



Division of Student Affairs
Behavioral Intervention Team (BIT)

Program Review Self-Study
2018

Prepared by:
Ken Stonebrook, Dean of Students and Assistant Vice
President

Table of Contents

I.	Introduction	3
II.	Core 1: Policy	3
III.	Core 2: Team Traits	4
IV.	Core 3: Silo Communication Addressed	5
V.	Core 4: Education and Marketing	6
VI.	Core 5: Nurturing the Referral Source	7
VII.	Core 6: Data Collection	8
VIII.	Core 7: Record Management	9
IX.	Core 8: Team Training	10
X.	Core 9: Risk Rubric	10
XI.	Core 10: Quality Assurance	11

Appendices

Appendix A: 2017 Annual Training Calendar	12
Appendix B: 2018 Annual Training Calendar	14
Appendix C: NaBITA Threat Assessment Tool	16
Appendix D: BIT Information Pamphlet	17

I. Introduction

In late 2017, Salt Lake Community College (SLCC) entered into an agreement with the U.S. Department of Education's Office for Civil Rights, via the Early Complaint Resolution (ECR) process. Pursuant to that agreement, the Vice President for Student Affairs, Dr. Chuck Lepper, asked that a thorough Behavioral Intervention Team (BIT) program review be completed utilizing the Division of Student Affairs' program review template and adopted process.

In an effort to align with industry standards and 'best practices,' permission was granted by the Vice President for Student Affairs for the BIT self-study to be modeled after the concepts and areas-of-focus discussed in the National Behavioral Intervention Team Association (NaBITA) 2014 Whitepaper, *CORE-Q10 Checklist: Assessment of a Behavioral Intervention Team*.

The NaBITA CORE-Q10 Checklist may be accessed at: <https://nabita.org/wordpress/wp-content/uploads/2012/04/Core-Q10-NaBITA-Whitepaper-2014.pdf>

II. Core 1: Policy

Developing a clear sense of policy and procedures for a BIT is an essential task for any institute of higher education. A clear sense of direction and order of operations separates teams that are simply reactive to crisis events on campus from those who are thoughtful and strategic in their approach to proactively identifying risk and in following this risk through analysis, intervention, and follow-up. A quality policy allows for a team to create a starting place for a structured and well-thought out approach to prevention, intervention, and management while providing opportunities for analysis, critique, and improvement to a team's effectiveness and efficiency.¹

Areas of Assessment:

- Mission and Purpose Statement
- Policy/Procedure Manual

SLCC's BIT currently has a philosophy and purpose statement posted on the [SLCC BIT website](#). These statements have evolved over time and were last updated in 2016 in an effort to better address the purpose, scope, and philosophy of our team.

Philosophy

¹ Van Brunt, B., Sokolow, B, Lewis, W., Schuster, S., Swinton, D., (2014). CORE-Q10 Checklist: Assessment of a Behavioral Intervention Team. www.nabita.org, 7.

The Behavioral Intervention Team's philosophy is to promote the safety, health, success and well-being of the college community by coordinating information, assessing needs and risks, considering resources, and developing support and intervention plans for students of concern.

Purpose

The Behavioral Intervention Team's purpose is to serve as the coordinating hub for a network of campus resources focused on education, prevention and intervention in situations involving students experiencing distress, engaging in disruptive behaviors, and/or posing a threat of harm to themselves or others. BIT will offer case coordination and consultation, assess needs and at-risk behaviors, and develop intervention and support plans for students of concern.

SLCC's BIT does not currently have an official, College-approved policy/procedure. It is unclear if such a policy were created, if it would be considered an "institutional" policy that requires going through the policy creation/approval process. Additionally, SLCC's BIT does not currently have any type of operations manual that directs the work of the team. Historically, the BIT has attempted to utilize best practices when shaping the work of the team. It may be beneficial to produce an operations manual for our BIT, recognizing that a formalized document is much easier to refer to and align with than nothing at all.

