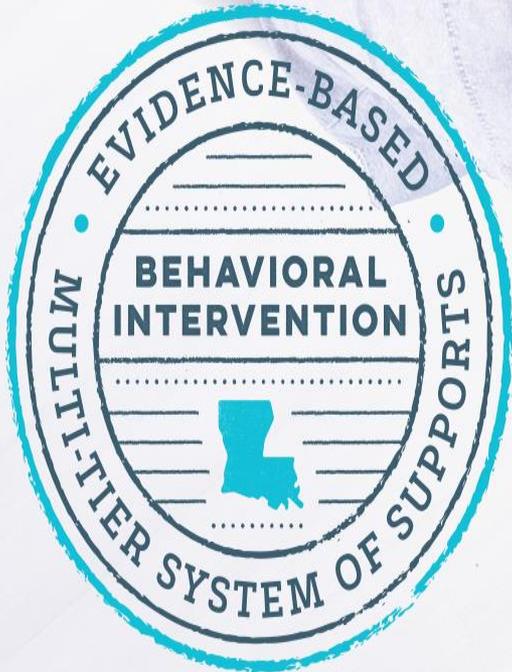


2019

# BEHAVIORAL INTERVENTION SUMMIT



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

 **DEPARTMENT of  
EDUCATION**  
Louisiana Believes

2019

**BEHAVIORAL  
INTERVENTION SUMMIT**



**NaBITA**

# Responding to Behavioral Outliers in the Classroom

**Brian Van Brunt, Ed.D.**

[brian@nchem.org](mailto:brian@nchem.org) [www.brianvanbrunt.com](http://www.brianvanbrunt.com)

**Makenzie Schiemann, M.S Ed Psych**

[makenzie@nabita.org](mailto:makenzie@nabita.org)

*Note: Dangerousness and violence, from a student, faculty or staff member is difficult, if not impossible to accurately predict. This training topic offers evidence-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.*

# KEY IDEAS FOR CLASSROOM MANAGEMENT

## 3-PRONG APPROACH TO CLASSROOM MANAGEMENT

Have an authentic presence and engaging content. Set clear expectations about classroom behavior and help the students to develop individual skills to better manage emotions. Foster a positive and supportive classroom environment.

Stay connected to a larger behavioral intervention training process to better address the underlying causes of disruptive or dangerous behaviors and develop intervention strategies that are multi-disciplinary, collaborative, and on-going.

Have the knowledge and practical expertise in technical crisis de-escalation skills to address conflicts when they occur. Keep calm when challenged by poor student behavior, develop an understanding of skills useful in de-escalating a crisis, and stay solution-focused.

# 3-PRONG APPROACH TO CLASSROOM MANAGEMENT

Have an authentic presence and engaging content. Set clear expectations about classroom behavior and help the students to develop individual skills to better manage emotions. Foster a positive and supportive classroom environment.

Stay connected to a larger behavioral intervention training process to better address the underlying causes of disruptive or dangerous behaviors and develop intervention strategies that are multi-disciplinary, collaborative, and on-going.

Have the knowledge and practical expertise in technical crisis de-escalation skills to address conflicts when they occur. Keep calm when challenged by poor student behavior, develop an understanding of skills useful in de-escalating a crisis, and stay solution-focused.

# Authentic Presence & Setting Expectations

- ✓ Educators who are successful are seen by students as being *authentic, positive and genuine*.<sup>1</sup>
- ✓ They occupy the room and set an expectation of *mutual respect*.<sup>2</sup>
- ✓ They like their jobs and create engaging lessons that use technology, group discussion, lecture and reading in balance with students' differing learning preferences.
- ✓ They seek to maximize on-task behavior and *show unconditional positive regard*.<sup>3</sup>

<sup>1</sup> Gatongi, 2007; Jones, 1996

<sup>2</sup> Dufrene, Lestremau & Zoder-Martell, 2014; Marzano, 2007

<sup>3</sup> Crosby, 2015

# Authentic Presence & Setting Expectations

- ✓ They seek to create *positive relationships* with students and teach content in a manner that appreciates the developmental, psychological and learning needs of the students.<sup>4</sup>
- ✓ The material shared is *relevant, meaningful and engaging* to students.<sup>5</sup>

<sup>4</sup> Babkie, 2006; Crosby, 2015; McNaughton-Cassil, 2013

<sup>5</sup> Toppin & Pullens, 2015

# Authentic Presence & Setting Expectations

- ✓ Setting of **clear expectations** for classroom communication, behavioral standards and logistics around seating assignments, questions and managing disagreements.<sup>6</sup>
- ✓ Expectations should be **consistent** across the school system that is supported by policy and climate expectations<sup>7</sup> and when students are involved in creating classroom expectations.<sup>8</sup>
- ✓ This includes **anticipating difficulties** based on specific topics, past experiences, and an awareness of how outside factors may impact a current classroom experience.<sup>9</sup>

<sup>6</sup> Babkie, 2006; Brown, 2012; Sorcinelli, 1994; Swick, 1985; Toppin & Pullens, 2015

<sup>7</sup> Emmer & Stough, 2001; Crosby, 2015

<sup>8</sup> Meyers, 2003; Sorcinelli, 1994

<sup>9</sup> Landis, 2008; Simonsen & Myers, 2015

# Authentic Presence & Setting Expectations

- ✓ Broken window theory applies,<sup>10</sup> where educators are encouraged to prevent minor infractions to help create a culture of order and rule. This can prevent more serious infractions from ever occurring.
- ✓ ***Setting expectations and making appropriate referrals*** to support offices such as counseling, disability accommodations and academic tutoring and information sharing with parents should be done early and often.<sup>11</sup>

<sup>10</sup> Kelling & Wilson, 1982

<sup>11</sup> Ali & Gracey, 2013; Crosby, 2015; Van Brunt & Lewis, 2014

# Skills Training & Positive Group Culture

- ✓ Teach students adequate ***social skills, character education*** and social emotional learning programs<sup>12</sup> to assist them in their interactions, managing their emotions and developing increased ***impulse control, frustration tolerance and communication skills***.<sup>13</sup>
- ✓ Students are also taught skills of ***civil discourse*** to help them when discussing difficult and controversial issues.<sup>14</sup>

<sup>12</sup> Couvillon, Peterson, Ryan, Scheuermann, Stegall, 2010; Crosby, 2015; Demirdag, 2015; Forthun & McCombie, 2011

