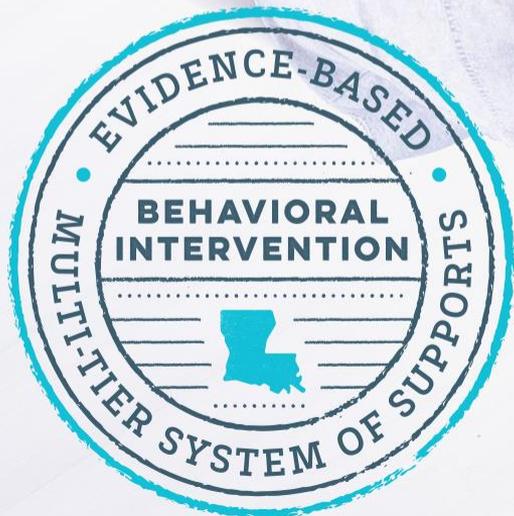


2019

BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

 DEPARTMENT of
EDUCATION
Louisiana Believes

2019

BEHAVIORAL
INTERVENTION SUMMIT



NaBITA

Your Code of Student Conduct Measure Up?

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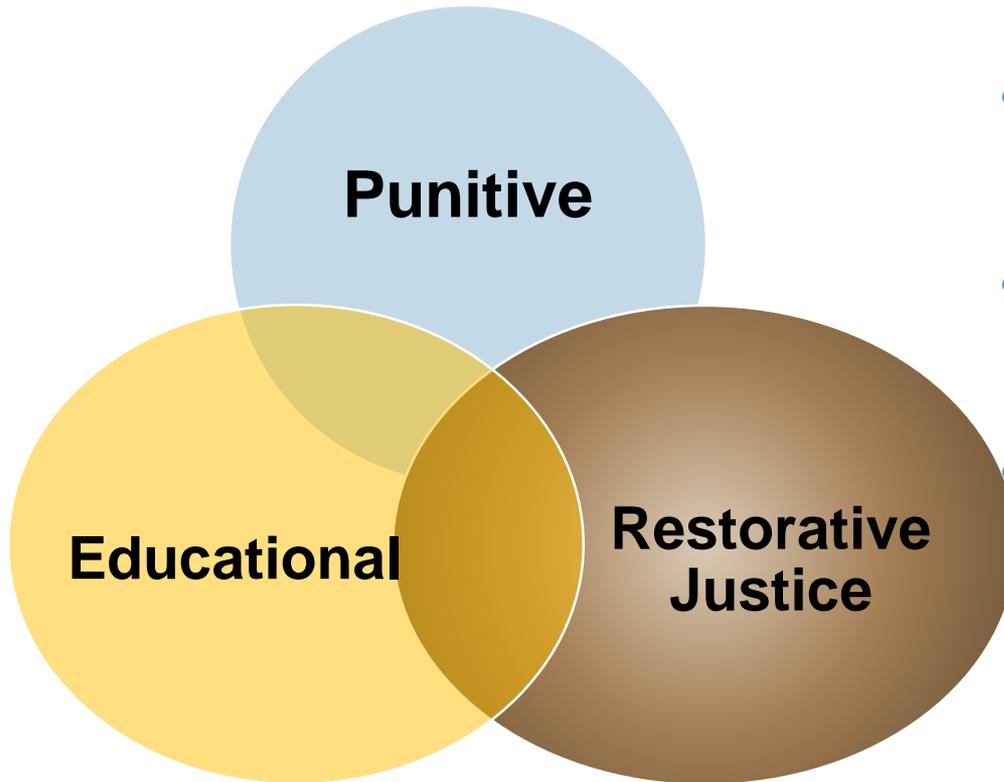
makenzie@nabita.org

Does Your Code of

This session will provide an overview of best practice in drafting and implementing an effective code of student conduct. Presenters will detail strategies for revising your current code of conduct, developing a code that balances student rights with effective response protocols and a roadmap for professional learning for staff to ensure implementation fidelity of the student conduct process and hearing procedures.



