Santa Clara University

InterACTT
INTERNATIONAL ALLIANCE FOR CARE AND THREAT TEAMS

BIT/CARE Training

Participant Guide

Santa Clara University

BIT/CARE Training

Types of Violence

AFFECTIVE VIOLENCE

- Emotional reaction
- Based on situations and environmental stress
- Driven by adrenaline
- Lacks forethought or planning
- Can Be seen in FIGHT-FLIGHT-FREEZE

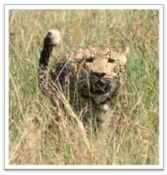
TARGETED VIOLENCE

- Non-emotional reaction
- Deliberate planning (weeks-months-years)
- Based in perceived/actual grievance
- Willing to sacrifice life for cause

Types of Threat

Howlers
Do not engage in approach behaviors and lack the intent to carry out their threats. When howlers threaten, their threats are TRANSIENT.

Hunters
Engage in serious targeted violence, and their intent is to complete the attack. They do not draw attention to themselves by making threats, so when hunters threaten, the threats are considered SUBSTANTIVE.



TRANSIENT THREATS
These types of threats to not express lasting intent to harm.

SUBSTANTIVE THREATS
These threats represent a continued attempt to harm someone.

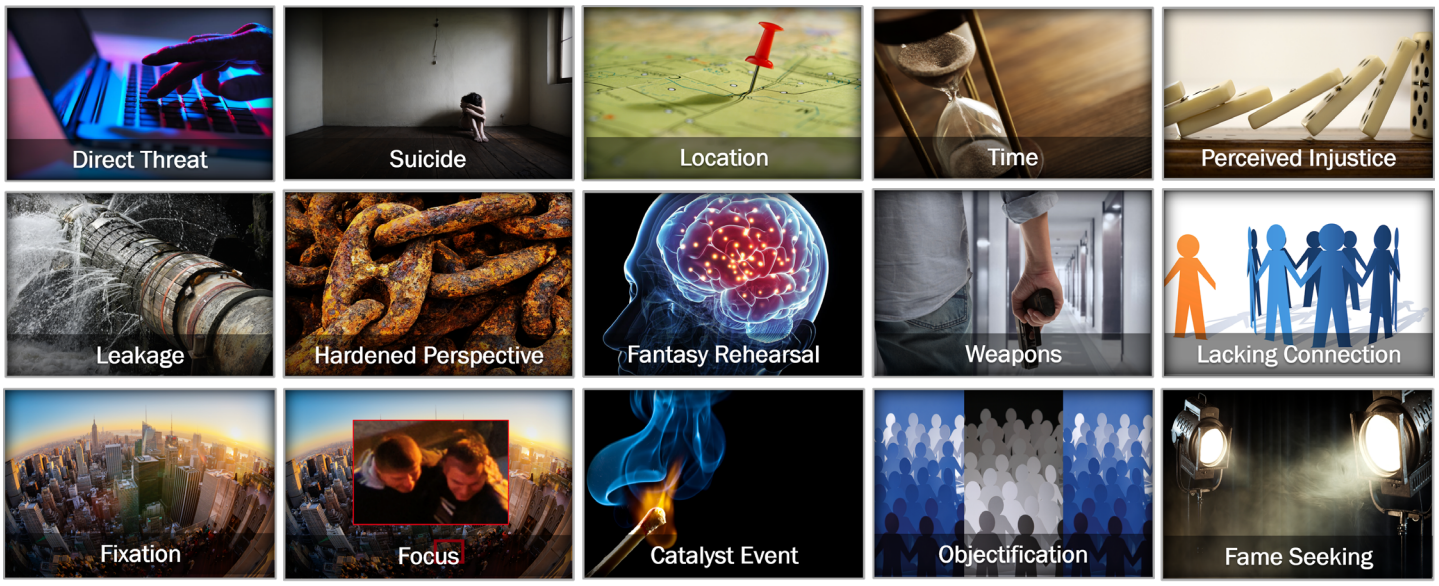
TYPE OF THREAT	EXAMPLE
Direct	"I'm going to blow up the library."
Indirect/Vague	"Something bad is going to happen to the library."
Direct w/action/time imperative	"I'm going to blow up the library Tuesday at 3.
Conditional ultimatum	"If you don't give me a good grade, I'm going to blow up the library."
Transient	Frustrated about an assignment, a student throws a book and yells, "Burn this down!"
Substantive	"I'm going to bring a nalgene bottle of gasoline to spread on these books and light it up."
Howling	"You can't treat me like this. I'm going to set fire to the world and roast marshmallows!"
Hunting	"I have what I need. I know what I'm going to do. #fire #library"
Vague but direct	"Something bad is happening in the library soon."
Direct but vague	"They might want to invest in fire extinguishers around here."