<sup>13</sup> Myers, 2003

<sup>14</sup> Harlap, 2014; Landis, 2008

# Skills Training & Positive Group Culture

- ✓ Effective teachers also use **positive social attention, praise**, and appropriate consequences to help students understand appropriate behaviors<sup>15</sup> as well as assisting them in monitoring and tracking their own behaviors to better understand and manage them.<sup>16</sup>
- ✓ **Psychological and mental health first aid awareness** would also be useful for staff and students to better educate how to react to an emergency event related to a mental health crisis.<sup>17</sup>

<sup>15</sup> Dufrene, Lestremau & Zoder-Martell, 2014; Marzano, 2007

<sup>16</sup> Gonzalez, 2014

<sup>17</sup> Crosby, 2015; McNaughton-Cassill, 2013; Ryan, Peterson, Tetrault & Hagen, 2007

# Skills Training & Positive Group Culture

- ✓ The community is built around *clear expectations* and an attitude of *mutual respect* that considers group dynamics and allows all students to contribute.<sup>18</sup>
- ✓ There is a fostering of *civil discourse*, shared experiences, empathic listening and individual responsibility.<sup>19</sup>
- ✓ This involves creating a time and place for disagreements and discussion<sup>20</sup> as well as *promoting cooperation* and cooperative learning activities.<sup>21</sup>

<sup>18</sup> Babkie, 2006; Emma & Stough, 2001; Sorcinelli, 1994

<sup>19</sup> Guthrie, 2002

<sup>20</sup> Benton, 2007; Landis, 2008

<sup>21</sup> Crosby, 2015; Couvillon, Peterson, Ryan, Scheuermann, Stegall, 2010; Guthrie, 2002

# Skills Training & Positive Group Culture

- ✓ The classroom community should also be built upon a firm foundation of *acknowledging cultural differences*. Cultural competencies, such as avoiding cultural bias that leads to potential assumptions about behaviors, stereotypes, microaggressions and discrimination are important to effective crisis response.<sup>22</sup>
- ✓ Students should be encouraged to be given thorough feedback on their behavior and *opportunities to reflect and communicate* with the class and teacher.<sup>23</sup>

<sup>22</sup> Brown, 2012; Crosby, 2015

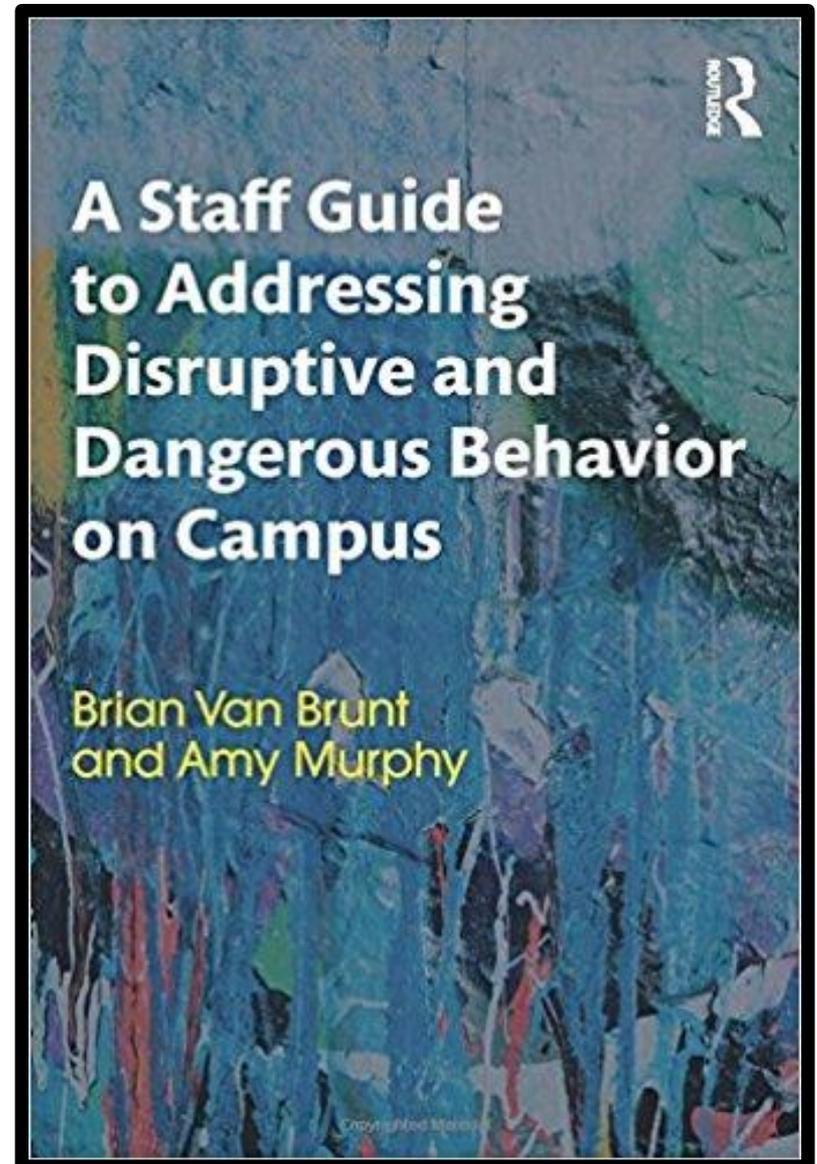
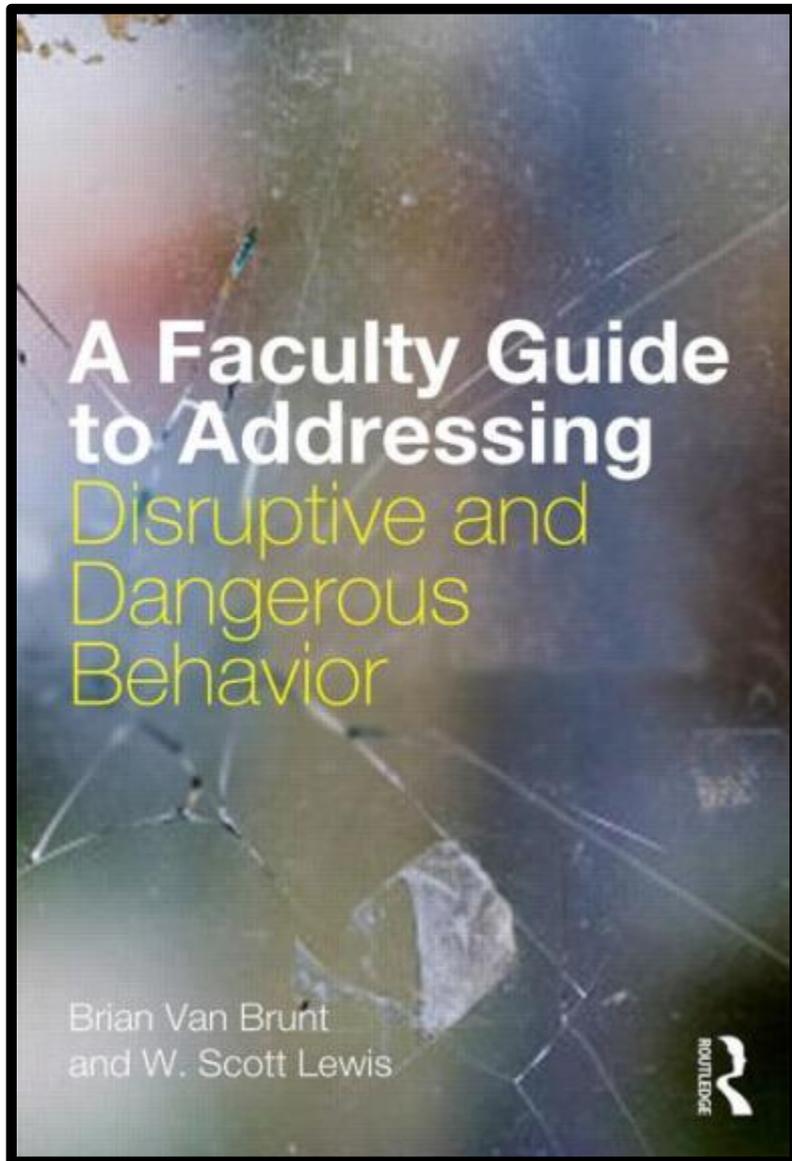
<sup>23</sup> Toppin & Pullens, 2015