THREE TYPES OF CONDUCT APPROACHES



- **Punitive:** student pays fines, sanctions, loss of privilege
- **Educational:** student reflects and learns from behavior
- **Restorative Justice:** student works with school to climb out of the hole they have dug


CAUTION
THIS TRUCK
MAKES
WIDE
TURNS



NO
TURN
ON
RED



- Hold students accountable to the conduct code, regardless of mental health issues (e.g. classroom disruption, threatening behaviors, failure to comply).
- Early conduct meetings help students see the road signs on their way to driving off a cliff.
- Use formal meetings and documentation.
- Adjust sanctions, don't skip process.
- This helps with bias mitigation and creates a fair process for all.



- A decision must be based on a fundamentally fair rule or policy.
- The decision must be made in good faith (without malice, ill-will, or bias).
- It must have a rational relationship to the evidence introduced in the hearing.
- The process cannot be arbitrary or capricious.
- Sanctions must be reasonable and constitutionally permissible.

- Behavioral Intervention Teams (BITs) are groups of 8-10 faculty members, and administrators who educate the community about what behaviors of concern should be reported to the team.
- The team meets weekly to discuss and quantify at-risk student, faculty, and staff behavior through the use of a researched-based rubric to better inform interventions and follow-up with the individuals of concern and community.

CREATING BITS IN SMALLER SCHOOL SYSTEMS



- Smaller school systems have an advantage of longitudinal monitoring as students move from elementary to middle to high school.
- Each school, or school level (elementary, middle and high) can have own BIT, with the BIT chairs coordinating and communicating regularly to discuss students longitudinally and to discuss “priors”.
- Or, if the school system is particularly small their could be one district wide BIT with representatives from each school.

CREATING BITS IN LARGER SCHOOL SYSTEMS



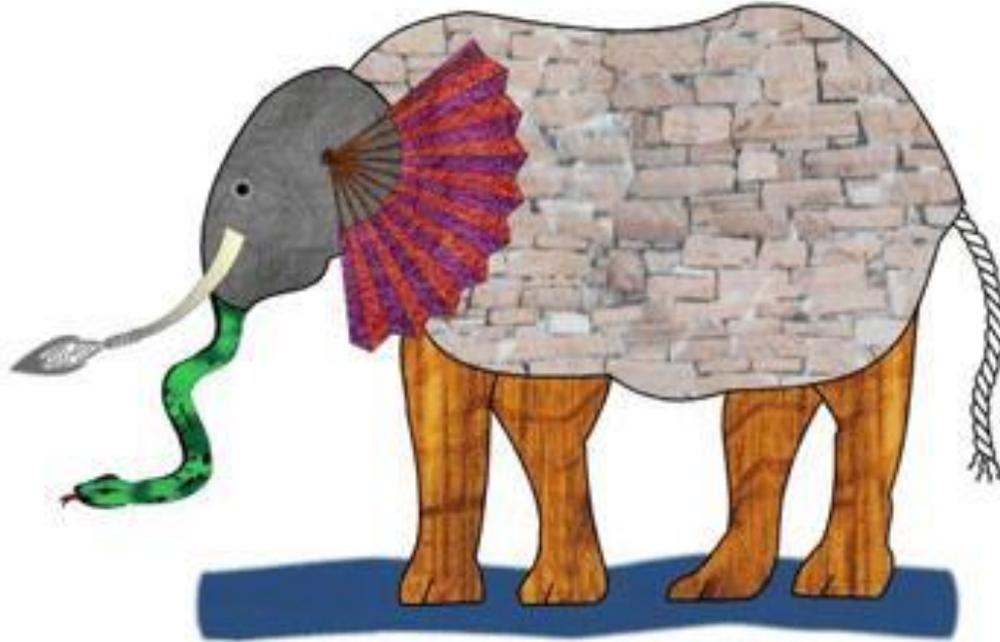
- Larger school systems need to be more thoughtful in planning both the longitudinal monitoring and accounting for students moving within the district (ex: student's family moves resulting in a change of elementary school)
- Depending on system structure and resource allocation, BITs can be separated by school level (all elementary in one BIT, all middle in one BIT, etc.) or school zone/area (all the elementary, middle & high schools in one zone are a BIT)
- Then the system would have a larger, monthly meeting of a central BIT to address higher level cases and to coordinate longitudinal monitoring. A centralized database is key here.