III. Core 2: Team Traits

There are several core traits that are important to the team. These include leadership, team size, meeting frequency, and team membership. Teams should be strategic and intentional in making decisions about these traits, as opposed to allowing circumstances or outside constituencies to dictate these items.²

Areas of Assessment:

- Team Size/Membership
- Leadership
- Meeting Frequency

There are currently nine (9) members on SLCC's BIT from various divisions, departments, and areas of the College. The BIT is chaired by Ken Stonebrook, Dean of Students and Assistant Vice President. The BIT membership includes:

- Ken Stonebrook, BIT Chair – Dean of Students and Assistant Vice President
- Shane Crabtree – Director of Public Safety
- Mikel Birch – Director of Risk Management

² *Id.*

- Scott Kadera – Counseling Services Manager
- Candida Darling – Director of Disability Resource Center
- Maurine Hendrickson – Administrative Assistant, Dean of Students
- Christopher Lacombe – SLCC General Counsel
- Ashley Leonard – Utah Assistant Attorney General, Education Division (SLCC)
- Chris Bertram – SLCC Faculty Member

The SLCC BIT has two (2) monthly meetings that are scheduled on a regular basis. The first meeting occurs on the second Monday of each month and is designated for talking about any new and/or ongoing student of concern cases. This meeting does not preclude additional emergency/ad-hoc meetings from being scheduled in the event a situation arises that requires the immediate attention of the BIT. The second meeting occurs on the fourth Tuesday of each month and is designated for BIT training that has been mapped out for the entire calendar year. A portion of this meeting may also be used to discuss any new and/or ongoing student of concern cases.

IV. Core 3: Silo Communication Addressed

One of the key lessons following the 2007 Virginia Tech tragedy was the importance of avoiding siloed communication. This business and marketing concept, known as the “the silo effect” traditionally refers to a lack of coordination and integration between departments; thus, inadvertently failing to support each other. In higher education, we understand the silo effect as the isolation among departments that prevents cooperation and sharing of key information useful to address potential threats.³

Areas of Assessment:

- Silo Communication – Counseling forms/releases, FERPA/HIPAA confidentiality laws, threat assessment, etc.

SLCC’s BIT has been intentional about its membership and the role of the members on the team. By including team members from a wide range of College divisions and departments, we have eliminated some silos previously in place based on the lack of diversity among team members. Communication amongst BIT members is productive and typically there is little resistance to the sharing of necessary information regarding students of concern. One area that the BIT could improve by seeking the guidance of other institutions is how and what information the counseling center representation on the BIT may share. Understanding the intricacies of confidentiality attached to client/patient privilege, our BIT is still trying to identify ways to improve communications and/or access the most information without violating said confidentiality laws.

³ *Id.*

In July 2017, SLCC's BIT held a training to address siloed communications and viewed the NaBITA webinar, *Counseling and Conduct: Working together*. Additionally, by adding an SLCC faculty member to SLCC's BIT, we have gained valuable insight into the mind of faculty members while also improving our communication with them, as a result of the input from our faculty BIT member.

V. Core 4: Education and Marketing

A team can be set up and put together like a well-designed sports car, but it won't be going anywhere without some gas in the tank. The gas here is the information we get from across campus. The gas stations are education and marketing to the community about what kind of behaviors should trigger a phone call, email, or direct report to a BIT member. To assume the community already has an understanding of what to report is a dangerous proposition. Many communities are confused and scared when it comes to violence on campus, and, despite efforts to educate the faculty, staff, and student leaders around what behaviors should cause concern, the message needs to be continuous and well-targeted (marketed) to the stakeholders.⁴

Areas of Assessment:

- List of Behaviors
- Website
- Marketing

SLCC's BIT has made efforts to improve visibility across all areas of the College. The BIT Website serves as a repository of relevant information to assist members of the College community as to the types of behaviors and/or other warning signs that should be reported to the BIT. Specifically, three pages on the BIT website offer examples of the types of behaviors to pay attention to in addition to quick tips and reporting requirements:

- [Misconduct Quick Tips – Faculty](#)
- [Misconduct Quick Tips – Staff](#)
- [Students of Concern](#)

In April 2017, SLCC's BIT held a training on how to market and advertise the BIT. Our BIT viewed the NaBITA webinar, *How to Advertise Your BIT*, and spent time brainstorming website and marketing improvements that needed to be made. As a result, our BIT worked with SLCC's Institutional Marketing Department to create a BIT information brochure for SLCC faculty, staff, and students. This brochure contains essential information that may be distributed during trainings, staff meeting, etc. and accompany the information available to the College community on the BIT website. The SLCC BIT also added a link to the online reporting form for students of concern in an effort to

⁴ *Id.* At 8.

improve reporting and eliminate confusion by requiring the College community to visit multiple websites to access the reporting form.

As our BIT continues to find ways to improve visibility through its website and internal marketing, we will look at what other institutions are doing for inspiration and attempt to find what tools work best for accessing our particular demographic at SLCC.

VI. Core 5: Nurturing the Referral Source

The referral source is the most essential element of a team. It's the person calling 911 to summon the police. It's people calling for an ambulance and fire truck when they see a fire... This section is dedicated to the concept of building this relationship between the BIT and community to improve communication.⁵

Areas of Assessment:

- Identifying Stakeholders
- Training
- Communicating Back

SLCC's BIT understands that all members of SLCC's college community share a responsibility in identifying problematic and/or concerning behaviors and then passing that information along. It is very much like the "see something, say something" model utilized by many higher education institutions across the country.

SLCC's BIT has begun partnering with SLCC's Staff and Faculty Professional Development Center to offer trainings regarding students of concern, suicide prevention (QPR). Additionally, members of the BIT have responded to individual division and department requests for trainings on these topics. Although some of the trainings offered have been poorly attended, it is the intention of the BIT to continue offering the trainings with improve marketing and visibility.

As mentioned in the previous section, SLCC's BIT has implemented an online reporting form specifically for BIT referrals. The [Student of Concern Reporting Form](#) may be accessed directly from the BIT website in addition to the Dean of Students Website. The implementation of this online reporting form has improved the College community's ability to make information known to the BIT and has allowed for the quick transmission of information for SLCC's BIT to begin processing.

SLCC's BIT will typically assign a member to respond to a concerned faculty and/or staff member who has made a report of concerning behavior. This response will typically include advice on how to respond and/or address any ongoing concerning behavior.

⁵ *Id.*

Additionally, SLCC's BIT will utilize a faculty or staff as a delivery method for preliminary interventions (i.e. soft referral to counseling services, suicide hotline, etc.). By engaging others in the BIT's process, there is increase transparency and a sense of ownership in the solution by the individual making the report.

VII. Core 6: Data Collection

Once information is reported to the BIT, the team must keep track of the data in a way that is secure and easily searchable. Data for data's sake is an insufficient goal for a BIT. Data must be collected and stored in a fashion that provides access to team members and which provides the ability to analyze potential patterns that exist beyond the individual team member's memory. Simply stated, a quality data management system allows for data to be entered and stored in a way that is easily retrievable. Data must also be collected easily from stakeholders, with efforts to remove any obstacles along the way.⁶

Areas of Assessment:

- Anonymous Reporting
- Multiple Reporting Avenues
- Information Security

SLCC's Dean of Students office entered into a contract with Maxient for an electronic case management system. Prior to this contact, SLCC's Dean of Students office use internal electronic database systems in addition to paper files for most conduct, BIT, and Title IX cases. Maxient has been a major improvement for the way intake reports are fielded, cases are managed and accessed by multiple users.

SLCC's BIT has implemented an online reporting form specifically for BIT referrals. The [Student of Concern Reporting Form](#) may be accessed directly from the BIT website in addition to the Dean of Students Website. The implementation of this online reporting form has improved the College community's ability to make information known to the BIT and has allowed for the quick transmission of information for SLCC's BIT to begin processing.

