Behavioral Assessment Intervention Team (BAIT)

Date: January 27, 2020

Century College
3300 White Bear Avenue
White Bear Lake, MN 55110
# Table of Contents

Mission ...........................................................................................................................................3

**Membership** ...................................................................................................................................3

*Committee Members* .......................................................................................................................3

**Process** ...........................................................................................................................................3

*Assessment Guide* ..........................................................................................................................4

*NaBITA* .......................................................................................................................................7

**Meeting Guidelines** ...................................................................................................................9

**Data Collection** ..........................................................................................................................9

**Resources** .....................................................................................................................................9
Behavioral Assessment Intervention Team

Mission
Interdisciplinary team intended to bring together multiple sources of campus information on a student, form a more complete picture of the student’s behavior, and determine options.

Membership
The team is composed of the following individuals, representing various functional areas of the College:

Committee Members
- Student Affairs, Kristin Hageman, Dean of Students
- Student Affairs, Dr. Jennifer Rassett, Director for Student Life and Leadership Development; Title IX Coordinator
- Student Affairs, Aarin Distad, Assistant Director of Orientation; Conduct Officer
- Student Affairs, Layton Hernandez, Assistant Director for Student Life; Conduct Officer
- Student Affairs, Hannah Heublein, Student Affairs Support Specialist; Conduct Assistant
- Student Affairs, Janet Wacker, Counselor
- Student Affairs, Crystal De Kam, Counselor
- Student Affairs, Melissa Traxler, Access Services Coordinator
- Academic Affairs, Beth Hein, Academic Dean
- Faculty, Beth Jansen-Bonde, Physical Education/Health
- Faculty, Cathy Crea, Reading/Student Success
- Public Safety, Jason Philipp, Director of Public Safety
- Public Safety, Nathan Mens, Lead Campus Security Officer & Clery Compliance Officer

As a BAIT Team member, you have been identified as a Campus Security Authority in compliance with the Clery Act. This role requires you to receive and participate in specialized training on this responsibility. You are considered a mandatory reporter of crimes and other actions that are reportable in compliance with the Clery Act and Violence Against Women Act requirements.

Process
Initial Inquiry

Primary
1. Was there a specific or direct threat of violence communicated?
2. Was a possible target (person or place) identified?
3. Has the individual shared any aspects of a specific plan for violence?
4. Has the individual begun any action towards enacting a plan for violence?
5. Has the individual acquired or attempted to acquire weapons or other means?
6. Has the individual shared any thoughts/veiled threats of violence?
7. Any communication of suicidal thoughts, plans, or attempts?
8. Are there behaviors that are significantly disruptive to the campus?

Gather Information
• Faculty and staff members
• Conduct records
• Faculty and staff grievances
• Access Center
• Campus Security

• Local law enforcement
• Previous school
• Email/internet information
• Counseling Center
• Person of Concern
# Behavior Assessment & Intervention Team (BAIT)

## Assessment Guide

### Summary of concern:

### Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID#:</td>
<td>DOB:</td>
</tr>
<tr>
<td>Contact Info:</td>
<td>Person Reporting:</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### Status:

- [ ] Student
- [ ] Faculty
- [ ] Staff
- [ ] Other: ________________________________

### Team Members Present:

Date of Review: ________________

•
•
•
•
•
### Background Checklist

- [ ] ISRS
- [ ] Transcript
- [ ] Other Institutions
- [ ] Maxient
- [ ] Access Center
- [ ] Public Safety
- [ ] Hobsons (Advisor Notes)
- [ ] Google
- [ ] MN Courts
- [ ] MN BCA
- [ ] Social Media (Facebook, Twitter, Tumblr, YouTube, Twitter)

### 1. Communication

**Regarding self, person or entity:**  
- [ ] Direct threat  
- [ ] Indirect threat  
- [ ] Veiled threat  
- [ ] Conditional threat

Notes:

### 2. Leakage

- [ ] Communication revealing clues of potential self-harm, attack (e.g. homework, email, etc.)  
- [ ] Others reporting concern (range from odd discomfort to a complete list of details)  
- [ ] Feelings, thoughts, fantasies, shared with others  
- [ ] Web search: Social media, YouTube, Facebook, etc.