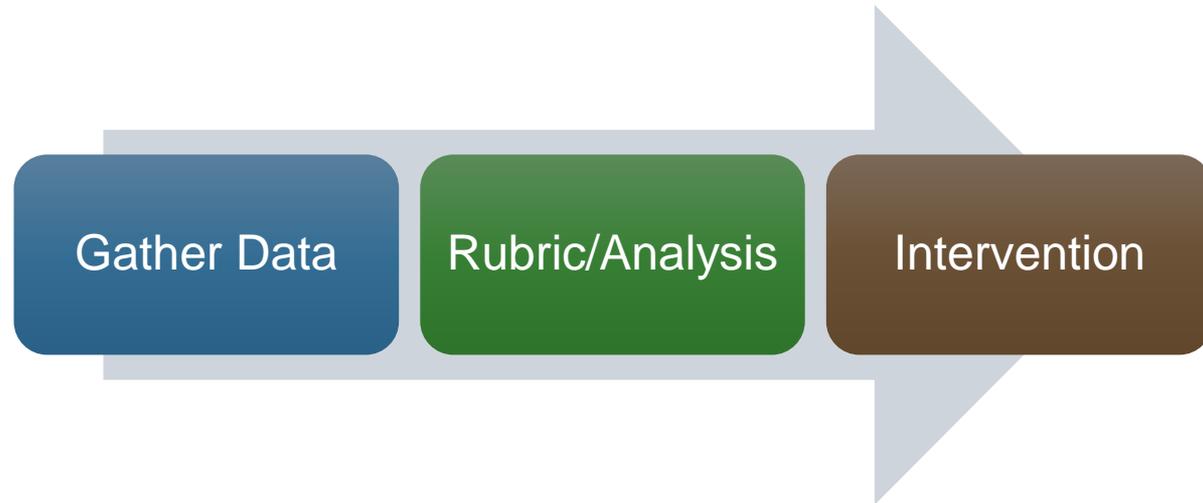
The Goldilocks Rule



- Small teams (2-3) risk a low turnout for sickness, conferences and are limited in their range and perspective.
- Large teams (10+) often have difficulty with training, consistency, and will struggle with talking too much among team members because of a fear of too much sharing.
- Be careful about abrupt or heavy-handed moves to create change that distance members or hinder growth and communication.

TEAM DIVERSITY





We all understand the importance of reporting higher end behaviors...



It's the lower end behaviors that provides the team with puzzle pieces it needs to see the larger picture.

TEAM ADVERTISING AND MARKETING



STUDENT CONDUCT: TWO KINDS OF THREAT

Calhoun and Weston wrote a seminal book, *Hunters and Howlers*. The central premise is those who are planning a true attack rarely communicate this prior to attacking.



