BIT FOUNDATIONAL ISSUES SUMMARY SHEET

➢ Common team names include: Behavioral Intervention Team (BIT), Student of Concern Team (SOC), and Crisis Assessment Risk Evaluation (CARE).

➢ BITs engage in three main functions: 1) Gathering data from the community; 2) Analyzing this data using objective rubrics, tools, and assessments; and 3) Intervening and following up based on the level of risk resulting from the assessment process. This is an on-going and circular process that assesses any interventions based on their effectiveness, new data, and evaluation of risk.

➢ At the more serious end of the spectrum, BITs conduct threat and violence risk assessment as part of their overall approach to prevention. Threat assessment is a response to a direct threat (e.g., "I am going to put a bomb in the library," or "I am going to kill my roommate."). A violence risk assessment is broader and includes assessing the risk of individuals who may not have made direct, veiled, conditional and/or indirect threats.

➢ Colleges and universities sometimes have threat assessment/violence risk assessment teams that are separate from their CARE, BIT, or SOC team. While this is not a format recommended by NaBITA, colleges and universities using this model need some overlap in team membership between both groups to ensure good communication and avoid silos that undermine the collaborative and preventive purposes behind having such teams in the first place.

➢ Teams typically have 5–10 fixed members. These core members often include: a dean of students and/or vice president of student affairs, a mental health employee, a student conduct staff member, police/law enforcement officer, and residential life representative. Additional inner circle members may come from human resources, the faculty, the ADA coordinator's office or disability services, athletics, and/or Greek life. An outer circle may offer consultation to the inner circle as needed.

➢ Most teams meet once a week or twice a month and have a set meeting time (e.g., Tuesdays at 3 p.m.). These meetings are generally 60–90 minutes in length. When there are no cases to discuss, that time should be used for professional development, to conduct tabletop exercises, and to review procedures and processes.

➢ Teams should use an objective risk rubric in every case, not just the ones deemed to be serious. Having a risk level assigned to each student, faculty, or staff member each time they are discussed creates a consistent process and documentation. The NaBITA Threat Assessment Rubric is one example of such a tool.

➢ Teams should educate and train their communities about what and how to report to the BIT. This can be achieved through the development of a marketing campaign, website, logo, brochures, and educational sessions taught by team members.

➢ Teams should create a regular professional development schedule that includes conferences and workshops, online trainings and webinars, and a review of articles and books.

➢ An electronic database system is essential for keeping records confidentially and safely while allowing teams the ability to assess patterns of behaviors over time.

➢ Having a strategy to address faculty and staff behaviors, not only student behaviors, is a best practice. If a team does not directly review faculty and staff behaviors, it should consult and work with human resources/employee relations to ensure that department has access to the team's expertise and is not relying solely on an EAP.