Notes:
### 3. Pathway—Warning Behavior

- [ ] Research/planning
- [ ] Rehearsal/practice
- [ ] Acquisition of weapons/methods for self-harm
- [ ] Probing location
- [ ] Taken steps toward a plan
- [ ] Energy burst
- [ ] Other

**Notes:**

__________________________________________________________________________________

__________________________________________________________________________________

### 4. Fixation/Identification

- [ ] Homicidal ideation
- [ ] Suicidal ideation
- [ ] Externalizing blame
- [ ] Social isolation
- [ ] Preservation on person, cause, location, entity or situation
- [ ] Lacking empathy, guilt, love, sympathy
- [ ] Stalking
- [ ] Groups, heroes, affiliations
- [ ] Pseudo-commando/warrior mentality
- [ ] Drastic/unexplained behavior changes
- [ ] Weapons fascination

**Notes:**

__________________________________________________________________________________

__________________________________________________________________________________

### 5. Last Resort

- [ ] Hopelessness/desperate
- [ ] Lack of options (feels trapped)
- [ ] Suicidal ideation
- [ ] Violence as a way to solve the issue/problem
- [ ] Consequences are justified
- [ ] Upcoming events (graduation, anniversary dates, law suit, etc.)
- [ ] Humiliation/failure
- [ ] Coping skills
- [ ] Externalizing blame
- [ ] Injustice collector

**Notes:**

__________________________________________________________________________________

__________________________________________________________________________________

### 6. Mitigators/Inhibitors

- [ ] Identify positive supports
- [ ] Future goals/aspirations
- [ ] Positive personal health
- [ ] Financial counseling/support
- [ ] Hobbies/areas of interest
- [ ] Employment support (vocational rehabilitation)
- [ ] Counseling support
- [ ] Faith-based resources
- [ ] Veteran’s resources
- [ ] Child-care resources

**Notes:**

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Team Discussion/Action

NaBITA Threat Assessment Tool

Pathway to Violence

Modified from Callahan & Westen 2003
NaBITA THREAT ASSESSMENT TOOL

MENTAL & BEHAVIORAL HEALTH, “THE D-SCALE”

- Abused
- Parasuicidal (extreme cutting, eating disorders)
- Individuals engaging in risk-taking behaviors (e.g., substance abuse)
- 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 psychologically symptomatic

GENERALIZED RISK

NINE LEVELS OF AGGRESSION

1. MILD
2. HARMFUL, DEBATE
3. ACTIONS Vs. WORDS
4. IMAGE DESTRUCTION
5. FORCED LOSS OF FACE
6. THREAT STRATEGIES
7. LIMITED DESTRUCTIVE BLOWS
8. WIN-LOSE ATTACK
9. LOSE-LOSE ATTACK

CRISIS PHASE

ESCALATION PHASE

TRIGGER PHASE

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

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<table>
<thead>
<tr>
<th>CLASSIFYING RISK</th>
<th>INTERVENTION TOOLS TO ADDRESS RISK AS CLASSIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MILD RISK</strong></td>
<td>- Conducted by reporter</td>
</tr>
<tr>
<td>- Grooming or complaining behavior</td>
<td>- Behavioral contract or treatment plan with student</td>
</tr>
<tr>
<td>- Student may or may not show signs of distress</td>
<td>- Student conduct response</td>
</tr>
<tr>
<td>- No threat made or present</td>
<td>- Evaluate for disability services and/or medical referral</td>
</tr>
<tr>
<td>- Threat is vague and indirect</td>
<td>- Conflict management, mediation, problem solving</td>
</tr>
<tr>
<td>- Information about threat or threat itself is inconsistent, implausible or lacking detail</td>
<td></td>
</tr>
<tr>
<td>- Threat lacks realism, or is repeated with variations</td>
<td></td>
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<tr>
<td>- Content of threat suggests therapist is unlikely to carry it out</td>
<td></td>
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<tr>
<td><strong>MODERATE RISK</strong></td>
<td>- Conducted by reporter</td>
</tr>
<tr>
<td>- More involved or repeated disruption. Greater or more concerning behavior</td>
<td>- Behavioral contract or treatment plan with student</td>
</tr>
<tr>
<td>- Likely to distress or low-level disturbance</td>
<td>- Student conduct response</td>
</tr>
<tr>
<td>- Possible threat made or present</td>
<td>- Evaluate for disability services and/or medical referral</td>
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<td><strong>ELEVATED RISK</strong></td>
<td>- Conducted by reporter</td>
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<tr>
<td>- Grooming or complaining behavior</td>
<td>- Evaluate procedures and/or notification</td>
</tr>
<tr>
<td>- More likely to distress, more likely to be harmful</td>
<td>- Evaluate need to request intervention from student to receive medical / educational needs</td>
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<tr>
<td>- Threat made or present</td>
<td>- Consider informal suspension if applicable</td>
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<td><strong>SEVERE RISK</strong></td>
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<td><strong>EXTREME RISK</strong></td>
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Meeting Guidelines

- Meet a minimum of once a month and as frequently as needed
- All members shall sign an annual Confidentiality Agreement
- All visitors that attend any committee meeting(s) shall sign a Visitor Confidentiality Agreement

Data Collection

- Maxient

Resources

- The National Behavioral Intervention Team Association (NABITA) – nabita.org
- The Association of Threat Assessment Professionals (ATAP) – atapworldwide.org
- Margolis Healy & Associates – campusthreatassessment.org
- The JED Foundation – jedfoundation.org
- Calhoun and Weston, 2003
- Additional resources located on I:\BAIT