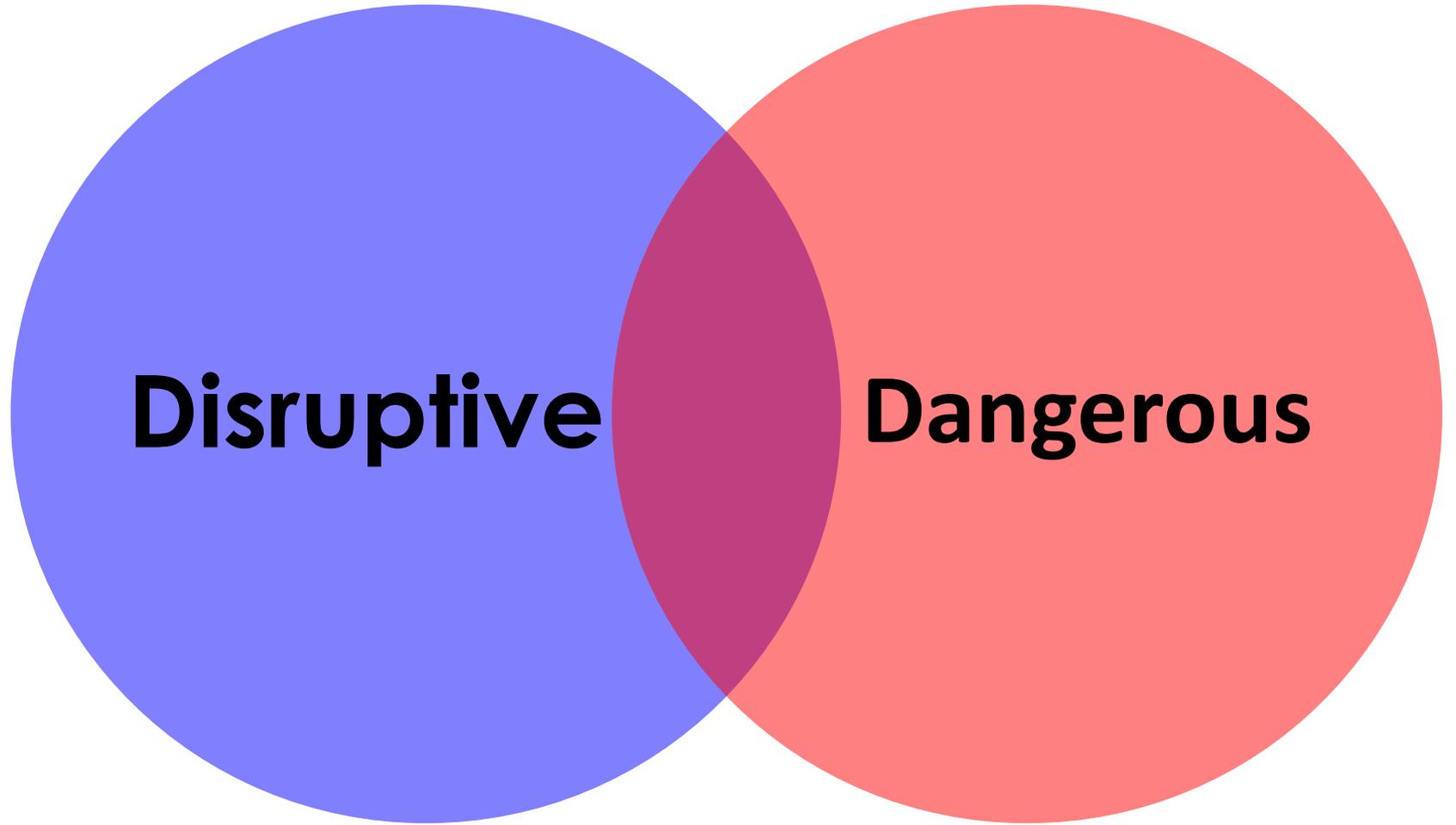
# 3-PRONG APPROACH TO CLASSROOM MANAGEMENT

Have an authentic presence and engaging content. Set clear expectations about classroom behavior and help the students to develop individual skills to better manage emotions. Foster a positive and supportive classroom environment.

Stay connected to a larger behavioral intervention training process to better address the underlying causes of disruptive or dangerous behaviors and develop intervention strategies that are multi-disciplinary, collaborative, and on-going.

Have the knowledge and practical expertise in technical crisis de-escalation skills to address conflicts when they occur. Keep calm when challenged by poor student behavior, develop an understanding of skills useful in de-escalating a crisis, and stay solution-focused.