Risk Factors

Risk factors identify the personality traits, behavioral indicators, social and peer interactions, environmental stressors, threats, acquisition of or access to lethal means, and other contextual clues that have been noted in those who move forward with a targeted attack plan.

A key aspect of understanding risk factors is the importance of seeing these in combination, like puzzle pieces coming together to create a larger meaning. As with a puzzle, one piece alone is not particularly useful. It's when these pieces combine that the factors begin to be more useful in understanding risk.

When conducting a violence risk assessment (VRA), one should avoid emphasizing any single risk factor, such as weapons access or mental illness, without regard to the context of other risk factors.



Direct threat	Indirect threat	Lacks mental support	End of a relationship
Access to weapons	Lacks peer support	Explosive reactions	Inability to date
Hardened thoughts	Lacks family support	Intimidates others	Hopelessness
Social isolation	Loss of job	Lacks empathy	Last act behavior
Victim of bullying	Decline in academics	Polarized thoughts	Legacy token
Substance abuse	Acquiring weapons	Glorifies violence	Feels persecuted
Authority conflict	Suicide attempt	Lacks remorse	Leaks attack plan
Fixation on target	Focus on target	Action plan for attack	Time frame for attack
Fantasy rehearsal	Rejection	Financial loss	Catalyst event
Feels trapped	Poor anger outlets	Fame seeking	Objectification/ Depersonalization

Risk Factors for Targeted, Predatory, Mission-Oriented Violence

1. **Actionability** is the term used to describe if an individual has access to means and materials to carry out an attack. While firearms present a high level of concern, the VRA should determine if a potential attacker has access to any weapons, not just firearms.
2. A **hardened point of view** is a locked and fixed way of seeing the world that is resistant to other counterpoints. The individual holds a strong investment tied to these beliefs and they are often unwilling or unable to shift from these ideas.
3. **Drivenness and a justification for violent action** describe an attacker who is dedicated to committing violence in the name of a particular cause. As they escalate on the pathway to violence, they morally disengage from any external ethical or moral standards, objectify their target, and focus on mission completion.
4. **Grievance or injustice collection** takes on a dangerous characteristic where the grievance or injustice becomes a justification for violence. These grievances are most often held against those in positions of power. The attacker holds them responsible for real or imagined unfairness and difficulties.
5. Most attackers are **suicidal**. They express indifference toward life, hopelessness, and a lack of confidence about the future. They feel disempowered, misunderstood, and lost.
6. **Mental illness** can be an aggravating factor when conducted at VRA, particularly when related to thought disorders, depression, and bi-polar disorder. Most of those who carry out attacks experience psychological, behavioral, or developmental symptoms.
7. The **use of substances**, particularly stimulants, impacts decision making, increases isolation, fosters disengagement, and reduces impulse control. Drug or substance use, particularly methamphetamines or amphetamines, cocaine, or alcohol, has been connected to both affective and targeted violence.
8. Many who engage in targeted violence experience an inability to understand different perspectives. This **lack of empathy and remorse for actions** is an aggravating factor in a violence risk threat assessment.
9. When potential attackers experience frustrations, pain or feel overwhelmed, they engage in **fantasy rehearsals** to reduce their anxiety. These fantasies involve them confronting, punishing and/or destroying the target of their perceived injustices.
10. Feelings of **isolation and hopelessness** are common among those who plan targeted violence. They may experience a lack of social or advancement opportunities at home, school, or work. Most experience chronic isolation and/or an inability to create or maintain sexual or intimate relationships with others.
11. Many attackers have felt **marginalized** and expressed despair and hopelessness about a better tomorrow. This results in a perceived threat to those they identify with, causing a sense of moral outrage.