Howling



Hunting

STUDENT CONDUCT: TWO KINDS OF THREAT

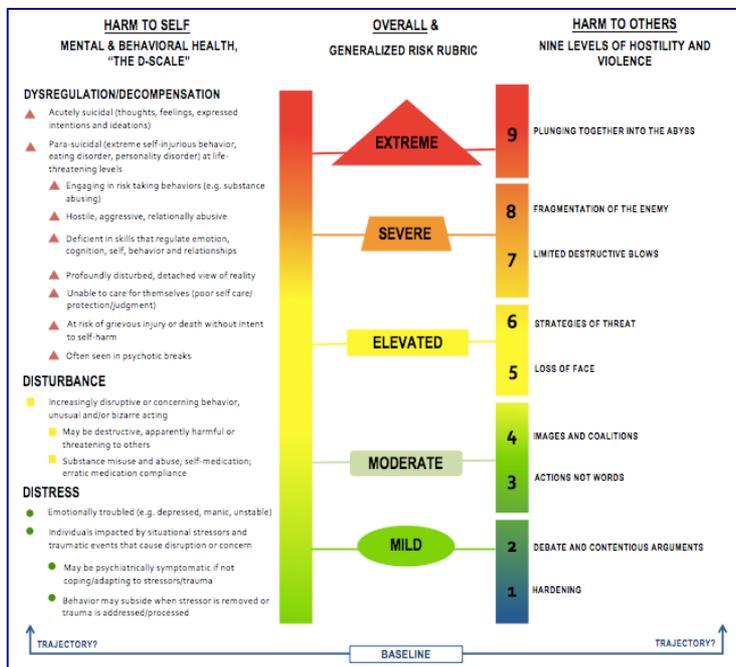
- While there is evidence that most direct communicated threats do not lead to future violence, it is important explore the contextual risk factors related to the case at hand.
- Calhoun and Weston (2009) sum it up like this, “Writing letters is easy; shooting someone or setting him on fire presents a considerably more difficult challenge” (p. 29).





- **10x** NaBITA Threat Assessment Tool
- **25x** Violence Risk Assessment of the Written Word (VRAW²)
- **50x** Structured Interview for Violence Risk Assessment (SIVRA-35)
- **75x** Extremist Risk Intervention Scale (ERIS)

OBJECTIVE RISK RUBRIC



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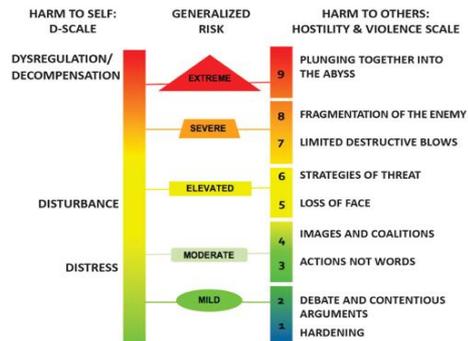
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OBJECTIVE RISK RUBRIC



NaBITA Threat Assessment Rubric



Extremist Risk Intervention Scale



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OBJECTIVE RISK RUBRIC



VIOLENCE RISK ASSESSMENT OF WRITTEN WORD

Rate each of the five sub-factors either 0 for not present, 1 for unsure, and 2 for present, then add up all points. Scores of 5 or more indicated the overall factor is endorsed.

FACTORS	POINTS	NOTES
FACTOR A: Fixation and Focus		
Sub-factor A.1 Naming of Target	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor A.2 Repetition of the Target	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor A.3 Objectification of Target	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor A.4 Emphasis of Target	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor A.5 Graphic Language	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
FACTOR B: Hierarchical Thematic Content		
Sub-factor B.1 Disempowering Language	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor B.2 Glorified Avenger	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor B.3 Reality Crossover	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor B.4 Militaristic Language	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor B.5 Paranoid Content	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
FACTOR C: Action and Time Imperative		
Sub-factor C.1 Location of the Attack	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor C.2 Time of the Attack	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor C.3 Weapons and Materials to be Used	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor C.4 Overcoming Obstacles	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor C.5 Conditional Ultimatum	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
FACTOR D: Pre-Attack Planning		
Sub-factor D.1 Discussion and Acquisition of Weapons	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor D.2 Evidence of Researching or Stalking the Target	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor D.3 Details Concerning Target	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor D.4 Fantasy Rehearsal for Attack	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor D.5 Costuming Description	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
FACTOR E: Injustice Collecting		
Sub-factor E.1 Persevering on Past Wrongs	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor E.2 Unrequited Romantic Entanglements	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor E.3 Desperation, Hopelessness, Suicide Ideation/Attempt	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor E.4 Amplification/Narrowing:	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor E.5 Threats to Create Justice:	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	

Note: Dangerousness and violence, from a student, faculty, or staff member is difficult, if not impossible, to accurately predict. This training topic offers research-based techniques and theories to provide a foundational understanding and improved awareness of the potential risk. The training or tool should not be seen as a guarantee or offer any assurance that violence will be prevented.