# Crisis Management

## Disruptive

- Misuse of technology in the classroom, such as watching loud videos on a laptop or cell phone ringing repeatedly
- Body odor or passing gas that affects the learning environment
- Use of alcohol or other substances
- Getting up frequently or kicking other students' desks
- Frequent interruption of teacher while talking and asking of non-relevant, off-topic questions, after told directly to stop
- Repeated crosstalk or carrying on side conversations while the teacher is speaking
- Raising voice at classmates or teacher
- Emotional outbursts or other extreme communications in the waiting room of a school office that significantly affects others

# Crisis Management

## Dangerous

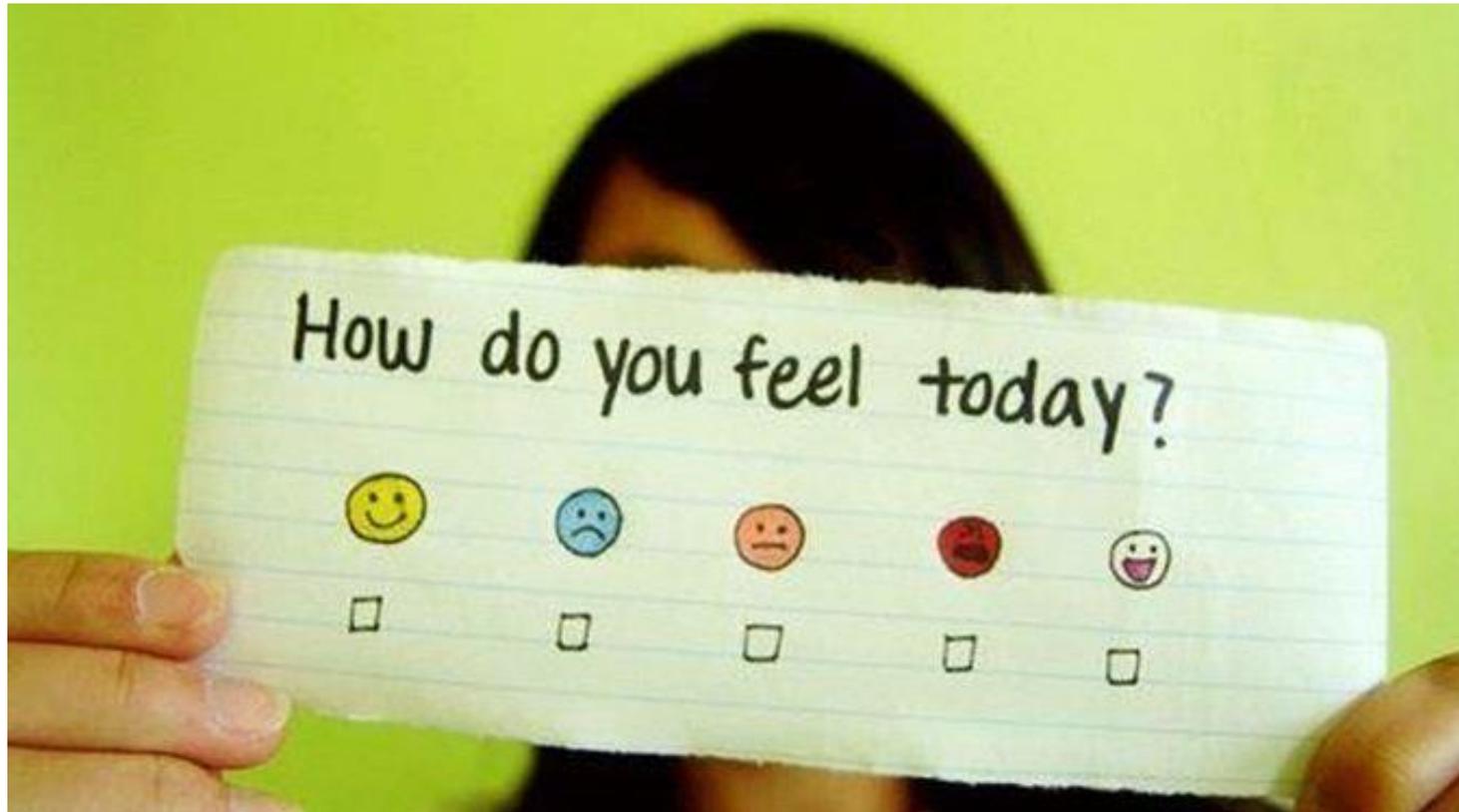
- Physical assault such as pushing, shoving or punching
- Throwing objects or slamming doors
- Storming out of the classroom or office when upset
- Direct communicated threat to teacher, staff or another student such as: “I am going to kick your ass” or “If you say that again, I will end you.”
- Bullying behavior focused on students in the classroom
- Conversations that are designed to upset other students such as descriptions of weapons, killing or death
- Psychotic, delusional or rambling speech
- Objectifying language that depersonalizes the teacher or other students

**Classroom management is...**  
**a subtle science and exact art**

**In the words of a great educational philosopher...**

**“Do or do not. There is no try.”**

# Crisis Management



# Crisis Management

## How do you feel?

- Frustrated
- Annoyed
- Rushed
- Angry
- Low energy
- Distracted
- Anxious
- Threatened
- Melancholy
- Confused
- Disoriented
- Unsure
- Full of rage
- Tired

# Crisis Management

- Nothing calms more than a sense of confidence...

**equanimity**

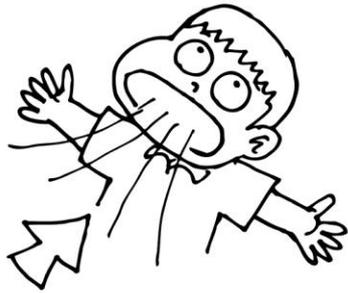
(ee kwuh NIM uh tee; ek wuh NIM uh tee) n



---

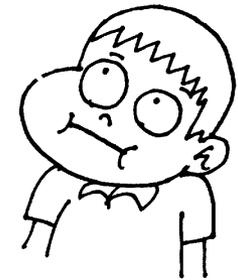
composure or evenness of temper,  
especially under stress

\*



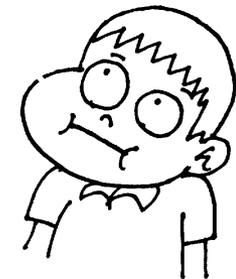
Breathe in slowly to the count of  
1...2...3...4...

Hold your breath to the count of 1...2...



Breathe out slowly to the count of  
1...2...3...4...

Hold your breath to the count of 1...2...



# Crisis Management

- Talk to the student alone (if safe)
- Talk should be free of time pressure
- Seek to understand, not to judge
- Listen to his/her point of view
- Discuss with neutral tone; no sarcasm
- Build connection; working together
- Find 'teachable moments' with students

# Crisis Management

- Acknowledge frustration
- Use humor
- Be friendly, yet direct
- Be efficiency-oriented
- Offer a pathway for action
- Empathize and offer alternatives
- Be future-oriented

# Crisis Management

**What kind of connection do you have with the person you are trying to motivate, persuade or deescalate?**

# Crisis Management

**What's happening on top?**



**What's going on underneath?**

# Crisis Management

**Understand the content (what is being said) and process (how it is being said)**

**Spoken:** “This test question isn’t fair! It wasn’t on the study guide and the answers are vague. You need to change my grade!!!”