1. A **fascination with violence** is a risk factor that at least half of those experience while planning their attacks. When engaged in a VRA, there should be a careful exploration of the subject's investment, obsession, or fixation on violence. This could include studying past attacks, watching media that shows sensationalized violence against particular groups, drawing pictures or writing essays with similar themes.
2. The **desire for fame** is present as a motivating factor for this kind of targeted violence. Those who feel marginalized, bullied, teased, or isolated expressed a desire for attention and seek retribution for this perceived injustice.
3. As part of the escalation on the pathway, attackers often engage in **objectification and depersonalization** toward their target. They may use hostile language, insulting, images or diminishing/misogynistic objectification focused on separating themselves from their target.

Environmental Factors

1. **Catalyst events** occur when there is a significant loss that occurs in a person's life that causes an escalation in attacker planning. This could be anything the person holds dear in their life such as failing a particularly important class, losing a romantic relationship, being fired from a job, being involved in domestic abuse, drug use, or criminal charges, or the death of a close friend or family member.
2. The experience of **teasing and bullying** are additional escalating factors for the attacker. Bullying and teasing may be physical, social, property, or cyber. About 1/3 of attackers in their study engaged in bullying, often as part of a persistent pattern of behavior which lasted for weeks, months, or years.
3. **Free fall** describes a wide range of problems an attacker may experience in their community, school, work, primary support group, and/or social circle. For those in a free fall, there is little hope for improvement and this often leads to further isolation, suicidality and feelings of despair. As problems spiral (conflicts in the home, academic, legal or disciplinary actions, or other personal issues), there is little preventing them from looking for an escape.
4. When there is a rapid or intense **decrease in academic or work progress**, this can be a catalyst event and lead to further escalation. In many attack cases, the loss of academic or workplace connection becomes the final straw that overwhelms the individual and moves them closer to an attack. Failure to progress in work and school can directly contribute to other areas of life beginning to become unstable.
5. The **social isolation** that occurs when the person has vastly different beliefs from the majority and/or when they see increases in teasing and bullying, is another cause for escalation. This isolation makes the potential attacker feel alone in their thinking and that violence as the only way to be seen. This isolation is often observed by those around the attacker as they isolate themselves, withdrawing from others, appearing sad, or crying.

Protective Factors

Protective factors add stability and support to an individual's experience and create a defense against elements that may incite or motivate violence. When conducting a threat assessment, it is essential to balance risk factors against the protective factors that exist for an individual.

- **Individual Protective Factors**—*Individual attitudes, beliefs, and behaviors*
- **Relationship Protective Factors**—*Social groups, peers, and family behaviors and influences*
- **Community Protective Factors**—*Characteristics and conditions of physical and social environment*
- **Societal**—*Social and cultural norms*

Social support	Empathy to others	School engagement	Religious supports
Family support	Perspective taking	Work engagement	Non-violent outlets
Positive future view	Intimate relationship	Positive self-esteem	Problem solving
No weapon access	Sense of identity	Consequence aware	Emotional stability
Social/political safety	Housing stability	Resiliency	Lacks reactivity