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Brian@nchem.org



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Factor A: Fixation and Focus



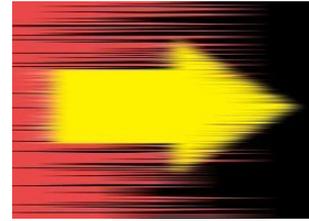
This factor is based on the concept of a specific target being identified in the writing sample. This is a target in real life and the target is identified specifically.

Factor B: Hierarchical Thematic Content

This factor is based on the concept of the writer or protagonist in the story being identified in the writing sample as superior or in an avenging or punishing role.



Factor C: Action and Time Imperative



This factor is concerned with writing content that conveys a sense of impending movement toward action. This may be communicated by mentioning a specific time, location or event such as a graduation, academic admission decision or results of a conduct meeting.

Factor D: Pre-Attack Planning

Many who move forward with violent attacks write and plan in detail prior to these attacks. Sometimes, this pre-attack planning is boastful “howling” behavior designed to intimidate others towards compliance.



Factor E: Injustice Collecting

The injustice collector keeps track of his or her past wrongs and are often upset in a manner way beyond what would typically be expected.





VIOLENCE RISK ASSESSMENT OF WRITTEN WORD

FACTOR A: FIXATION AND FOCUS

Sub-factor A.1 Naming of Target: Is the person, place, or system being targeted identified clearly in the writing sample?

Sub-factor A.2 Repetition of the Target: Is the target mentioned more than once? Is the target identified and then repeated multiple times for emphasis?

Sub-factor A.3 Objectification of Target: Is there language that indicates a negative view or dehumanizing of the target?

Sub-factor A.4 Emphasis of Target: Does the writer use capital letters, quotes, color changes, graphics, parenthetical inserts, or emoji to emphasize the target? This becomes more concerning if related to a theme of retaliation, blaming others, or wounded self-image (my life is over).

Sub-factor A.5 Graphic Language: Does the writer describe what s/he wants to do to the target in a graphic or detailed manner?

This factor is based on the concept of a specific target being identified in the writing sample. This is a target in real life and the target is identified specifically.

FACTOR B: HIERARCHICAL THEMATIC CONTENT

Sub-factor B.1 Disempowering Language: Is the person, place, or system being targeted described as a sheep, lemming, cattle, retarded, or something similar?

Sub-factor B.2 Glorified Avenger: Is the writer or protagonist described as an all-powerful figure or someone who is smart, knowledgeable, and able to punish those who have wronged him/her? There may also be a tendency to use the gun or weapon to enhance the attacker's gender status to present him/herself as all powerful or superior.

Sub-factor B.3 Reality Crossover: For fiction pieces, is there a cross-over between fiction and reality? Additionally, does the writer reference an ideology or historical figure such as Hitler/Nazis or previous mass murderer as a role model or someone to emulate or copy?

Sub-factor B.4 Militaristic Language: Does the writer use military language around tactical or strategic attacks on a target?

Sub-factor B.5 Paranoid Content: Does the story structure give a sense of paranoia or worry beyond what would be considered normal?

This factor is based on the concept of the writer or protagonist in the story being identified in the writing sample as superior or in an avenging or punishing role. This can occur through the anti-hero of the story or writer being seen as all-powerful and giving out judgment for past wrongs or the proletariat or targets in the story being seen as weak, stupid, or naive.

FACTOR C: ACTION AND TIME IMPERATIVE

Sub-factor C.1 Location of the Attack: Is the location of a potential attack site mentioned in detail?

Sub-factor C.2 Time of the Attack: Is there a time/date given for the attack?

Sub-factor C.3 Weapons and Materials to be Used: Are specific weapons or materials mentioned in the writing that will be used in the attack?

Sub-factor C.4 Overcoming Obstacles: Does the writing sample include examples of obstacles that must be first overcome in order to carry out an attack?

