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Welcome to the second edition of the *Journal of Campus Behavioral Intervention (J-BIT)*. *J-BIT* is part of the National Behavioral Intervention Team Association’s (NaBITA) strategic plan to encourage academic scholarship and research related to behavioral intervention teams. Our goal is to provide the field with a yearly academic journal focused on innovative practice, case scenarios, moments of reflection, and scholarly exploration.

This edition has some excellent contributions from our NaBITA members. NaBITA advisory board members Elliot and Reese share their thoughts and examples on how teams can create end-of-semester reports to better demonstrate their teams’ activities while Lewis offers advice and examples on the importance of advertising and marketing a team. Hoban discusses the importance of addressing the stress that impacts team members, and Johnson shares observations related to PTSD and police officers. Lewis and Van Brunt share their article from the *Journal of Gender and Violence* on the topic of misogyny, costuming, and legacy tokens.

Dr. Langman provides a detailed and captivating insight into the mind of shooter Elliot Rodger and introduces his recently updated website www.schoolshooters.info. Graney offers a discussion of how threat assessment is an essential part of BIT, while Holmes shares how the UC Irvine team improves its effectiveness. Van Norman shares observations related to Title IX and BITs.

I’d like to share my personal thanks and gratitude to those *JBIT* editorial board members who have taken the time and effort to review the numerous submissions we received for this second year of publication. Equally important are those scholars who took the time and energy to develop the articles included.

Please consider submitting articles, case studies, innovative practices, and research projects for next year’s journal. Submissions are encouraged over the 2015 spring semester (January through June). The review and acceptance process occurs over July with critiques, feedback, and re-writes occurring over August and September. Dissemination of next year’s journal will occur at the NaBITA conference and will be made available electronically to our members.

Suggestions for improvement, article rebuttals, expansions, advice, and (of course) praise and compliments are welcomed and encouraged. Please send future submissions, inquiries, or feedback to brian@ncherm.org.

And finally, it should be noted that the views expressed in this journal are those of the authors and not necessarily those of NaBITA.

Respectfully Submitted,

Brian Van Brunt, Ed.D.
NaBITA President, 2014-2015
Elliot Rodger: An Analysis

Peter Langman, Ph.D.
Author

Abstract
Elliot Rodger attacked the University of California, Santa Barbara, even though he was not a student there. This article discusses his psychological dynamics, noting both psychotic and psychopathic traits, as well as associated features that he had in common with other school shooters. The article also classifies him as an aberrant adult school shooter and describes similarities to other shooters in his group.

Author Note
Peter Langman is the author of Why Kids Kill: Inside the Minds of School Shooters (2009) and School Shooters: Understanding High School, College, and Adult Perpetrators (2015). Dr. Langman’s expertise on school shooters has resulted in nearly two hundred media interviews from the United States, Canada, Europe, South America, Australia, and the Middle East. He has appeared on CBS-TV, CNN, The Today Show, Fox, NPR and the BBC and been quoted in The New York Times, The Washington Post, Forbes, Yahoo News, MSNBC, USA Today, Education Week, Newsweek, and hundreds of other news outlets. His work has been cited in congressional testimony on Capitol Hill. He can be reached at peterlangman@yahoo.com
Behavioral Intervention Teams and End-of-Semester Reporting

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Abstract
Behavioral Intervention Team End-of-Semester Reports (EOS) are one way a campus BIT can report important information on the team’s activities to campus stakeholders, and can be one piece of a broader BIT assessment strategy. EOS reports provide a number of benefits, including documenting the types of cases addressed, helping the BIT target primary prevention to specific campus constituencies, evaluation of referral means to the BIT, and highlighting specific individuals for future BIT attention. The ability to create EOS reports often depends on the database used to store campus BIT data. Two examples of EOS reports are included.

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Training College Police Officers on PTSD using the DSM-5 as part of an Antiterrorism and Threat Assessment Strategy

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Abstract
The Virginia Tech Shootings and other acts of gun violence on campuses across the country are painful psychological reminders of the perils for campus police connected with college life in the 21st Century. The clinical forensic problems stemming from these human actions can result in the same character of psychological sequelae (e.g., fears) observed in the wake of a terrorist act. Fear is often a symptom of Post-traumatic Stress Disorder (PTSD), which is diagnosed by using a mental disorder assessment and treatment tool known as the Diagnostic Statistical Manual-5 (DSM-5). Threat assessment strategies for college police officers take into consideration the public safety point of view and must be expanded to intervene at multiple points as a violent event unfolds on campus. The DSM-5 provides mental health professionals with a psychologically-relevant, focused threat assessment framework required for collaborative work with college police officers. This paper explores the nexus between threat assessment, antiterrorism, PTSD, and college police officers. The paper reviews ways in which factors that reduce the risk for PTSD can be consistently incorporated into campus police policies (i.e., policy including elements that reduce the risk of PTSD for officers) and into the decisions affecting risk and threat assessment operations related to public safety. As the primary threat assessment and interventionist unit on campus, college police must be sensitized to the need for working collaboratively with other mental health disciplines in assessing for PTSD with a culturally responsive review of PTSD. Implications for crafting an expanded campus terrorism response with a focus on reducing post-traumatic stress reactions in responders, through the preparation of college police officers, are highlighted.