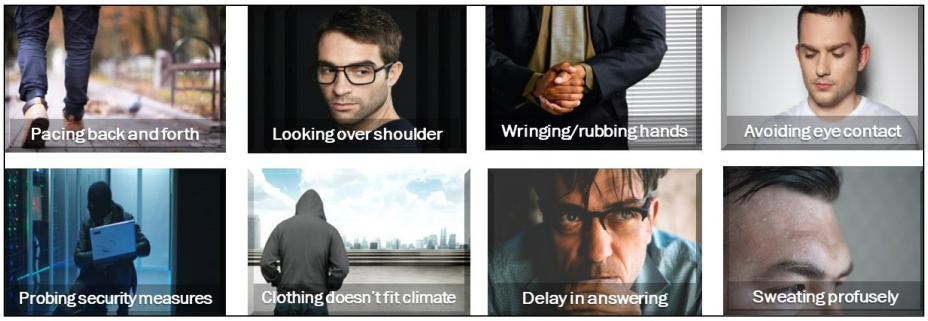
Protective Factors

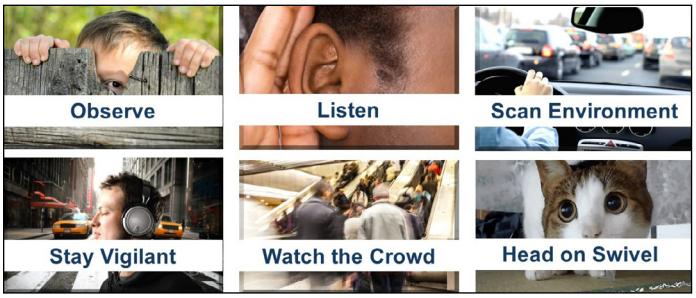
1. **Environmental and Emotional Stability:** Environmental and emotional stability occur when an individual's life experiences have consistency and constancy, and their reactions to change or crisis represent a similar calm and resilience. This is an indication that there are less elements pulling them toward creating disruption in the status quo through violent action. Here, the overall environment in which the person operates is positive without dramatic shifts. The person has stable employment and/or academic enrollment, and they are engaged in these professional or academic arenas. There have not been recent terminations or suspensions, and the family or home environment is generally stable and healthy. The person is not challenged by instability in their situation. They are connected and progressing toward academic or professional goals.
2. **Social Health and Connection:** A second protective factor relates to stability in relationships with family, friends, and significant others. The person feels socially connected in healthy and positive ways. They feel safe in their own skin, and do not feel marginalized or discriminated against based on their identity or identity group. They are surrounded by others where they can be themselves, feel accepted, and are not judged for their beliefs or circumstance. They feel emotionally connected to those around them which girds against a desire to harm or threaten.
3. **Access to Non-Violent Outlets:** Having access to alternative, non-violent courses of action is an important protective factor. Individuals have opportunities for positive collective action on issues and concerns instead of turning to violence. Especially when considering written threat, it's important to consider if this is someone seeking a safe space to communicate and discuss issues of concern or radical ideas about improving the way the world works.
4. **Empathy and Connection:** The empathetic or compassionate person demonstrates the ability to consider other's perspectives or other's ideals without seeing them as challenging or competitive to his or her own beliefs. This can manifest itself as tolerance and an appreciation of diverse perspectives as well. Empathy can be experienced when thinking about people who live differently than us, engaging with other cultures and confronting our own biases, as well as learning to listen to other's perspectives and collaborating with them.
5. **Positive Social and Individual Action:** Here, we see someone who is engaged in positive social action for the betterment of a group or community or even at a lesser developmental place of just positive action for the sake of their own individual consequence. The second is fairly simple. This individual has an awareness of how their choices result in positive or negative consequence minimally for themselves or those in their circle, and thus, chooses actions to avoid harm. On a higher level, positive social action includes a more inclusive and collaborative participation working together to improve situations, remove barriers to success, and foster positive change. This level of critical thinking, awareness of others, and inclusivity truly reflect the opposite of violent action and the risk factors.

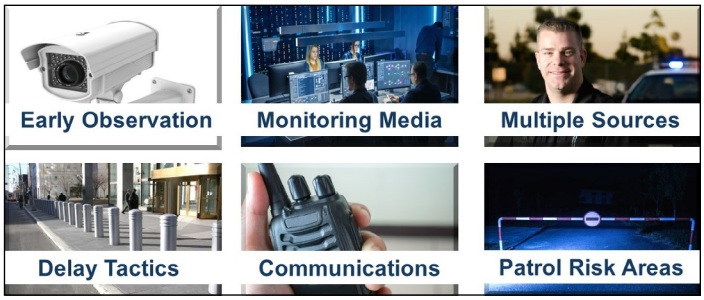
Practice Situational Awareness

- At home, at work and in the community
- Look for exits and familiarize yourself with the space
- Watch for out of place people, vehicles, or behaviors
- Stay alert and aware of your surroundings
- Avoid electronic distractions. Only use your device when it is safe to do so and keep headphone volume low.
- Scan any new environment for exits, barriers, suspicious people or objects, or anything else unique or unusual.
- Scan familiar environments for anything unusual or out of place.
- Be aware of your biases
- Always have an exit strategy and consider a plan b. Don't forget windows or exits that may be behind you.
- Maintain your calm and engage your senses
- Trust your gut - better to be wrong and safe
- Visualize possible scenarios and plan for what you would do in each case.

Examples of Suspicious Behaviors







SOCIAL MEDIA BASICS

The most dangerous qualities of social media are found in those that create anonymous content that bullies, threatens and escalates others to violent action with no ability to hold the writer accountable. While most companies work hard to cut out racist and extremist content, this often occurs after a matter of days and weeks, often leaving that content available and unchecked.