In addition to the online reporting form, SLCC faculty, staff and students are trained that they may also bring a student of concern to the attention of the BIT by calling the Dean of Student office or speaking directly with any member of the BIT.

By utilizing Maxient for purposes of case management for SLCC's BIT, the information entered is housed in a secured, online environment that is regularly monitored by SLCC, in addition to the team at Maxient.

⁶ *Id.*

VIII. Core 7: Record Management

Once the data is collected, the team must have some mechanism in place to store and retrieve the data. The storage of the data must be secure. The data itself must be accessible to the team so the data can be used to better direct decision making. Imagine the dashboard of a car. If the data presented here (gas levels, engine temperature, speed, oil pressure) was not easily accessible, it would not provide the driver with the information she or he needs to operate the car efficiently. The record management systems used by a BIT must address four key issues. These are access, pattern analysis, security, and accuracy.⁷

Areas of Assessment:

- Records access, pattern analysis, security and accuracy

Without being repetitive when it comes to Maxient, SLCC's BIT does have some room for improvement on how the team uses the system to review, discuss and monitor students of concern. SLCC's BIT received a training on how to access Maxient last year, however, not all members of the BIT were present at the time and therefore were not adequately trained. Additionally, when team members are not engaging with and using Maxient on a regular basis, it is easy to forget how to use the system and access the cases within it.

SLCC's BIT will be engaging in additional Maxient trainings this year in an effort to increase our utilization of the software, in addition to facilitating better note taking and record keeping for student of concern cases. SLCC's BIT has worked with Maxient to build in the NaBITA Threat Assessment Tool that the team uses during every meeting, on each student's case.

We will begin to access and discuss each BIT student of concern case throughout the next year in the Maxient system so that the team will be able to access and engage with Maxient at each BIT meeting.

IX. Core 8: Team Training

A BIT team requires training in a number of critical areas if it's going to remain effective in its work. Training should address issues such as record keeping; working within FERPA, HIPAA, and state confidentiality standards; threat assessment; mental health disorders; conduct issues; and emergency response.⁸

⁷ *Id.* At 9.

⁸ *Id.*

Areas of Assessment:

- Tabletop Exercises
- Conferences
- Consulting

SLCC's BIT has embraced the annual training model recommended by NaBITA. Our 2017 training calendar (see attached) covered a wide variety of topics. Some of the trainings were presented by SLCC BIT members, while others consisted of online webinars accessed through NaBITA's online training portal. SLCC's BIT has prepared a 2018 training calendar with topics selected based on their relevance to SLCC's BIT, and the overall needs of our institution.

In addition to the annual training calendar, SLCC's BIT has been fortunate enough to send several BIT members to local, regional, and national conferences specifically designed for BIT's. The information gathered during these trainings is then brought back to campus and shared with the BIT.

X. Core 9: Risk Rubric

Central to the analysis of data coming into the BIT is utilization of risk rubrics to assist the team members in determining categories and levels of concern. These categories can be as simple as "low, moderate, and high" or as complex as a team cares to make them. The core purpose of the risk rubric is to identify the level of risk or threat the individual of concern poses, and then to develop an action plan to address the individual's behavior toward the goal of mitigating or lowering the associated risk.⁹

Areas of Assessment:

- Presence of Rubric
- Consistent, objective, designed for higher education
- Addresses both mental health and violence

SLCC's BIT began using the NaBITA Threat Assessment tool/rubric in late 2016, early 2017 on a regular basis. The decision to use the NaBITA tool was based on a desire to be consistent when reviewing student of concern cases and ensuring that the same metrics were being utilized for each SLCC student referred to the BIT. Our team has conducted trainings on how to utilize the tool, in addition to tabletop exercises in which the tool is used and then discussed by the BIT.

⁹ *Id.*

Additionally, the SLCC BIT has even practiced utilizing the online/electronic version of the tool in an effort to create another avenue to access the information without having to have the hard copy sitting in front of you.

