



DRAKE STATE

COMMUNITY & TECHNICAL COLLEGE

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“BEHAVIORAL INTERVENTION TEAM (BIT)” PROCEDURES

OVERVIEW

Drake State Community & Technical College is committed to providing an environment that protects the security and safety of the campus community. Violence, intimidation, or threats of violence, both specific and implied, will not be tolerated on the campus, and the college reserves the right to take strong and preventive measures to prevent violence before it occurs.

THREAT ASSESSMENT TEAM

The Drake State Community & Technical College Behavioral Intervention Team (BIT) seeks to improve the safety and security of the campus through a multidisciplinary approach to identifying, managing, and monitoring persons and situations that may pose a threat to the stakeholders of the college community.

MEMBERSHIP

The Behavioral Intervention Team is composed of the following college staff:

Faculty Member

Staff Member

Staff Member

Staff Member
Staff Member
Staff Member
Student or Student Advocate

All team members will undergo appropriate training in threat assessment protocols and policy and will attend training and professional development as needed.

MEETING SCHEDULE

The Behavioral Intervention Team meets once a month on a regularly scheduled basis. The chairperson establishes the meeting schedule for each month. In addition, any other team member may call an emergency meeting as needed. The chairperson will inform all members of the time and location of the meeting.

THREAT ASSESSMENT RECORDS

The Behavioral Intervention Team shall maintain confidential records for all threat assessment cases and all follow-up and reports that derive from threat assessment proceedings. These records will be entered in a secure, protected, and searchable database that will have the capacity to monitor ongoing cases and provide longitudinal follow-up and assessment.

IDENTIFYING AND REPORTING THREATENING OR TROUBLING BEHAVIOR

It is the responsibility of all members of the Drake State Community & Technical College to report intimidating, threatening, and abnormal behavior.

The Behavioral Intervention Team and the college administration will also encourage awareness and a culture of reporting to prevent violence and provide support and referral when needed.

The responsibilities in this procedure will enhance and not replace current education, resources and programs operating in other college units and divisions. All students, faculty and staff will have clear protocols for reporting incidents. No person who, in good faith, reports threatening or other concerning behaviors in accordance with this procedure will be subject to retaliation.

Reports and referrals shall be handled discreetly and professionally to protect both the alleged victim and the accused, and all deliberations of the Behavioral Intervention Team will be confidential.

REPORTING PROCEDURES

The college has multiple reporting mechanisms in place on the campus for identifying and reporting threatening behavior and concerns.

Immediate Danger - Call 256-551-5223 If all fails, dial 911.

Acts or immediate threats of violence must be reported immediately by calling 911 and/or Drake State Police Department @ 256-551-5223. This reporting of immediate danger applies to all staff, faculty, and students. Examples of imminent threats or danger include:

- Brandishing guns, firearms, or other weapons
- Suicide threats or recent attempts at suicide.
- Physical threats or aggression toward another person
- Severe rage and verbal threats to kill or harm someone.
- Possession of drugs or alcohol or under the influence of drugs and alcohol

Threat or concerns that are troubling but do not require an immediate response should be reported to the Dean of Student or your immediate supervisor. All threats of violence or intimidation should be reported to the Threat Assessment Team from all members of the college community.

The Behavioral Intervention Team will consult with the faculty member's academic dean to determine if the reported incident should be handled as a classroom management issue, a misconduct issue, or a threat assessment case. Judgment about the seriousness of a case should be made by the Threat Assessment Team because the team may have additional information that may alter the seriousness of the incident.

When there is any doubt as to whether to refer the case to the Behavioral Intervention Team, always refer the case, and the team will determine what action, if any, is needed.

INITIATION AND MANAGEMENT OF A THREAT ASSESSMENT CASE

Once a case is forwarded to the Threat Assessment Team, the members meet in closed session to discuss, investigate, assess, and determine an action plan for the case.