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Behavioral Intervention Teams Using Threat Assessment

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Abstract
This descriptive-exploratory study investigated behavioral intervention teams at state flagship universities in New England ($N = 6$). Using a mixed methods approach, this study investigated whether there were significant differences between the behavioral intervention teams in terms of team leadership and composition, operational practices and training, and responsibilities related to threat assessment. Behavioral assessment team leaders ($N = 6$) and team members ($N = 28$) were surveyed to determine if there is a relationship between levels of training and the functional implementation of threat assessment. Team leaders ($N = 6$) and executive administrators ($N = 4$), who were responsible for oversight of the behavioral intervention teams, were interviewed to gather additional information about team formation, processes, and long-term strategic planning around institutional threat assessment systems. The findings showed that although each team was unique, there were no significant differences in terms of the research variables. However, there was a significant positive correlation between level of training and confidence in using threat assessment techniques among team members. Team variations allowed for a number of recommendations to be made based on the findings and on expert opinions available from the literature.

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Striking Balance: Recognition of Increased Risks and Recommended Support of Responding Parties in Title IX Investigations

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Abstract
Some colleges and universities are grappling to provide equitable, prompt, fair, and impartial treatment of responding parties in order to comply with Title IX. Some interpretations of Title IX, the Dear Colleague Letter and the Questions and Answers on Title IX and Sexual Violence have resulted in universities imposing interim measures or sanctions that increase the risk of suicide for a responding party due to the emotional, financial and academic trauma that ensues. It is essential that colleges and universities balance their support for both the impacted and responding parties in Title IX investigations by providing appropriate support and resources to both parties.

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Bring your BIT from Behind the Curtain with a Good Marketing Plan!

Peggy S. Scott, Ed.D.
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Abstract
This paper supports the marketing of campus Behavioral Intervention Teams as a recognized best practice of second generation BITs and discusses the basics of marketing a program on a college or university campus. Examples are discussed related to matching the message to the audience, where to find various audiences, and methods to communicate with these audiences.

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A Resource for the Research of School Shooters

Peter Langman, Ph.D.
Author

Abstract
One of the biggest challenges to understanding school shooters is the difficulty obtaining valid information. As I have studied this population over the last fifteen years, I have located many documents that have been crucial to my research. For five years these documents have been available on my website (www.schoolshooters.info) so that other researchers can utilize them. The website has now been completely rebuilt as a searchable database of information and documents, with dozens of new items added. As far as I know, this is the largest collection of materials relating to school shooters that exists online. The site currently has data on seventy-six perpetrators and contains approximately two hundred documents.

Author Note
Peter Langman is the author of Why Kids Kill: Inside the Minds of School Shooters (2009) and School Shooters: Understanding High School, College, and Adult Perpetrators (2015). Dr. Langman’s expertise on school shooters has resulted in nearly two hundred media interviews from the United States, Canada, Europe, South America, Australia, and the Middle East. He has appeared on CBS-TV, CNN, The Today Show, Fox, NPR and the BBC and been quoted in The New York Times, The Washington Post, Forbes, Yahoo News, MSNBC, USA Today, Education Week, Newsweek, and hundreds of other news outlets. His work has been cited in congressional testimony on Capitol Hill. He can be reached at peterlangman@yahoo.com
Who’s Minding the Shop?
Attending to the Well-Being of the Team

Jeannie Hoban, LCSW
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Abstract
As campus shootings continue to make headlines, members of Behavioral Intervention Teams (BITs) may begin to feel overwhelmed and anxious about their work. Compassion fatigue is a phenomenon long discussed in research related to the effects of secondary trauma on helping professionals. This article will highlight the need for BITs to attend to the emotional well-being of its members to avoid the negative effects of compassion fatigue and burnout.

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Costuming, Misogyny, and Objectification as Risk Factors in Targeted Violence

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W. Scott Lewis, J.D.
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Abstract
This work hypothesizes that the costuming and objectification of targets provide insight into the motivation for a rampage violence attack. These risk factors are then useful for members of behavioral intervention and threat assessment teams to observe as potential leakage prior to an attack. The article presents dozens of incidents of mass casualty shootings and highlights the targeting of women and the process of objectification of the targets. The clothing and accessories used by the attackers are investigated not only for their tactical significance, but also in affiliation with societal archetypes of antiheroes. In addition, the authors present a review of mass shooters who focused on female targets in an attempt to find a catharsis from their past negative experiences, irrational thoughts, and misogynistic philosophies.

Author Note
The following article is reprinted with permission from Violence and Gender, 1 (1) edited by Mary Ellen O’Toole (2014).DOI: 10.1089/vio.2014.0003d
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UC Irvine’s Consultation Team: A Model for Effective Behavioral Intervention

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Kyhm Penfil, J.D.,
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Abstract
This paper reviews national practices for Behavioral Intervention Team activity and discusses the structure of the Consultation Team at the University of California, Irvine. The paper illustrates the key concept of the least intrusive level of intervention in the consultative process and describes the role that each core member of the Consultation Team plays. It also provides a rare opportunity to reflect on work that is often performed on an urgent basis.

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Lessons from Four Schools: Beta Testing the Core Q$^{10}$

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Abstract
NaBITa recently published the Core Q$^{10}$, an approach to assessing the effectiveness and efficacy of Behavioral Intervention Teams through a systemic, quantitative process. During the development of the Core Q$^{10}$, four universities applied the approach to their team and share some of their initial reactions in this article. Five questions were asked of each school and their responses make up the following article.

These questions were:
1. How did your school approach the Core Q$^{10}$ assessment?
2. What was the general time it took to complete a Core Q$^{10}$ assessment of your team?
3. What are some of the suggestions you might offer others who are applying the Core Q$^{10}$ assessment to their school?
4. Were there any areas that you were able to target for improvement of your existing BIT?
5. How helpful was the quantitative scoring compared to simply reviewing the categories outlined in the Core Q$^{10}$?

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The whitepaper describing the Core Q 10 approach is available under the resources link at www.nabita.org.