**Unspoken:** “I’m scared and lost in your class, I study hard but still fall behind”

# Crisis Management

- Respond to the unspoken message to match the question being asked.
- Too often, we match defenses and anger. Focus on worry, concern and frustration underneath.
- As Covey says, “Seek first to understand and then be understood”

# Crisis Management

- Have a calm, cool & collected mindset
- Share concerns without judgment & assumptions; neutral, 'just the facts'
- Listen to student, show respect
- Align with the student toward success
- Avoid sarcasm
- Stay solution focused (what next?)

# Crisis Management

## **Motivational Interviewing involves:**

- Expressing Empathy
- Developing Discrepancy
- Avoiding Argumentation
- Rolling with Resistance
- Supporting Self-Efficacy

# Crisis Management

## Express Empathy

- Ask exploratory, open-ended questions (think first date)
- Have a burning curiosity for the person
- Avoid judgmental statements
- Stay in the moment, don't rush to solution
- Accept them where they are with their problems

# Crisis Management

## Develop Discrepancy

- Identify parts of the plan that aren't working
- Not judgmental, but helping them see the situation accurately
- Look for logical problems in the plan
- Ask clarifying questions to explore
- Present contrary information in the proper way, at the proper time
- “What is it you don't like about that...”

# Crisis Management

## Avoid Argumentation

- Actively avoid pairing off against them
- Not possible if your 'goat is got' or buttons are pushed
- Avoid having them admit or accept anything
- Instead---use counseling skills
  - Active listening
  - Simple reflection
  - Summary reflection

# Crisis Management

## Roll with Resistance

- Partner with the person and move with them rather than against them
- Don't take the bait. Make it a game of catching them setting a trap for you
- Identify those times where a person has a plan but the plan won't work
- New ways of thinking about the problem

# Crisis Management

## Support Self-Efficacy

- Here our goal is to catch them doing well
- Look for a positive frame to their story
- Find ways to encourage hope, optimism, or even self-confidence



**...a matter of perspective**



# Crisis Management

## **Things to do when working with disruptive students**

- Listen and align yourself with the individual
- Don't take it personally
- Address and approach issues individually as well as systemically
- Be futuristic and solution oriented
- Address the behavior and maintain a relationship with the person.
- Know the school conduct process.
- Document incidents to maintain adequate records

# 3-PRONG APPROACH TO CLASSROOM MANAGEMENT

Have an authentic presence and engaging content. Set clear expectations about classroom behavior and help the students to develop individual skills to better manage emotions. Foster a positive and supportive classroom environment.

Have the knowledge and practical expertise in technical crisis de-escalation skills to address conflicts when they occur. Keep calm when challenged by poor student behavior, develop an understanding of skills useful in de-escalating a crisis, and stay solution-focused.

Stay connected to a larger behavioral intervention training process to better address the underlying causes of disruptive or dangerous behaviors and develop intervention strategies that are multi-disciplinary, collaborative, and on-going.

# Behavioral Intervention Team (BIT)

## What is BIT/CARE?

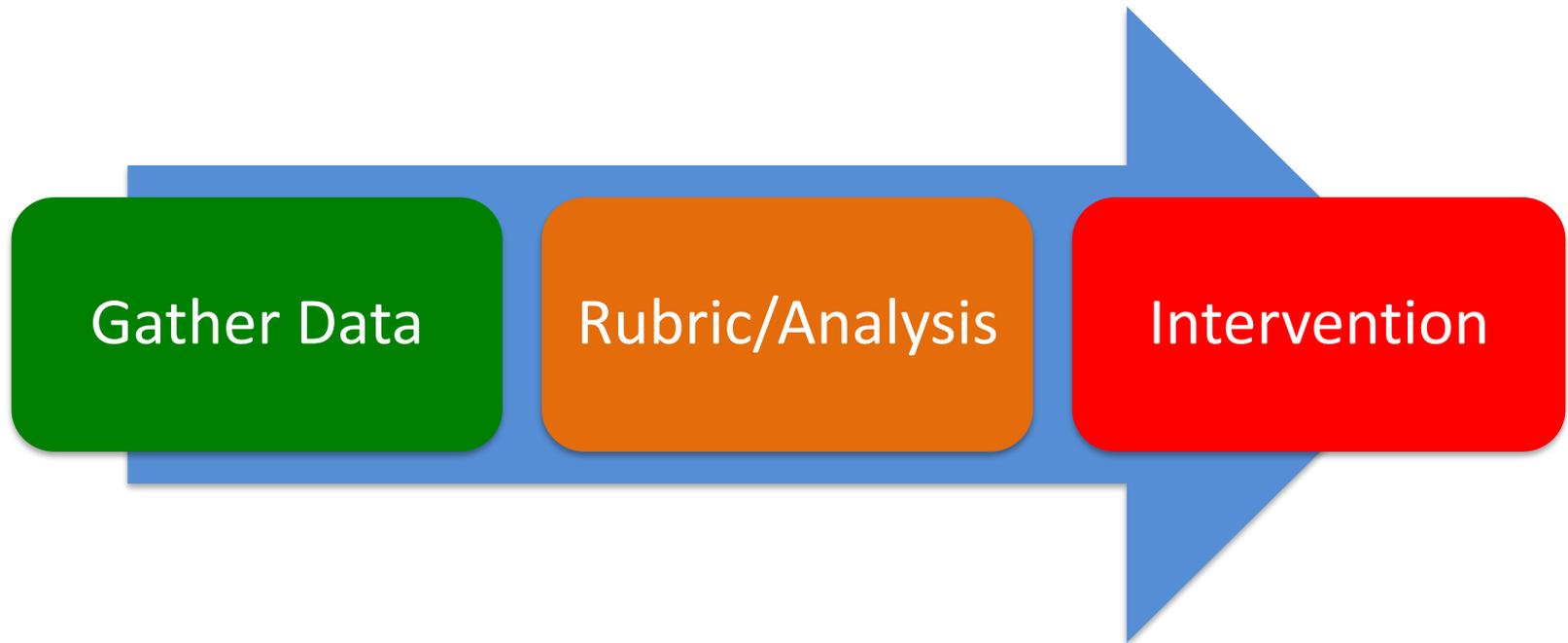


# Behavioral Intervention Team (BIT)

## Defining BIT

- BITs and CARE teams are groups of 8-10 staff, educators, counselors and administrators who educate the community about what behaviors of concerns should be reported to the team.
- The team meets weekly to discuss and quantify at-risk student and staff behavior through the use of a evidence-based rubric to better inform interventions and follow-up with the individuals of concern and community.