- Step 1: Identify person of concern and conduct initial screening.
- Step 2: Gather all information necessary to evaluate the threat. Evaluate the subject, the context, and the situation. Call additional witnesses if necessary.
- Step 3: Determine if the threat or situation presents an immediate danger. If yes, then contact law enforcement immediately or other appropriate community resources immediately.
- Step 4: Continue to evaluate the seriousness of the threat. Determine if the threat is a transient or substantive threat.
- Step 5: Assess the level of the threat through the NaBITA Threat Assessment Tool and classify the threat on the Mental and Behavioral Health scale, the Generalized Risk scale, and the Nine Levels of Aggression. (See the NaBITA Index scale, Appendix B)
- Step 6: Continue a full inquiry of the threat and make appropriate assessments.
- Step 7: Develop a safety plan to resolve the conflict.
- Step 8: Refer the subject to counseling or outside mental health services as needed.
- Step 9: Refer subject to disciplinary process as needed.
- Step 10: Implement plan and assign timetable of steps.
- Step 11: Continue to monitor and follow up plan until the case is resolved or closed.
- Step 12: Document decisions using the Threat Assessment Team Review Sheet.

When the Threat Assessment Team determines that a case is appropriate for its involvement, the referring administrative unit and all other

divisions or persons that may have a relationship with the case shall coordinate their actions with the Threat Assessment Team. The Threat Assessment Team is not designed to usurp the authority of other units, but to work with them to protect the safety and security of the campus community.

The BIT will seek timely feedback before the case is considered closed. The feedback will be effective in the self-evaluation process as well as continued professional growth, data and research development, and institutional effectiveness.









OUTCOMES AND RECOMMENDATIONS

The Behavioral Intervention Team is empowered to make recommendations that are consistent with college policy and applicable law. The team aims to intervene early to provide support and referral as needed and make recommendations. The Behavioral Intervention Team will refer the case to the Dean of Student Services dealing with students to initiate the disciplinary hearing process under the Drake State Community and Technical College Student Code of Conduct proceedings, and Human Resources cases dealing with employees.

Faculty and Staff Action Guide

IMMEDIATE DANGER — CALL 911. OTHER CONCERNS — CALL CAMPUS POLICE, 256-551-5223

www.Drakestate.edu → Quick Links → Incident Report

<p><u>Concern for Student</u></p> <p>Incidents observed that provoke thought or concern but require no emergency response.</p> <p style="text-align: center;"></p> <p>Action: Report concerns to Dean of Students using the online reporting form, which is located on www.drakestate.edu under Quick Links as Incident Report.</p>	<p><u>Aggression</u></p> <p>If you see or are dealing with aggressive or threatening behavior.</p> <p style="text-align: center;"></p> <p>Action: Call Drake State Police 256-551-5223 (office) or ext:209</p>	<p><u>Danger to Others</u></p> <p>A student expresses (verbally or in writing) a willingness or desire to harm or kill others or a student demonstrates (in progress) or is attempting to harm or kill others.</p> <p style="text-align: center;"></p> <p>Action: Call 911. Drake State Police: 256-551-5223 will be notified immediately.</p>	<p><u>Disability</u></p> <p>If you see or are dealing with a person with a disability who is in difficulty, ask him/her if you may contact the disabilities counselor.</p> <p style="text-align: center;"></p> <p>Action: Contact: Drake Disability Services Dean of Students.</p>
<p><u>Danger to Self</u></p> <p>A student expresses (verbally or in writing) a willingness or desire to harm or kill himself/herself with no specific plan.</p> <p>In this situation, the danger is not imminent and only involves the person.</p> <p>Example: A student may write about or discuss a sense of desperation or hopelessness with death as a solution.</p> <p style="text-align: center;"></p>	<p><u>Danger to Self</u></p> <p>A student demonstrates (in progress) an attempt to harm or kill himself/herself or has a specific plan to harm himself/herself.</p> <p>Here the danger is imminent or in progress.</p> <p>Example: A student advises that he/she has taken pills, has a weapon, has cut self, or advised that when they leave, they are going to implement their suicide plan.</p> <p style="text-align: center;"></p>	<p><u>Substance Abuse</u></p> <p>A student appears to be under the influence of alcohol or drugs in class or is seen in possession of the same.</p> <p style="text-align: center;"></p> <p>Action: Call Drake State Police: 256-551-5223 or ext: 209</p>	<p><u>Illness or Injury</u></p> <p>If you see or are dealing with a person who is injured, or ill, or whose behavior seems erratic.</p> <p style="text-align: center;"></p> <p>Action: Call Drake State Police 256-551-5223 or ext:209</p>
<p>Action:</p>	<p>Contact Dean of Students</p>		

Disruptive Conduct in the Classroom

Emotional Behavior

Drake State Police –256-551-5223 or ext: 209

Physical or Sexual Assault

Faculty members have broad authority to manage their classroom. If you believe a student’s behavior is inappropriate, consider a general word of caution rather than singling a student out or embarrassing the student. Try to speak to the student after class and make sure that the student understands why his/her behavior is disruptive.