As mentioned above, SLCC's BIT has added the NaBITA Threat Assessment Tool within the Maxient case management system and can designate students of concern with the appropriate risk level within the system. This allows for easy tracking as well as the ability to easily updated the risk rating as needed.

XI. Core 10: Quality Assurance

There must be circularity to the assessment of the BIT. This involves seeing assessment as an ongoing process that does not have a fixed end-point. Assessing quality requires a commitment to the ever-changing nature of risk assessment and team dynamics. Team members rotate off the BIT or move on to new positions. New practices are developed to improve BIT efficacy and efficiency. Additional software and assessment tools become available. All require a quality assurance plan that is structured, scheduled, and has the appropriate time and energy dedicated to it.¹⁰

Areas of Assessment:

- Address Team Functionality
- End of Semester Reports
- Case Outcomes

At the end of each year, SLCC's BIT has gathered to discussed the "state of the BIT." These discussions allow members of the BIT to discuss items that may or may not be working with the BIT. Additionally, these meetings serve as an opportunity to roadmap the upcoming year.

SLCC's BIT program review should serve as a useful quality assurance tool and assist the BIT in making improvements in an effort to comply with industry 'best practices' and align with what other USHE institutions have found success with.

The Maxient case management system will allow SLCC's BIT to run year-end reports on how many cases were handled by the BIT.

¹⁰ *Id.* At 10.

Appendix A: 2017 Annual Training Calendar

2017 SLCC Behavioral Intervention Team Training Schedule

January: Human Resources and BIT	
Team Discussion:	<ul style="list-style-type: none"> • Does our BIT want to start addressing ‘employees of concern’ in addition to students? • Best Practices • Begin to develop a model, in addition to the EAP, that works for our institution
Additional Resources:	<ul style="list-style-type: none"> • Who’s on the Team: Mission, Membership and Motivation – Specifically pg. 14, Human Resources paragraph. • Institution utilizing staff, faculty and student model - UCLA
February: Cultural and Diversity Issues	
We will be watching the following NaBITA Online Training:	<ul style="list-style-type: none"> • Addressing Microaggression and Cultural Issues on the BIT
What is a microaggression?	<ul style="list-style-type: none"> • Microaggressions in Everyday Life - YouTube • 21 Racial Microaggressions You Hear on A Daily Basis
March: Documentation/Case Notes – Maxient Training	
Team training session, please bring the following: <ul style="list-style-type: none"> • Laptop/Tablet 	<ul style="list-style-type: none"> • Training will be provided on how to access and enter BIT case notes into the Maxient case management system.
April: Marketing and Advertising BIT	
We will be watching the following NaBITA Online Training:	<ul style="list-style-type: none"> • How to Advertise your BIT
May: Self-Care and Team-Care	
Scott Kadera will be training the team on:	<ul style="list-style-type: none"> • Stress Management Techniques • Self-Care & Team-Care
June: Mental Health - Suicide	
We will be watching the following NaBITA Online Training:	<ul style="list-style-type: none"> • Ten Practical Ways to Reduce Liability for Suicidal Students on Campus
July: Addressing Siloed Communications	
We will be watching the following NaBITA Online Training:	<ul style="list-style-type: none"> • Counseling and Conduct: Working Together

August: Student Death 504 Direct Threat Standard	
We will be watching the following NaBITA Online Training:	<ul style="list-style-type: none"> • Responding to a Student Death • Changes to the 504 Direct Threat Standard for Suicidal Students
Additional Resource:	<ul style="list-style-type: none"> • Postvention: A Guide for Responses to Suicide on College Campuses • <i>This training was amended in order to address directives issued in a Memorandum issued on 8/17/17.</i>
September: Assessment and Quality Assurance	
Team Discussion:	<ul style="list-style-type: none"> • Review the Assessment Checklist and come prepared to begin a review/assessment of our BIT.
Assessment Checklist:	<ul style="list-style-type: none"> • Core-Q10 Checklist: Assessment of a Behavioral Intervention Team
October: Emergency Response/Crisis Intervention	
Shane Crabtree will be training the team on:	<ul style="list-style-type: none"> • Emergency Procedures • Active Shooter • Public Safety Response
Active Shooter Video:	<ul style="list-style-type: none"> • Run, Hide or Fight
November: Tabletop Training	
We will be working through some case studies as a team:	<ul style="list-style-type: none"> • Discuss NaBITA Threat Assessment Tool <ul style="list-style-type: none"> ○ Pros v. Cons ○ Modifications after using for 1+ years ○ Suggestions for improved case discussion/review
December: No Training Scheduled	
HAPPY HOLIDAYS!!!	