# Three Phases of BIT/CARE



# Behavioral Intervention Team (BIT)

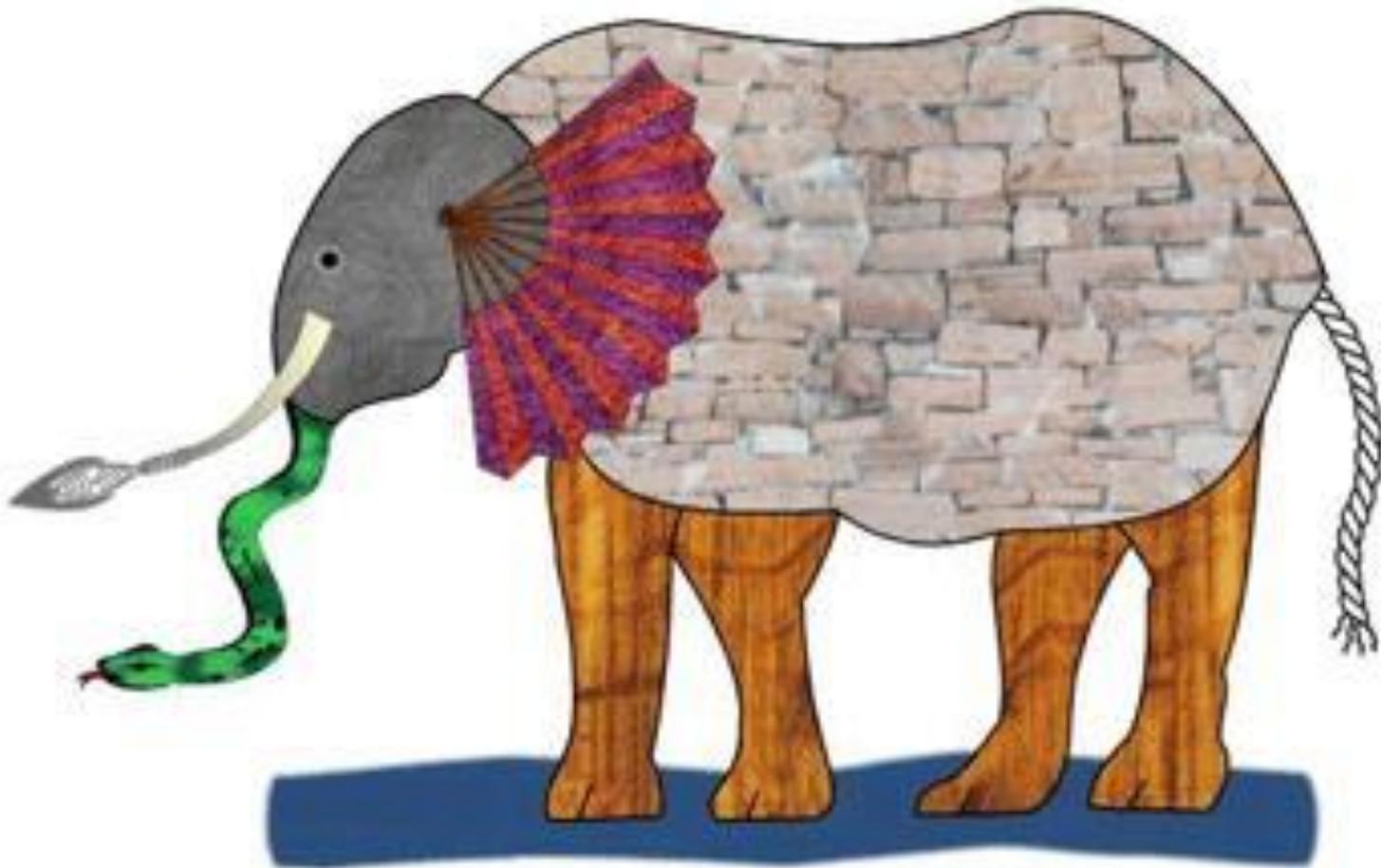
**FOUNDATIONS (2-day)**

**BEST PRACTICES (2-day)**

**ADVANCED THREAT (2-day)**

**CASE MANAGEMENT AND INTERVENTION (2-day)**

<https://nabita.org/news-events/nabita-training-events/>





**Free Falling**



**Outsider**



**Hardened Warrior**



**Suicidal**



**Fixation and Focus**



**Action and Time Imperative**

# Access to Lethal Means





Affective

- Immediate
- Unplanned

Explosive

- Emotion driven
- Reactive

Low Risk

- Loud Bark
- Easily spotted



## Predatory

- Delayed attack over time
- Thoughtful; Practiced
- Fueled by hostile intent