If you see, or are dealing with, a student who “needs to talk to someone” about a personal concern or is experiencing a psychological crisis.

Action: Contact Dean of Students: 256-551-3129 After 6p.m call Drake Sate Police: 256-551-5223 or 209

A student reports they are a victim of ongoing or very recent physical or sexual abuse at the hands of a relative, guardian, caretaker, spouse, boyfriend, girlfriend, or unknown.

Action: Call Drake State Police 256-551-5223 or ext: 209 or 911.

If the student’s behavior reaches the point that it interferes with the classroom environment, the student should be asked to leave the class. The student should be provided with a reason for this action and given an opportunity to discuss the matter as soon as possible. When you dismiss a student from your class, you should report it immediately to the Dean of Students.



NaBITA THREAT ASSESSMENT TOOL

MENTAL & BEHAVIORAL HEALTH, "THE D-SCALE"

DYSREGULATION/MEDICALLY DISABLED*

- ✓ Suicidal
- ✓ Para-suicidal (extreme cutting, eating disordered)
- ✓ Individuals engaging in risk taking behaviors (e.g. substance abusing)
- ✓ Hostile, aggressive, relationally abusive
- ✓ Individuals deficient in skills that regulate emotion, cognition, self, behavior and relationships

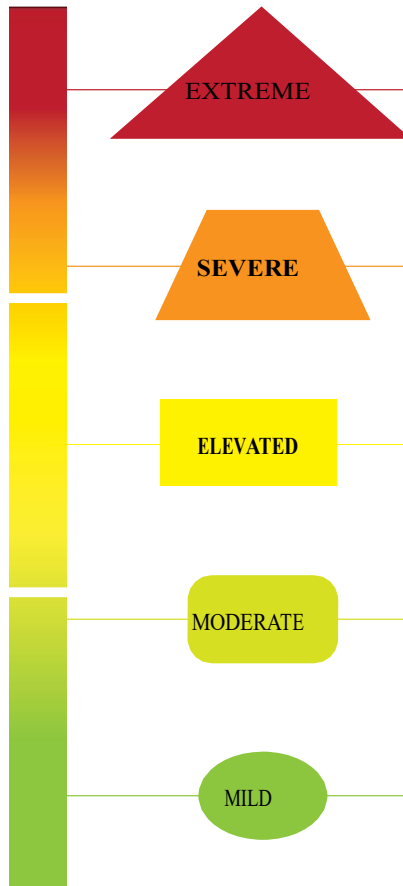
DISTURBANCE

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

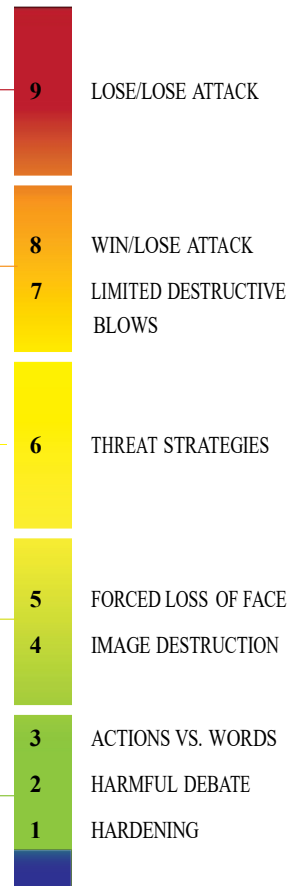
DISTRESS

- Emotionally troubled
- Individuals impacted by situational stressors and traumatic events
- May be psychiatrically symptomatic

GENERALIZED RISK



NINE LEVELS OF AGGRESSION



CRISIS PHASE

ESCALATION PHASE

TRIGGER PHASE

**Medically disabled is a clinical term, as in a psychotic break. It is not the same as "disabled" under federal law.*



CLASSIFYING RISK

MILD RISK

- Disruptive or concerning behavior.
- Student may or may not show signs of distress.
- No threat made or present.