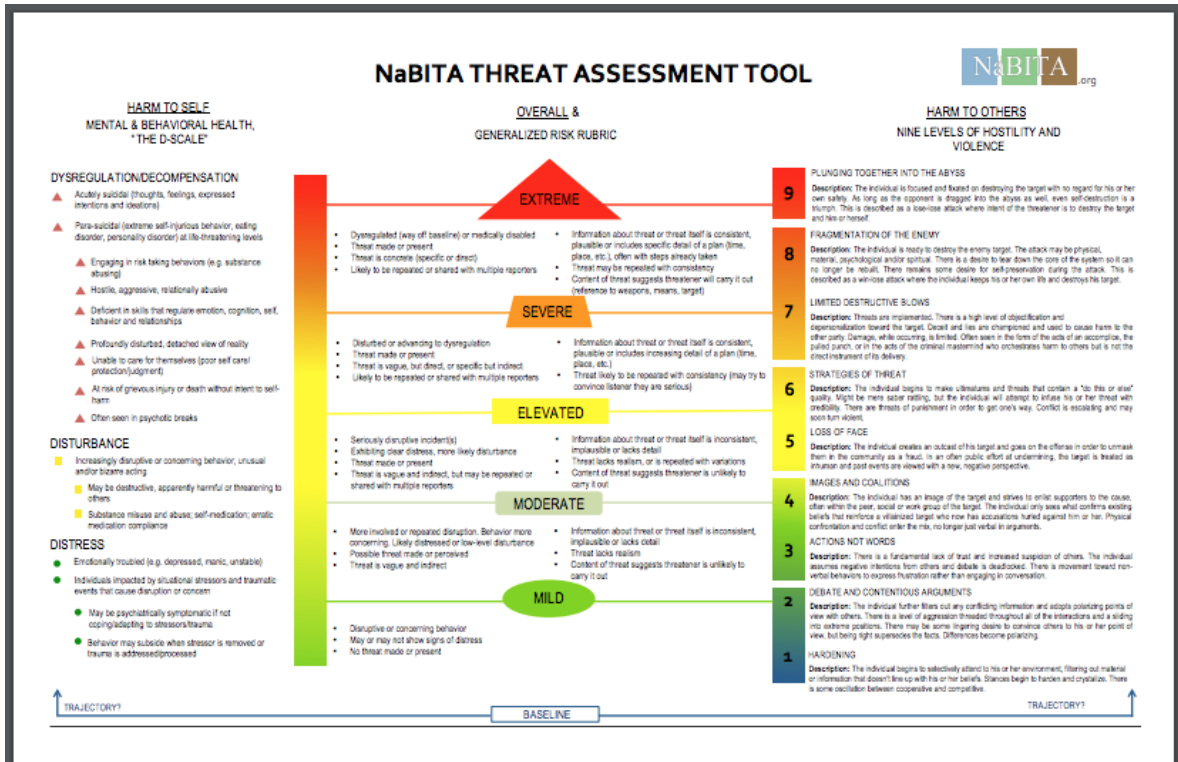
Appendix B: 2018 Annual Training Calendar