Sub-factor C.5 Conditional Ultimatum: Is there an ultimatum attached to the time and the location of the attack?

This factor is concerned with writing content that conveys a sense of impending movement toward action. This may be communicated by mentioning a specific time, location, or event such as a graduation, academic admission, or results of a conduct meeting.



VIOLENCE RISK ASSESSMENT OF WRITTEN WORD

Note: Each of the five sub-factors either 0 for not present, 1 for unsure, and 2 for present, then add up all points. Scores of 5 or more indicated the overall factor is endorsed.

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Sub-factor B.5 Paranoid Content	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
FACTOR C: Action and Time Imperative	<input type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed	
Sub-factor C.1 Location of the Attack	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor C.2 Time of the Attack	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
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Sub-factor C.4 Overcoming Obstacles	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
Sub-factor C.5 Conditional Ultimatum	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
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Sub-factor D.1 Discussion and Acquisition of Weapons	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
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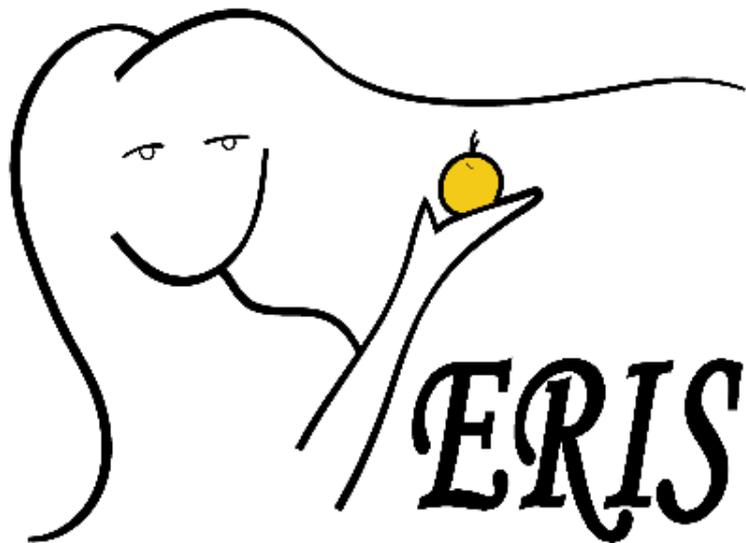
SIVRA35

1. Direct threat to person/place/system.
2. Has tools, plans, weapons, and/or schematics.
3. Fantasy rehearsal.
4. Action plan or timeframe to attack.
5. Fixated/focused on target.
6. Grudges/injustice collector.
7. Pattern of negative writing/art.
8. Leakage/warning of potential attack.
9. Suicidal thoughts with plan.
10. Persecution/victim mindset.
11. Last act behaviors.
12. Confused thoughts/hallucinations.
13. Hardened point of view.
14. No options/hopeless/desperate.
15. Drawn or pulled to action.
16. Recent break-up or stalking.
17. Defensive/overly casual interview.
18. Little remorse or bravado.
19. Weapons access or training.
20. Glorifies/studies violence.
21. Disingenuous/externalize blame.
22. Acts superior/lacks empathy.
23. History of impulsive risk-taking.
24. History of conflict (authority/work).
25. Extreme poor frustration tolerance.
26. Trouble connecting/lacks trust.
27. Substance abuse/acting out.
28. Serious mental health issues.
29. If serious MH, not in care.
30. Objectification of others.
31. Sense of being owed things.
32. Oppositional thoughts/behaviors.
33. Evaporating social inhibitors.
34. Overwhelmed from loss (e.g., job or class).
35. Drastic behavior change.



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1. **Firm Foundation:** Experience of environmental and emotional stability.
2. **Safe Spaces:** Experience of social health and connection.
3. **Open Roads:** Access to non-violent outlets.
4. **Otherness:** Development of empathy and inclusivity.
5. **Critical Awareness:** Seeking positive social or individual action.