MODERATE RISK

- More involved or repeated disruption. Behavior more concerning. Likely distressed or low-level disturbance.
- Possible threat made or present
- Threat is vague and indirect
- Information about threat or threat itself is inconsistent, implausible or lacks detail
- Threat lacks realism
- Content of threat suggests threatener is unlikely to carry it out.

ELEVATED RISK

- Seriously disruptive incident(s)
- Exhibiting clear distress, more likely disturbance
- Threat made or present
- Threat is vague and indirect, but may be repeated or shared with multiple reporters
- Information about threat or threat itself is inconsistent, implausible or lacks detail
- Threat lacks realism, or is repeated with variations
- Content of threat suggests threatener is unlikely to carry it out.

SEVERE RISK

- Disturbed or advancing to dysregulation
- Threat made or present
- Threat is vague, but direct, or specific but indirect
- Likely to be repeated or shared with multiple reporters
- Information about threat or threat itself is consistent, plausible or includes increasing detail of a plan (time, place, etc.)
- Threat likely to be repeated with consistency (may try to convince listener they are serious)
- Content of threat suggests threatener may carry it out.

EXTREME RISK

- Student is dysregulated (way off baseline) or medically disabled
- Threat made or present
- Threat is concrete (specific or direct)
- Likely to be repeated or shared with multiple reporters
- Information about threat or threat itself is consistent, plausible or includes specific detail of a plan (time, place, etc.), often with steps already taken
- Threat may be repeated with consistency
- Content of threat suggests threatener will carry it out (reference to weapons, means, and target).
- Threatener may appear detached

INTERVENTION TOOLS TO ADDRESS RISK AS CLASSIFIED

MILD RISK

- confrontation by reporter
- behavioral contract or treatment plan with student
- student conduct response
- evaluate for disability services and/or medical referral
- conflict management, mediation, problem-solving

MODERATE RISK

- confrontation by reporter
- behavioral contract or treatment plan with student
- student conduct response
- evaluate for disability services and/or medical referral
- conflict management, mediation (not if physical/violent), problem-solving

ELEVATED RISK

- confrontation by reporter
- evaluate parental/guardian notification
- evaluate need to request permission from student to receive medical/educational records
- consider interim suspension if applicable
- evaluate for disability services and/or medical referral
- consider referral or mandated assessment

SEVERE RISK

- possible confrontation by reporter
- parental/guardian notification obligatory unless contraindicated
- evaluate emergency notification to others (FERPA/HIPAA/Clery)
- no behavioral contracts
- recommend interim suspension if applicable
- possible liaison with local police to compare red flags
- deploy mandated assessment
- evaluate for medical/psychological transport
- evaluate for custodial hold
- consider voluntary/involuntary medical withdrawal
- direct threat eligible
- law enforcement response
- consider eligibility for involuntary commitment

EXTREME RISK

- possible confrontation by reporter
- parental/guardian notification obligatory unless contraindicated
- evaluate emergency notification to others
- no behavioral contracts
- interim suspension if applicable
- possible liaison with local police to compare red flags
- too serious for mandated assessment
- evaluate for medical/psychological transport
- evaluate for custodial hold
- initiate voluntary/involuntary medical withdrawal

Threat Assessment INCIDENT REPORT FORM

Drake State Community & Technical College utilizes a Behavioral Intervention Team Assessment Team to review reports of possible dangers to our students, our staff, and the learning environment. The Behavioral Intervention Team represents a multidisciplinary work team appointed based on the experience and expertise they hold relevant to such assignments. The fundamental ambition is to prevent acts of harm to persons or the learning environment at Drake State Community & Technical College.

This worksheet is provided as a resource for those who would like to provide pertinent information to the Behavioral Intervention Team regarding any perceived risk. Please fill it out as completely as possible to help the team make informed recommendations. It is intended to be filled out independently by as many individuals as would like to contribute to the body of data relevant to any current concern. It then becomes a decision-making support tool for the Behavioral Intervention Team, and in its present form is not intended to constitute part of a student's record. Those reviewing this document will include members of the Behavioral Intervention Team and senior leaders at the College. The content of the worksheet will be used as documentation for the review process and as a tool to develop a collaborative recommendation for action.