2018 SLCC Behavioral Intervention Team Training Schedule

February: Disruptive and Dangerous Students	
We will be watching the following NaBITA Online Training:	<ul style="list-style-type: none"> Addressing Disruptive and Dangerous Student Behavior in the Classroom
March: Maxient Case Management - Documentation/Case Notes	
Team training session, please bring the following: <ul style="list-style-type: none"> Laptop/Tablet 	<ul style="list-style-type: none"> Training will be provided on how to access and enter BIT case notes into the Maxient case management system.
April: QPR Training (Question, Persuade, Refer)	
Scott Kadera will be training the team on:	<ul style="list-style-type: none"> QPR and Suicidality
May: Training Front Office Staff	
We will be watching the following NaBITA Online Training:	<ul style="list-style-type: none"> Training Front Office Staff to Identify, Report and Manage Disruptive and Dangerous Behavior
June: BIT Program Review Recap	
Team training session	<ul style="list-style-type: none"> We will be going over the BIT Program Review report and action plan. Begin discussing ways to implement any recommendations
July: Role of Counseling	
We will be watching the following NaBITA Online Training:	<ul style="list-style-type: none"> The Role of Mental Health Professionals on the BIT
August: Bystander Intervention	
We will be watching the following NaBITA Online Training:	<ul style="list-style-type: none"> Doing Bystander Intervention Well: Seven Easy Steps
September: Emergency Response/Crisis Intervention	
Shane Crabtree will be training the team on:	<ul style="list-style-type: none"> Emergency Procedures Active Shooter

	<ul style="list-style-type: none"> • Public Safety Response
Active Shooter Video:	<ul style="list-style-type: none"> • Run, Hide or Fight
October: Faculty, Staff, and BIT	
We will be watching the following NaBITA Online Training:	<ul style="list-style-type: none"> • Managing Faculty and Staff Expectations Following a BIT Intervention
November: Tabletop Training	
We will be working through some case studies as a team:	<ul style="list-style-type: none"> • Discuss NaBITA Threat Assessment Tool <ul style="list-style-type: none"> ○ Pros v. Cons ○ Modifications after using for multiple years ○ Suggestions for improved case discussion/review
December: No Training Scheduled	
HAPPY HOLIDAYS!!!	

Appendix C: NaBITA Threat Assessment Tool



INTERVENTION TOOLS TO ADDRESS RISK AS CLASSIFIED	INTERVENTION TOOLS TO ADDRESS RISK AS CLASSIFIED
<p>EXTREME RISK</p> <ul style="list-style-type: none"> • Possible confrontation by reporter • Parent/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 	<p>EXTREME RISK</p> <ul style="list-style-type: none"> • Possible confrontation by reporter • Parent/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 • Consider voluntary/involuntary medical withdrawal • Direct threat eligible • Law enforcement response • Consider eligibility for involuntary commitment • SVRA-35 or other violence risk assessment
<p>SEVERE RISK</p> <ul style="list-style-type: none"> • Possible confrontation by reporter • Parent/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 • SVRA-35 or other violence risk assessment 	<p>SEVERE RISK</p> <ul style="list-style-type: none"> • Possible confrontation by reporter • Parent/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 • SVRA-35 or other violence risk assessment
<p>ELEVATED RISK</p> <ul style="list-style-type: none"> • Meeting/mandated referral by reporter • Evaluate parent/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 • SVRA-35 or other violence risk assessment 	<p>ELEVATED RISK</p> <ul style="list-style-type: none"> • Meeting/mandated referral by reporter • Evaluate parent/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 • SVRA-35 or other violence risk assessment
<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>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>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>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



©2019 The NCHERM Group, L.L.C.

Appendix D: BIT Information Pamphlet

PURPOSE

The Behavioral Intervention Team serves as the coordinating hub for a network of campus resources focused on education, prevention and intervention in situations involving students experiencing distress, engaging in disruptive behaviors, and/or posing a threat of harm to themselves or others. BIT will offer case coordination and consultation, assess needs and at-risk behaviors and develop intervention and support plans for students of concern.

BIT gathers relevant information, evaluates a student's individual situation and determines an appropriate outcome.

