

Can you guess who wrote this?

- ▶ Someone's bound to say "what were they thinking?" when we go NBK or when we were planning it, so this is what I am thinking. "I have a goal to destroy as much as possible so I must not be sidetracked by my feelings of sympathy, mercy, or any of that, so I will force myself to believe that everyone is just another monster from Doom like FH [Former Human, mob in Doom] or FS [Former Sergeant] or demons, so it's either me or them. I have to turn off my feelings." Keep this in mind, I want to burn the world, I want to kill everyone except about 5 people, who I will name later, so if you are reading this you are lucky you escaped my rampage because I wanted to kill you.

Dangerous Behaviors

- ▶ Bullying Behavior focused on students, faculty, or staff in the waiting room, outside the office, in the classroom, or in the residence halls.
- ▶ Directly communicated threats to staff, faculty or students, such as “I am going to kick your ass” or “If you say that again, I will end you.”
- ▶ Prolonged nonverbal, passive-aggressive behavior such as sitting with arms crossed, glaring, or staring at staff, and refusing to speak or respond to questions or directives.
- ▶ Self-injurious behavior such as cutting or burning, including during a meeting or class, or exposing previously unexposed self injuries.
- ▶ Physical assault such as pushing, shoving, or punching.
- ▶ Throwing objects or slamming doors.

- ▶ Storming out of the office or room when upset, screaming and yelling about getting revenge.
- ▶ Conversations that are designed to upset other students or staff such as descriptions of weapons, killing, or death.
- ▶ Psychotic, delusional, or rambling speech.
- ▶ Overuse of an office or staff function or time; especially when already instructed not to overuse the staff or office and on appropriate boundaries.
- ▶ Racist or otherwise exaggerated(not just expressed once to push buttons)thoughts such as “Women should be barefoot and pregnant.”

Dangerous Behaviors – (cont'd)

Disruptive Behaviors

- ▶ Use of technology for personal reasons during class (i.e. phone calls, texting, social media, etc.)
- ▶ Frequent interruption while talking and/or repeated asking irrelevant, off-topic questions
- ▶ Inappropriate or overly revealing clothing
- ▶ Poor personal hygiene
- ▶ Inability to pay attention during conversations
- ▶ Misuse of alcohol or other substances
- ▶ Overtly disrespectful behavior
- ▶ Reading non-class materials during class

Threat Assessment and Review Committee (TARC)

- ▶ Threat Assessment Review Committee
- ▶ A cross section of university administrators who meet monthly to evaluate *community wide* threats.
- ▶ Legal Counsel, Counseling, Human Resources, Provost, Law Enforcement, Student Affairs, Student Conduct.
- ▶ Evaluates student, faculty and staff incidents.
- ▶ Options - Mandated Counseling, Direct Administrative Action (Suspension), Expulsion, EOD (Emergency Order of Detention), Voluntary Detention.

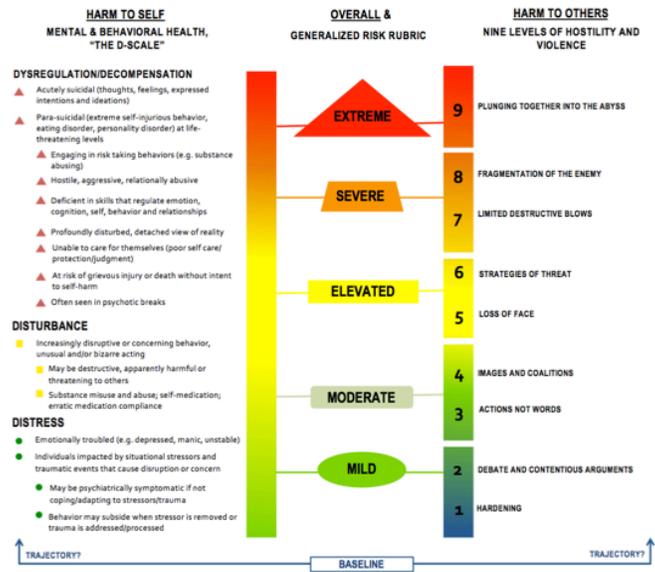
Law Enforcement Options

- ▶ Check the well being.
- ▶ Open record background checks, if a criminal investigation is initiated, a criminal background check.
- ▶ Conduct third party interviews for additional information.
- ▶ Check with Federal Law Enforcement Partners.
- ▶ EOD (Emergency Order of Detention).
- ▶ Assist with a voluntary EOD.
- ▶ Check with previous schools, law enforcement contacts.
- ▶ Rave Notifications.