Note that an act of violence that has already occurred is not a threat. It is a criminal offense and should be referred to Campus Police. Not all sections of this worksheet may be relevant to the issue you are reporting. Simply respond to all the questions that are relevant to your concerns. Consider potential risks to students, staff, faculty, our guests, our facilities, and the learning environment.



Mission Statement:

Drake State Community and Technical College offers flexible, affordable technical and university-transfer degrees, industry certification, adult and continuing education, and customized skills training to support and enhance the North Alabama community.

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1 THREAT ASSESSMENT CONTRIBUTOR/MEMBER REPORT:

1.1 Your Full Name: _____

1.2 Your Position/Title: _____

I knowingly and voluntarily make the statements presented in this form.

(Signature)

Date: _____ Time: _____AM/PM

2 THE THREAT YOU ARE ASSESSING

2.1 Date you learned of the possible threat: _____

2.2 Working Name of the Threat You are Assessing: _____

2.3 What, in your words, has happened? (Provide a brief synopsis; use a separate page if needed)

2.4 What are you concerned may happen?

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3 CHECK THE KEY FACTORS THAT CONTEXTUALIZE YOUR POSITION:

THE SUBJECT:

- 3.1 **Appears to have established motivation for threat to self or others.**
 Yes No Unknown If yes, please explain
- 3.2 **Has communicated a plan or elements of a plan.**
 Yes No Unknown If yes, please explain
- 3.3 **Appears to have identified specific people (including self) or places to threaten.**
 Yes No Unknown If yes, please explain
- 3.4 **Has or reports an interest in targeted violence, weapons, and/or extremist groups.**
 Yes No Unknown If yes, please explain
- 3.5 **Has or reports possession, or a plan to obtain, the resources to do harm or create danger.**
 Yes No Unknown If yes, please explain
- 3.6 **Has engaged in or reported previous attack-related behavior including menacing, harassing, verbally attacking, or stalking others.**
 Yes No Unknown If yes, please explain
- 3.7 **Has, or reports, a history of mental illness.**
 Yes No Unknown If yes, please explain
- 3.8 **Reports feelings of persecution, marginalization, hopelessness, or the perception of having few alternatives to his/her perceived situation?**
 Yes No Unknown If yes, please explain
- 3.9 **Has or reports a history of prior criminal offence.**
 Yes No Unknown If yes, please explain
- 3.10 **Has or reports prior abuse of others or to have been the subject of abuse.**
 Yes No Unknown If yes, please explain
- 3.11 **Presents as organized and capable of carrying out a plan.**
 Yes No Unknown If yes, please explain
- 3.12 **Has, or reports to have, access to the resources necessary to commit acts of violence.**
 Yes No Unknown If yes, please explain
- 3.13 **Has experienced or reported a recent loss, loss of status, or feelings of loneliness/despair.**
 Yes No Unknown If yes, please explain

**IN YOUR OPINION IN ASSESSMENT OF THE KNOWN FACTS,
DOES THE SUBJECT:**

- 3.14 **Demonstrate a lack of or inability to feel empathy for others?**
 Yes No Unknown If yes, please explain
- 3.15 **Demonstrate a lack of respect for others?**
 Yes No Unknown If yes, please explain
- 3.16 **Seem incongruously and/or inappropriately focused on perceived injustices?**
 Yes No Unknown If yes, please explain
- 3.17 **Does the subject demonstrate, or report elevated feelings of superior self-worth?**

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- Yes No Unknown If yes, please explain
- 3.18 **Demonstrate an ability to reason with others?**
 Yes No Unknown If yes, please explain
- 3.19 **Demonstrate an unusual need for attention?**
 Yes No Unknown If yes, please explain
- 3.20 **Demonstrate disrespect for authority?**
 Yes No Unknown If yes, please explain
- 3.21 **Demonstrate a limited capacity to cope with stress, conflicts, and disappointments?**
 Yes No Unknown If yes, please explain
- 3.22 **Lack, or report a lack of a healthy, reliable support system?**
 Yes No Unknown If yes, please explain

IN YOUR OPINION AND IN ASSESSMENT OF THE KNOWN FACTS:

- 3.23 **Are there other factors in the subject's life/environment that you perceive would increase the possibility of violence?**
 Yes No Unknown If yes, please explain
- 3.24 **Are there circumstances at Drake that might increase the likelihood of this threat coming to fruition?**
 Yes No Unknown If yes, please explain
- 3.25 **Are the reports regarding this subject corroborated by multiple sources who are consistent in their expression of concern?**
 Yes No Unknown If yes, please explain
- 3.26 **Do those who know the subject well express concern regarding the potential for violence, self-harm, or desire to cause damage?**
 Yes No Unknown If yes, please explain

**4 THREAT TO THE LEARNING ENVIRONMENT/WORK ENVIRONMENT:
HOW IS LEARNING/WORKING BEING IMPERILED? IS THE SUBJECT:**

- 4.1 **Demonstrating a repeated pattern of disrupting class/work?**
 Yes No Unknown If yes, please explain
- 4.2 **Demonstrating conduct that compromises the ability of other students to learn/employees to work?**
 Yes No Unknown If yes, please explain
- 4.3 **Demonstrating conduct that compromises the instructor's ability to teach or the manager's ability to direct?**
 Yes No Unknown If yes, please explain
- 4.4 **A presence that promotes in others stress, fear, a desire to withdraw, or an inability to focus.**
 Yes No Unknown If yes, please explain
- 4.5 **In your opinion is the compromise of the learning/working environment related to:**
- Expressions of defiance
 - Socially unacceptable behavior
 - Use of foul, derogative, insulting language
 - Posturing or physical movements that disrupt learning and/or create peer anxiety.

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- Controlling behavior, dominating personality that challenges student success.
 - Sexual inappropriateness
 - Continuing off-topic, irrelevant, extraneous comments
 - Self-disclosures, mannerisms, or demeanor that produce classroom/office stress.
 - Sounds, smells, or visuals that produce strain in the classroom/office.
 - Inappropriate use of humor or sarcasm that hampers positive learning/work.
 - Non-verbal communication interpreted by others as worrisome.
 - The presence of objects that are interpreted as worrisome.
 - Refusal to respond, engage, participate such that it negatively impacts the classroom/office.
 - Any conduct that elicits expressions of fear, concern, or anxiety in classmates/instructor/employees
 - Other:
-
-

6. WHAT CAN WE DO TO IMPROVE YOUR LEARNING/WORK ENVIRONMENT? WHAT DO YOU NEED TODAY TO HELP YOU FEEL SAFE?
COMMENT BELOW

5.1 Address whether you believe the subject can stay in school/at work (is this person able to continue?)

5.2 Suggest alternatives.

5.3 What services might we recommend to the subject and/or those perceived to be at risk?

7. WHAT ADDITIONAL INFORMATION DO WE NEED?

PLEASE CONSIDER ATTACHING AN ADDITIONAL SHEET DETAILING ANY PERTINANT INFORMATION THAT MIGHT BE VALUABLE IN ASSESSING THIS RISK BUT NOT ADDRESSED IN QUESTIONS PROVIDED, I.E., EMAILS, MESSAGE BOARDS, ETC.

OPTIONAL: CHECK THE TOOLS AVAILABLE TO YOU IN MAKING YOUR ASSESSMENT

- Campus Police Incident Reports
- Testimony, memos, or other narratives from perceived victims
- Testimony, letters, writings, or other narratives from the subject
- Materials created/authored by the subject or belonging to the subject.

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- Records or reports or details from authorities such as law enforcement or medical
- College documents: grades, advising summaries, attendance records/evaluations.
- Other: _____

By signing this document, I acknowledge that I knowingly and voluntarily submit the above information.

Signature,

Please Print Name

Date

Resources

Appendix A – Adapted from Wytheville Community College. (2011). Threat Assessment Team Guide for Faculty & Staff.

<http://www.wcc.vccs.edu/docs/WCCThreatAssessmentTeamActionGuide.pdf>

Appendix B – NaBITA: the National Behavioral Intervention Team Association. (2011). The NaBITA Threat Assessment Tool.

<http://www.nabita.org/documents/THREATASSESSMENTTOOL.pdf>

Appendix C – Adapted from Tidewater Community College. (2010). Tidewater Community College Policy: Prevention of Campus and Workplace Violence Worksheet, No. 1301.

<http://www.tcc.edu/policies/1000/1301CampusandWorkplaceViolencePrevention.pdf>

Appendix D-