This may include:

- Providing consultation and support to faculty, staff, administration and students in assisting individuals who display concerning or disruptive behaviors.
- Serving as the central point of contact for reporting problematic behavior by students
- Triaging reports – identifying patterns of behaviors that suggest the need for an intervention.
- Threat/risk assessment.
- Coordinating follow-up.
- Connecting individuals with appropriate on-campus and community resources
- Monitoring ongoing behavior of individuals who have displayed disruptive or concerning behavior.

Team members consider the following guiding questions when assessing an individual's situation and considering intervention strategies:

- What is in the individual's best interest?
- What is in the best interest of the College community?
- What is the impact of the individual's situation on all those surrounding him/her?

If you are in fear of an imminent threat of violence/harm or witness an individual in immediate threat of danger to themselves or others, CALL 911.

Dean of Students
801-957-5027 or 801-957-4776

Public Safety
801-957-3800

Counseling Services Manager
801-957-4268

slcc.edu/bit



AA/EQ INSTITUTION - REV. 04.02.17

SALT LAKE COMMUNITY COLLEGE

Behavioral Intervention Team (BIT)

Information for Faculty, Staff and Students



Salt Lake Community College
slcc.edu/bit

The team consists of members from key campus areas:

- Center for Health and Counseling
- Disability Resource Center
- Public Safety
- Risk Management
- Student Affairs

A full BIT membership list may be found at slcc.edu by searching keyword: BIT

Types of behavior concerns that should be reported to BIT include, but are not limited to:

- Decline in academic performance, including repeated absences or missed assignments.
- Excessive fatigue or frequent illness.
- Statements of distress, sadness, anxiety or anger.
- Deterioration in physical appearance/hygiene, including noticeable cuts, bruises or burns.
- Social isolation or relationship problems
- Odors of alcohol or marijuana.
- Uncharacteristically disorganized, disruptive, bizarre or paranoid behavior or comments.
- Threats of harm to self or others

Disruptive behavior and/or violent threats or acts may be complex, intimidating and confusing. The behavior that you witness may be one small piece of a larger puzzle that more completely describes the student of concern.

When behaviors that may impact an individual's ability to be successful in the College community are reported to BIT, the team may be able to provide appropriate resources.

REFERRALS

How should a referral be made?

BIT Referrals should be made to the Dean of Students office: 801-957-4776

OR

Online: bit.ly/slccbit

Referrals/reports can be made anonymously.

If you are in fear of an imminent threat of violence/harm or witness an individual in immediate threat of danger to themselves or others, CALL 911.

You are an important member of the SLCC Behavioral Intervention Team.

Your reports allow the team to reach out to individuals and provide appropriate intervention and support. With your assistance, BIT helps maintain a welcoming campus environment in which students, faculty and staff may study and work.



BIT members are available to meet with faculty groups to discuss BIT and the behavior-intervention process.

To arrange a presentation, please contact:

Kenneth Stonebrook, BIT Chair
801-957-5027
ken.stonebrook@slcc.edu

SUICIDE PROTOCOL

Suicidal Behavior:

Any member of the college community who learns that a student has just engaged in, is in the process of engaging in, or is about to engage in suicidal behavior should immediately contact 911 or Public Safety 801-957-3800.

Contact the dean of students as soon as possible at 801-957-4776 or the Counseling Services Manager at 801-957-4268. The Dean may then consult, activate and/or convene other BIT members to help coordinate information, identify support strategies and develop/implement a follow-up action plan.

Suicide Threat:

Any member of the college community who learns that a student has communicated a suicide threat should contact the dean of students as soon as possible at 801-957-4776. If the dean of students is not available, please contact the Counseling Services manager at 801-957-4268.

Warning Signs of Suicide:

Any member of the college community who learns that a student is exhibiting warning signs of suicide but has not engaged in suicidal behavior or communicated a suicide threat should contact the Center for Health and Counseling at 801-957-4268 for consultation and support, especially if the student is exhibiting suicidal ideation. The dean of students should also be notified.