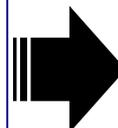
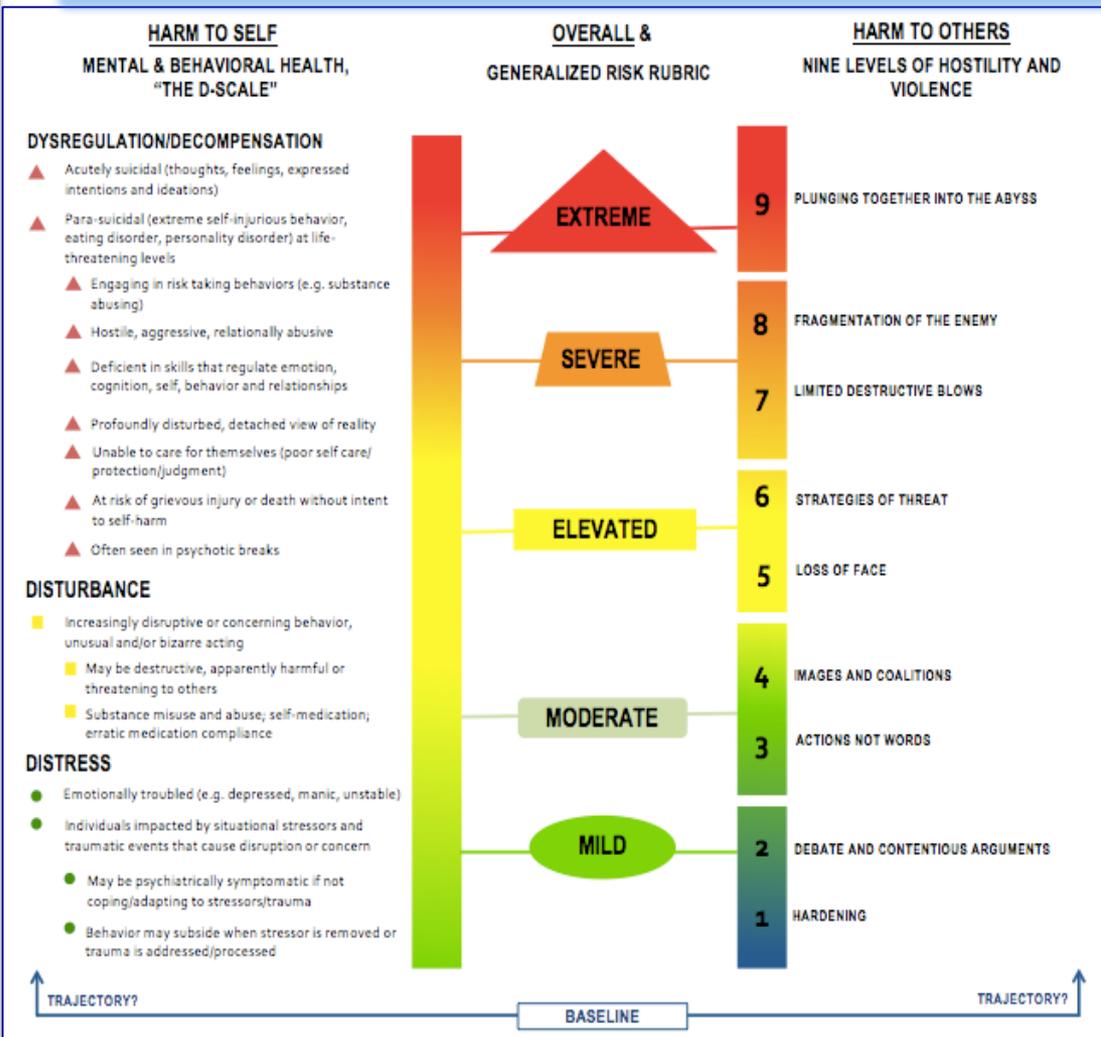
## Targeted

- Strategic and Tactical
- Fixed and Focused

## High Risk

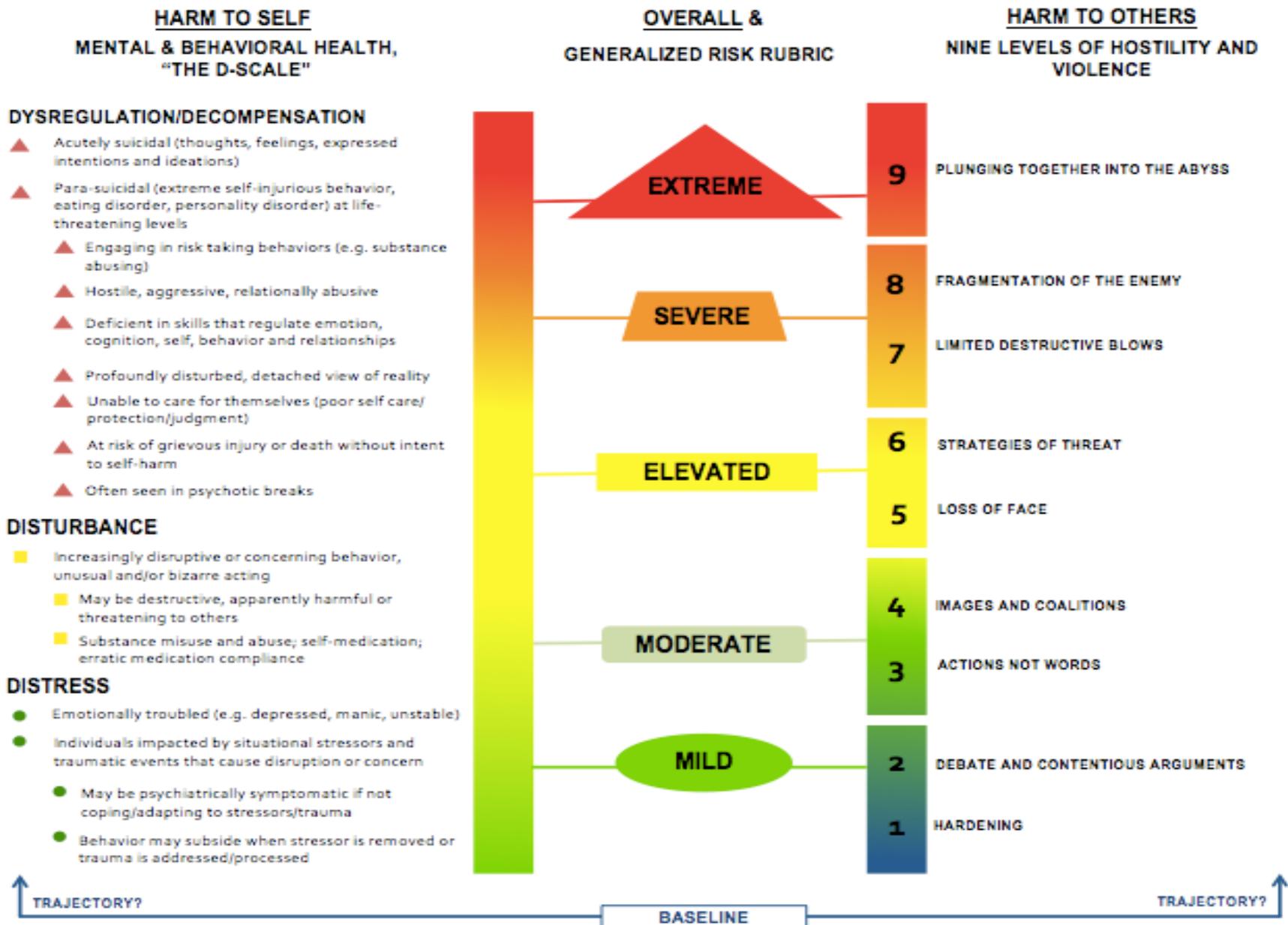
- Deadly, mass causality
- More difficult to detect

# Behavioral Intervention Team (BIT)



- **10x** NaBITA Threat Assessment Tool
- **25x** Violence Risk Assessment of the Written Word (VRAW<sup>2</sup>)
- **50X** Structured Interview for Violence Risk Assessment (SIVRA-35)
- **75X** Extremist Risk Intervention Scale (ERIS)

# NaBITA THREAT ASSESSMENT TOOL



# BIT and Threat Assessment



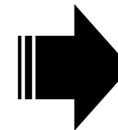
**VRAW<sup>2</sup> VIOLENCE RISK ASSESSMENT OF WRITTEN WORD**