APPLICATION	DESCRIPTION	WHAT TO KNOW
Facebook	A social networking site that allows users to create posts, share pictures, videos and live streams. Can be public or limited in terms of privacy.	Losing popularity with younger groups and not as common in primary education settings.
Twitter	A social messaging site where users share brief messages called “tweets” for those who follow them on Twitter. Optimizes scan-friendly approach, allowing users quick looks at topics.	Designed in more of a one-way communicating, used in many threat cases at the moment of attack.
YouTube	The most popular site to share videos. May be used commercially, as a video podcast or channel, or clips from movies and television. Clips can allow for user comments or have this feature turned off to limit comments.	Several recent attacks have involved manifestos uploaded to Youtube as well as live-streaming attacks. There is also the question of exposure to extremist content.
Instagram	One of the largest social networks that allows users to share photos and videos. It allows direct messaging with friends. Allows users to like posts.	Similar to Facebook, more picture and video oriented in terms of posting. Numerous cases of threat.
Snapchat	Both a messenger platform and social network, snapchat messages disappear after a few seconds. More common with younger users.	Used to communicate more securely between groups, known for its disappearing content. It can’t be used on the regular web, only as a mobile app.
Yolo	This is an anonymous question and answer app that is used within the Snapchat platform. It allows users to make anonymous comments on user’s content.	Concerns around bullying and threats have increased with the roll out of this addition to Snapchat in 2019.
TikTok	Allows users to post 15 seconds of content or string stories together. Built around music clips, trending video challenges, and pranks, creativity is pushed to the limits. There is often sexualized and vulgar content that has caused the app to concern parents.	A growing trend that often has numerous trolling, transient posts. The app is popular with the under 24 crowd.
Whatsapp	Whatsapp is a messaging app that allows users to share text, pictures and video over WiFi. It is popular internationally.	Used frequently outside of the United States to communicate free of charges.

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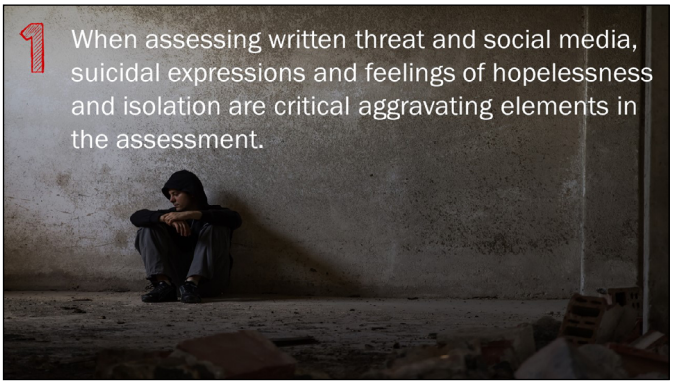
APPLICATION	DESCRIPTION	WHAT TO KNOW
Discord	Discord is an app for teens and adults primarily interested in gaming. They allow users to create groups and text, chat or share videos and pictures with each other.	A common app for gamers in high school and college. Allows users to build private, invite-only groups.
Whisper	A social networking app that assigns users random names. Users post confessions and, according to the app, have a chance to express their pent-up frustrations.	Anonymous apps lack accountability and become a challenge for law enforcement when identifying and mitigating threats.
iFunny	A collection of GIFs (short clips without sound), pictures, memes and videos. Allows users to collect content.	Concerns around bullying, racist and misogynistic content.
Reddit	A specialized discussion board site and app that allows users talk about various topics and share content with each other.	Some boards have questionable content related to threat, violence, bullying and racists themes. Starting place for the Incel discussion boards.
Vent	An app designed to allow users to anonymously 'vent' their frustrations anonymously. The company describes it as a social diary to express how you really feel. The app closely follows the YikYak and Whisper designs.	If there were an app designed to frustrate school officials and threat assessment professionals, one centered on the anonymous posting of intense feelings would be it.
Myspace	A social networking site that predates Facebook and allows users to create a webpage to interact with others.	An older site that still remains in somewhat limited use.
4chan/ 8chan/ 8kun/ 8kun.top	4chan is an information-based discussion board that allows for anonymous sharing of videos, memes, text and pictures. 8chan is a more notorious version which recently changed its name to 8Kun and 8kun.top. Anonymous, the hacker group, started out on 4chan.	Similar concerns as other sites that allow anonymous posting. Multiple campus shooters have posted threats and extremist/racist content. The El Paso attacker posted his manifesto on 8chan.
Gab	A more unrestricted social network similar to Twitter which has few restrictions on what users are able to post. There is no overall moderation, but rather upvoting and downvoting by users. It is not supported directly for iphone users, but there is a work-around through other apps.	Common with users who are concerned their right-wing, anti-Semitic content would be censored. This was used by the attacker to the Pittsburg Synagogue shooting.

