Conduct Administration, National Conference for Law and Higher Education, Stetson University.

2. Hire an Assistant Coach
   - Assistant BIT Chair (not a co-chair)
   - Establish the meeting agenda
   - Conduct interviews and hire BIT
   - Has full edit rights in reports
   - Rails the BIT meeting in the absence of the Chair, and has the authority to call an emergency meeting

ICE

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.
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 of the Counseling Center
   - Academic Dean
   - Human Resources Director

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
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
   - Sift through the hype, understand that emotions are in the room but don’t let emotions run the race
   - Ask probing questions - review similar cases
   - Encourage alternative scenarios (what if?)
   - Understand - Leaders look away from the ball

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
   - Sift through the hype, understand that emotions are in the room but don’t let emotions run the race
   - Ask probing questions - review similar cases
   - Encourage alternative scenarios (what if?)
   - Understand - Leaders look away from the ball

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

Yes Bob, I must agree that you certainly did rock that.
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.

“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 Five-Factors Model: College Police had 1 reported contact with Jason Longshore prior to the behavioral intervention given being evident of his behavior. College officials met with Longshore and his mother on two occasions to discuss his behavior, which remained Longshore’s application to San Diego State University in 2012.

- Former University of Colorado student James Holmes killed 12 and wounded 58 people on July 20, 2012 during the premier of The Dark Knight Rises at the Century Aurora Theater in Aurora, Colorado. Holmes was later found guilty of first-degree murder. Holmes had withdrawn himself from the university. Even though Holmes’ psychiatric had told the university’s Risk Assessment and Threat Assessment. He was not a student at the time of the incident (Sanchez, 2012, December).

- While both parents were former students, they remained shock and disbelieving from their respective college experiences. In our case, the college provides a safer environment. Therefore, a case management model can be incorporated with institutional and professional help. Both institutions responded with public statements that the individual in question was not a student at the time of the incident (Meloy, 2012, December).

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The Process

What Tools are Available?

Mandated Assessment Tests
- The Pennsylvania Interventional Program
- The Pennsylvania Interventional Program with Remission
- The Preventive Intervention of Students

Other Tools / Information
- Actionable Case Workflow Chart
- VRAW
- VRAW2
- VRAW2 Agreement
- MindMap

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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

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

The Process

Coaching for the BIT Chair – The Traffic Cop

The BIT Chair Responsibilities:
- Receives reports
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- Issues directives
- Administers the Case Management Program
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As the BIT Chair I had to say: “STOP! This is what I will to do.”

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 report 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.

Incident Reporting Form
Submitted on: September 16, 20XX at 12:51 pm
Type: Non-Academic Misconduct
Incident Time: 12:51 pm
Incident Date: 09/16/10
Incident Location: internet

Reason for Report:
CSU Creed Violation, Disorderly Conduct, Harassment

Involved parties:
Suzie Scott: Female
Suzie Scott: Victim

Incident description:
On Tuesday, September 16th, 20XX at 12:51 pm, Suzie Scott received an email notification from Becky Simpleton, asking her to follow her on Twitter. Becky Simpleton has been notified that Suzie Scott has been notified by President of HLS.

Professor of HLS has had a previous BIT report filled out about her for harassment of Ms. Scott that has occurred for over a year. There were also meetings with both parties and the parameters were defined. Ms. Scott has been told she is not to contact Ms. Scott at all, and she has been told she has been placed into voluntary retirement.

Suzie Scott victimized, and therefore is committing "Disorderly Conduct with failure to comply with University personnel."
The Process

CASE STUDY #2
A report 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
Incident Reporting Form

Submitted on November 21, 20XX at 9:52:06 am EST

Type: Academic Misconduct

Urgency: Critical

Incident Date: 20XX-11-20

Incident Time: 3:00 pm

Incident Location: Internet

Reported by:

Name: Jim Bob Smith
Title: Professor
Email: smith_jimbob@gmail.com

Reason for Report:

Academic Integrity, Aggressive Behavior, Concern with Written Material, Drastic Change in Behavior, Suspicious Behavior, Uneasy feeling, General Wellness Concern, Harassment, Falsification of University Records or Giving False Statements

Involved persons:

Debbie Johnson (909XXXXXXX) Victim Female
William Swanson (909XXXXXXX) Alleged Male

Incident Description:

I called Dean Brown this morning to discuss a Facebook page found by a member of our Science Club at the URL: https://www.facebook.com/scienceclub

Mr. William Swanson claims to be a Catholic Bishop on sabatical, an ex-CIA agent, a convicted felon, a therapist, social worker, an airplane pilot who flies over faculty houses, and the list goes on...

