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.

For information on how NaBITA can help your Behavioral Intervention Team, contact Amanda Tarczynski,
Senior Program Coordinator, at 610-993-0229, ext. 1005 or at Amanda@ncherm.org for additional information.