Behavior Intervention Teams

- ▶ Focus on being the central place to report concerns
- ▶ BIT focuses on disruptive behaviors
- ▶ Must meet consistently to review and rate all referrals
- ▶ Rating then drives how the team responds
- ▶ If the behavior is rated as dangerous, BIT should refer case to TARC
- ▶ Suggested composition of BIT: Student Affairs, Mental Health, Housing, Provost Office/Academic, Admissions, Campus Police, Case Manager, any other department that makes sense based on campus make-up
- ▶ Must keep records of cases and intervention steps

NaBITA THREAT ASSESSMENT TOOL



CLASSIFYING RISK	INTERVENTION TOOLS TO ADDRESS RISK AS CLASSIFIED
<p>MILD RISK</p> <ul style="list-style-type: none"> Disruptive or concerning behavior May or may not show signs of distress No threat made or present 	<p>MILD RISK</p> <ul style="list-style-type: none"> Meeting/soft referral by reporter Behavioral contract or treatment plan with student or employee (if at all, only for low-level concerns) Student conduct or HR response Evaluate for disability services and/or medical referral Conflict management, mediation, problem-solving
<p>MODERATE RISK</p> <ul style="list-style-type: none"> More involved or repeated disruption. Behavior more concerning. Likely distressed or low-level disturbance Possible threat made or perceived 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 	<p>MODERATE RISK</p> <ul style="list-style-type: none"> Meeting/soft referral by reporter Behavioral contract or treatment plan with student (if at all, only for low-level concerns) Student conduct or HR response Evaluate for disability services and/or medical referral Conflict management, mediation (not if physical/violent), problem-solving
<p>ELEVATED RISK</p> <ul style="list-style-type: none"> 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 	<p>ELEVATED RISK</p> <ul style="list-style-type: none"> Meeting/mandated referral by reporter Evaluate parental/guardian notification Obtain and assess medical/educational and other records Consider interim suspension if applicable Evaluate for disability services and/or medical referral Consider referral or mandated assessment SIVRA-35 or other violence risk assessment
<p>SEVERE RISK</p> <ul style="list-style-type: none"> 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. 	<p>SEVERE RISK</p> <ul style="list-style-type: none"> Possible confrontation by reporter Parental/guardian notification obligatory unless contraindicated Evaluate emergency notification to others (FERPA/HIPAA/Clery) No behavioral contracts Recommend interim suspension or paid/unpaid leave 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 SIVRA-35 or other violence risk assessment
<p>EXTREME RISK</p> <ul style="list-style-type: none"> 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, target) 	<p>EXTREME RISK</p> <ul style="list-style-type: none"> Possible confrontation by reporter Parental/guardian notification obligatory unless contraindicated Evaluate emergency notification to others No behavioral contracts Interim suspension or paid/unpaid leave 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 Law enforcement response Consider eligibility for involuntary commitment

Types of Assessment

	Psychological Assessment	Threat Assessment	Violence Risk Assessment
Evaluator	Licensed Mental Health Professional	Law enforcement, Conduct, Mental Health	Medical or Mental Health, Human Resources
Objective	Determining suicide risk or harm to others	Evaluates risk from threat to community; estimates dangerous and potential lethality	Assists decision making regarding violence reducing negative behaviors and increasing positive behaviors
Techniques	MMPI; BDI; Interview	WAVR-21; SIVRA-35; MOSAIC; RAGE-V	Structured Professional Judgement models; Interviews; Chart reviews
Outcome	Formalized report; summary on testing and recommendations	Summary of violence risk factor; steps to mitigate risk	Summary of dangerousness; focus on on-going case management; focus on mitigating risk

Case Vignette - Azim Rahman