PROTECTIVE ELEMENTS

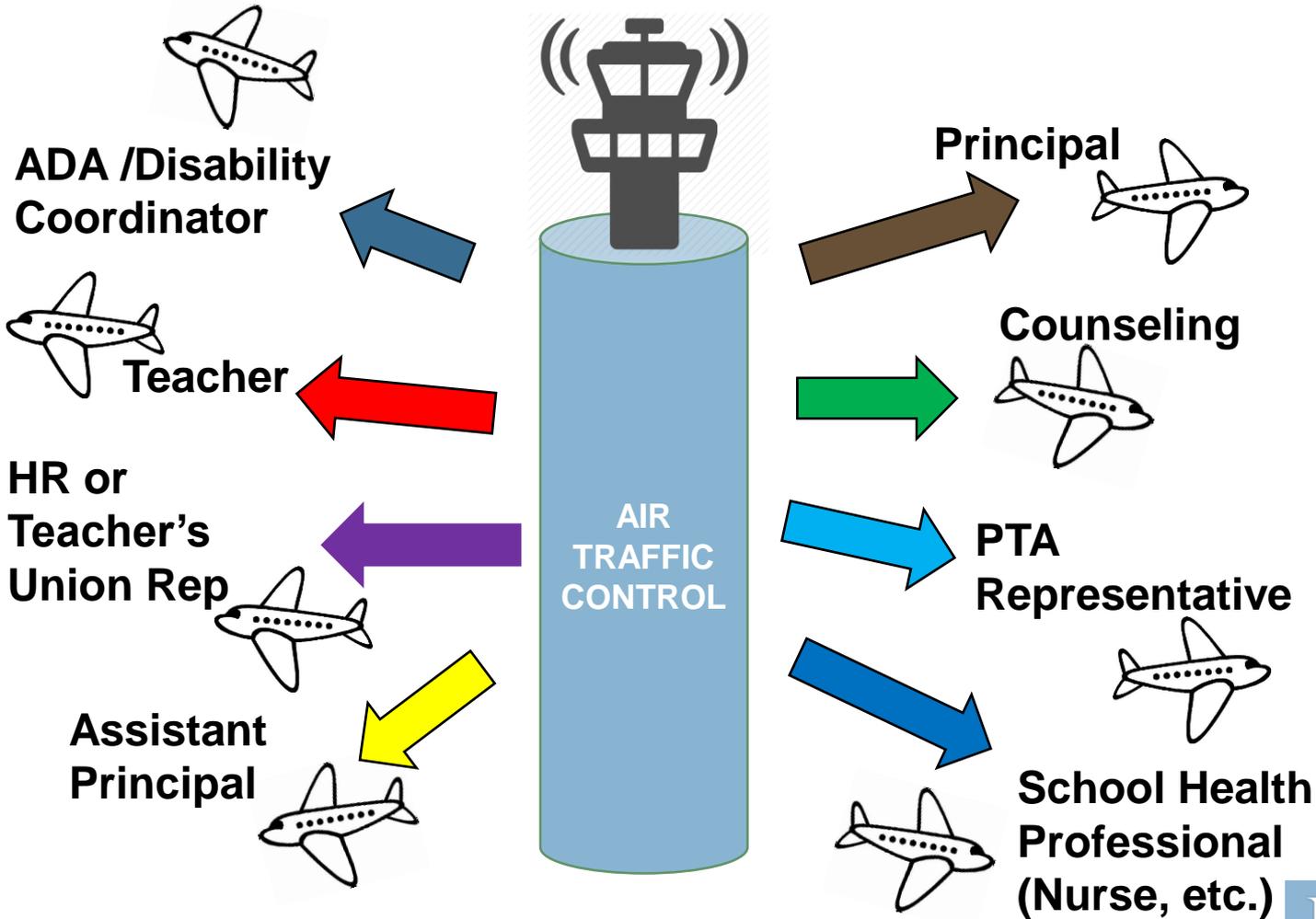
RISK ELEMENTS

1. **Free Falling:** Experience of Bleakness.
2. **Outsider:** Experience of discrimination and societal disengagement.
3. **Roadblocks:** Obstacles to goals.
4. **Hardened Warrior:** Development of hardened point of view justifying violent action.
5. **Dangerous Belonging:** Seeking group affiliation with polarizing, extremist ideologies.