*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
<b>FACTOR A: Fixation and Focus</b>	<input type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed	
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	
<b>FACTOR B: Hierarchical Thematic Content</b>	<input type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed	
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	
<b>FACTOR C: Action and Time Imperative</b>	<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	
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	
<b>FACTOR D: Pre-Attack Planning</b>	<input type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed	
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	
<b>FACTOR E: Injustice Collecting</b>	<input type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed	
Sub-factor E.1 Perseverating 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.*

© NaBITA 2015  Brian@nchem.org



- **10x** NaBITA Threat Assessment Tool
- **25x** Violence Risk Assessment of the Written Word (VRAW<sup>2</sup>)
- **50X** Structured Interview for Violence Risk Assessment (SIVRA-35)
- **75X** Extremist Risk Intervention Scale (ERIS)

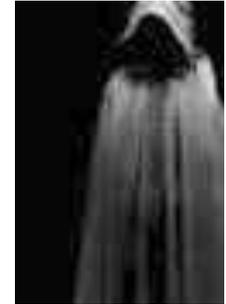
## Factor A: Fixation and Focus



*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 grade reporting period, sporting event or the outcome of a discipline action.*

## 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.*

© NaBITA 2015



Brian@ncherm.org



# 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
<b>FACTOR A: Fixation and Focus</b>	<input type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed	
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	
<b>FACTOR B: Hierarchical Thematic Content</b>	<input type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed	
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	
<b>FACTOR C: Action and Time Imperative</b>	<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	
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	
<b>FACTOR D: Pre-Attack Planning</b>	<input type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed	
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	
<b>FACTOR E: Injustice Collecting</b>	<input type="checkbox"/> Endorsed <input type="checkbox"/> Not Endorsed	
Sub-factor E.1 Perseverating 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.*

© NaBITA 2015



Brian@ncherm.org

# Behavioral Intervention Team (BIT)

[Nabita.moatusers.com](http://Nabita.moatusers.com)

POWERED BY:

www.AWAREITY.com



# Behavioral Intervention Team (BIT)



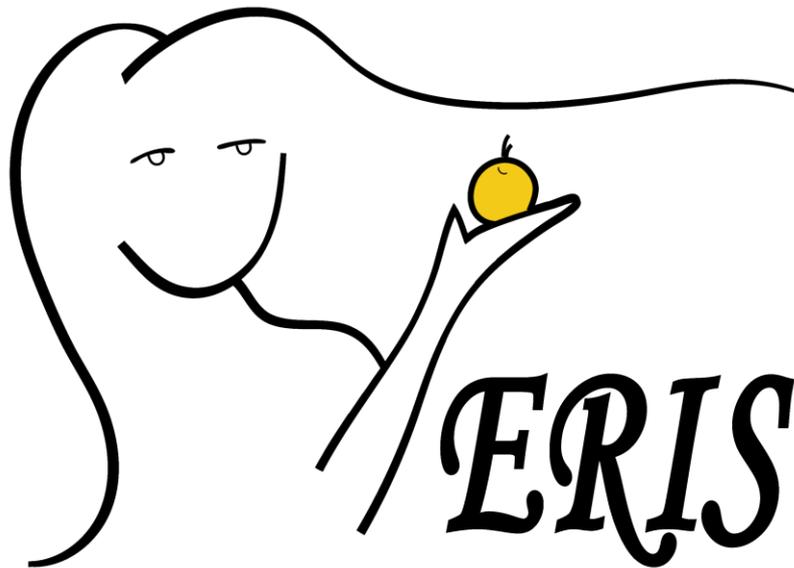
1. Direct threat to person/place/system.
2. Has tools, plans, weapons, and/or schematics.
3. Fantasy rehearsal.
4. Action plan or timeframe to attack.
5. Fixated/focused on target.
6. Grudges/injustice collector.
7. Pattern of negative writing/art.
8. Leakage/warning of potential attack.
9. Suicidal 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. Mental health issues.
29. Poor access to mental health.
30. Objectification of others.
31. Obsession with person/place.
32. Oppositional thoughts/behaviors.
33. Evaporating social inhibitors.
34. Overwhelmed from loss (e.g., job or class).
35. Drastic behavior change.



- **10x** NaBITA Threat Assessment Tool
- **25x** Violence Risk Assessment of the Written Word (VRAW<sup>2</sup>)
- **50X** Structured Interview for Violence Risk Assessment (SIVRA-35)
- **75X** Extremist Risk Intervention Scale (ERIS)

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, poor access to care
30. Objectification of others.
31. Sense of being owed
32. Oppositional thoughts/behaviors.
33. Evaporating social inhibitors.
34. Overwhelmed from loss (e.g., job or class).
35. Drastic behavior change.

# Behavioral Intervention Team (BIT)



- **10x** NaBITA Threat Assessment Tool
- **25x** Violence Risk Assessment of the Written Word (VRAW<sup>2</sup>)
- **50X** Structured Interview for Violence Risk Assessment (SIVRA-35)
- ➔ • **75X** Extremist Risk Intervention Scale (ERIS)

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 and justification for violent action.
5. **Dangerous Belonging:** Seeking reassuring 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



# BIT and Threat Assessment

## ATAP (RAGE-V)

<http://atapworldwide.org/associations/8976/files/documents/RAGE-V.pdf>

## FactorOne Cawood Assessment and Response Grids

<http://www.amazon.com/Violence-Assessment-Intervention-Practitioners-Handbook/dp/1420071122>

## MOSAIC (Gavin de Becker)

<https://www.mosaicmethod.com>

## WAVR-21 (White & Meloy)

<http://wavr21.com>

## HCR-20 (Hart)

[http://proactive-resolutions.com/old-site/bookletsmanuals/hcr-20-ver2\\_eu.html](http://proactive-resolutions.com/old-site/bookletsmanuals/hcr-20-ver2_eu.html)

## FAVT (Firestone)

<http://www4.parinc.com/Products/Product.aspx?ProductID=FAVT>

## HARE Psychopathy Checklist (Hare)

<http://www.hare.org/scales/pclr.html>

2019

# BEHAVIORAL INTERVENTION SUMMIT



# NaBITA

## Classroom Management

**Brian Van Brunt, Ed.D.**

[brian@nchem.org](mailto:brian@nchem.org) @brianvb. [www.brianvanbrunt.com](http://www.brianvanbrunt.com)

**Makenzie Schiemann, M.S Ed Psych**

[makenzie@nabita.org](mailto:makenzie@nabita.org)