He created a Facebook page for this so-called Behavioral Anthropology and Social Psychology program, with its own improvised University logo. Debbie Johnson and I were unaware of this until this week he attempted to "Like" our Science Club FB page. He was immediately blocked by a student administrator. Attached is a zip archive with screen shots.

Because: 1) he has already received a BIT warning yet he persists in these kinds of inappropriate behavior, and 2) he has described his "CIA training" which presupposes familiarity with firearms, I am concerned for the safety of all students interacting with the program.

Please give this matter your prompt attention.
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 the 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
xxxxx xxxxxxxxxx (2013)
xxxxx xxxxxxxxxx (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 25, 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 bookstores (which is a 3rd party outsourcer). They will make any decisions and arrangements.
Again, congratulations on being published again.
Dean Reese

On Fri, Jul 26, 2013 at 2:27 AM, William Swanson wrote:
To: Aaron Reese

Also, re 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 hypervigilant 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 bit more conscious of what I am actually perceiving vs. what is truly being communicated.
I had no idea that the mere mention of a percuss would elicit a response. I don't 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 xxxxxx (2013) & xxxxx xxxxxxxxxx (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
To: Chip Reese <reese_aaron@columbusstate.edu>

William Swanson

Moving on is having my transcripts free for distribution. I am just now putting everything together. 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 type is very hard to overcome. Manifested. At present, I am very stable and doing well. I have finally taken that step, with guidance and counselor support, to discover the problem. Since my release from prison I was being treated by the VA for a breakdown in which I entered an episode that linked-up situations and the delusion of persecution 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 was during this period that the linked-in situations and the delusion of persecution 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.

Willard Hume 1364921Hotmail.com Mon, July 20, 2015 at 3:27 PM

Mr. Reese:

I have been under professional treatment with Dr. Jones at the Veterans Administration since 2013. The list of accounts were created within the last of the symptoms I have identified and were suffering all the time. I was attending CSU. I have been under professional treatment with Dr. Jones at the Veterans Administration since 2013. The list of accounts were created within the last of the symptoms I have identified and were suffering all the time. I was attending CSU. I have been under professional treatment with Dr. Jones at the Veterans Administration since 2013. The list of accounts were created within the last of the symptoms I have identified and were suffering all the time. I was attending CSU. I have been under professional treatment with Dr. Jones at the Veterans Administration since 2013. The list of accounts were created within the last of the symptoms I have identified and were suffering all the time. I was attending CSU.

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CASE STUDY #3

A report 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

Incident Reporting Form

Submitted on October 1, 2014 at 7:46:14 am EDT
Type: Incident: Critical
Date: 2014-08-30
Time: 7:36 PM
Incident Location: GCT Building 107
Reported by Name: Rob Brown Director of Police
Reason for Report: Concern with Statements Made: Discretion: Conduct, Suspicious Behavior; Unruly/Insulting
Involved parties: Marcus Name: (615)500-1515; Text message from Rob Brown to Chip Reese: West 151, 2014 rewrite 2014-08-30.

8:46 pm: Student is at least height demanded from faculty and that demanded classmates file him into a sort that treated everyone out. Officer’s last stop but now located. Succumbed to his least at university instantly. Asked them to sand the last stop with his lone. Faculty officer was going to file a NaBITA. Off: Officer has seen video and advised within the semester. Involved only concerning, they are still having to run a NaBITA.

9:06 pm: “We need a special care member SAWT in the morning? Chip Reese

9:06 pm: Attends. They are pulling some preliminary into together so I can send you to start ball rolling. Rob Brown

4:41 pm: SAWT Core Team Meeting:
A new compelling student occurred in a classroom this evening. No one was injured, however, this was a major classroom disturbance. The student left the report prior to University Police arrival and at this time the student has not been located. We seem to have a specifically valid SAWT meeting at 9:30 am, tomorrow (Wednesday). The student will meet in the Student Affairs conference room. Please request that you will or will not be able to meet. Chip Reese
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 the 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.

From: Prof. Bob Franks
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 took a turn.

- 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 scientologist and that I used hypnosis on students and that I am self-centered - this is all recorded as 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 to be talk outside - he said no - he kept talking for a 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 on 2014-09-30, you were disorderly on the campus of the University System of Georgia].
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 mid day of October 3, 2014 at the University Police Station.

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

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’s “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. She gave the 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 level of competency? No I do not.

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’ll be sure about Dr. Franks, I just don’t have enough power to balance the scales. 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.
What is Behavior Intervention

The Team

The Tools

The Process

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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?!"

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

Chip Reese, Ed.D.
Columbus State University
Assistant Vice President for Student Affairs
& Dean of Students
NaBITA, President

reese_chip@columbusstate.edu