MOBLIZATION FACTORS

1. Direct threat
2. Reactivity
3. Escalation to action
4. Catalyst event(s)
5. Suicide
6. Group Pressure or Rejection
7. Acquisition of lethal means
8. Narrowing on target
9. Leakage
10. Fantasy rehearsal and preparation for attack



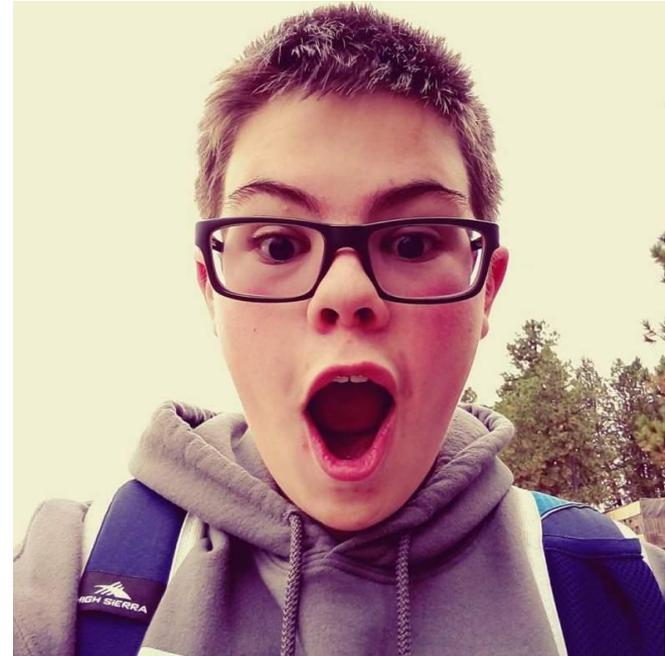


CASE STUDY:

Freeman High School

Caleb Sharpe, 15 years old

- On September 13, 2017, Caleb flipped a coin that came up heads and he entered his school with an AR-15 and a handgun in a duffel-bag.
- The AR-15 jammed and he used the handgun to shoot a fellow student, who was trying to stop the shooting. Caleb continued to shoot down the hall and then surrendered to a custodian.
- He told detectives he wanted to “teach everyone a lesson about what happens when you bully others.”



- Around the time classes started at the high school, Caleb gave notes to several friends indicating plans to do “something stupid” that might leave him dead or in jail. One of those notes was reportedly passed on to a school counselor. He also bragged to several friends when he figured out the combination to his father’s gun safe, and again when he learned to make bombs out of household materials.
- He acted out violent scenarios on his YouTube channel and spoke openly about his fascination with school shootings and notorious killers like Ted Bundy. He messaged a friend over Facebook asking if the friend could get him gasoline, tinfoil, and fuses. Harper replied “I said, ‘No’, and asked him why. He said, ‘For a science experiment.’ I said ‘Why are you doing a science experiment?’ and he said ‘nevermind.’”

- Drew X's over other students pictures in his yearbook.
- Had practice Molotov cocktail in his closet.
- In a binder in front of a dresser, detective also found a “notebook with manifesto list of dad ammunition.”
- On the floor of the closet they found a copy of “Assassin’s Creed Notebook” with a list of chemicals.

CASE STUDY: FREEMAN HIGH SCHOOL

- The day a Freeman High School student shot four students, killing one of them, was his first day back to school after he was suspended for writing notes that appeared to warn he might commit violence.
- Freeman Superintendent Randy Russell confirmed in an interview that the district knew of the warning notes passed out by the shooter and that the school responded by suspending him.
- But when asked if the counselor called the parents, whether the school suspended the student and sent him for a mental health evaluation, Russel replied “That’s what our protocol looks like and we followed it to a T.”

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Code of Conduct

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