Trolling to Leakage

Trolling: Deliberately upsetting people, usually via the internet, using dialogue, video, pictures and audio.

Leakage: The communication to a third party of intent to do harm.

Context is key. Information gathering is vital to BIT/CARE processes.



Section 106.44(c) Emergency Removal

Emergency removal. Nothing in this part precludes a recipient from removing a respondent from the recipient's education program or activity on an emergency basis, provided that the recipient undertakes an **individualized safety and risk analysis**, **determines that an immediate threat to the physical health or safety** of any student or other individual arising from the allegations of sexual harassment justifies removal, and **provides the respondent with notice and an opportunity to challenge the decision immediately following the removal**. This provision **may not be construed to modify any rights under the Individuals with Disabilities Education Act**, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Risk Analysis—Individualized!

- Not a subjective "how does it feel"
- Not a mental health assessment
- Conducted by a person who understands behavioral threat and violence risk assessments
- Assessment of risk and protective factors
- Contextual and culturally competent

Immediate Threat To Health or Safety

- Without intervention, it will happen
- Threat is lethal or extreme risk
- Does not use if/then logic
- Is factually based and is not subjective

Notice to Challenge—Ability to Immediately Appeal

- Equal, fair, and just process
- Awareness of bias in decision making
- Falls under a timeframe that allows for uninterrupted academic progress
- Made directly to the party considering cost factors

ADA 504 Remains in Effect

- Awareness of bias in decision making
- Fact and evidence based
- Allows for reasonable accommodations as an alternative measure
- Takes into account all conditions including mental illness and neurodiversity

BIT/CARE Training

We are more effective in our management of crises when we consider individual differences.

Cultural competence is the ability to understand, appreciate, and interact with people from different cultures and beliefs than your own.

Teams should be diverse in gender identity, sexual orientation, race and ethnicity, socio-economic status, political affiliation, religious beliefs, physical and mental disability, and age.

What is Bias?
Bias is our tendency to see the world from our particular lens of experience. It can lead us to ignore the evidence or make assumptions not based on evidence. It can impact what we remember and what witnesses remember. It can create blinders for BIT team members and impact their ability to build rapport, connect, and create safe/neutral spaces. While we can never remove bias, we can train to make us more aware of how bias can affect decision making.

Types of Bias

- **Confirmation Bias:** Form an early hypothesis and tend to seek or overvalue evidence that fits it or confirms it. Are you interviewing or validating?
- **Dunning-Kruger Effect:** People who are terrible at a particular task think they are much better than they are, while people who are very good at it tend to underestimate their competence.
- **Anchor Bias:** The tendency to rely too heavily on the first piece of information we are given about a topic.
- **In Group/Out Group:** The tendency to be favorable toward the group that is similar to you.
- **Blind Spot:** Ability to spot systematic errors in others' decisions.
- **Availability Bias:** Reliance upon readily available (most recent) information.

Where does bias come from?

- Gender, gender identity experiences, and sexual orientation
- Race/ethnicity, world view, and generational expectations
- Mental illness or physical disabilities
- Different cultures or geographic areas
- Veteran history; and religious or political experiences
- Economic differences; and friend or peer groups

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Documentation

Don't Be Lavish

Don't Be Sparse

Avoid Technical Language

Beware Emotions

Notes create a history of our analysis and efforts to help the student.

By keeping timely, well-written, non-technical case notes free of emotion, you offer an accurate history of your efforts.

Others can pick up your work where you left off and there is a legal defensibility in well-kept notes to demonstrate your good practice.

Make a Referral

Counseling

Career Services

Health Care

Academic Support

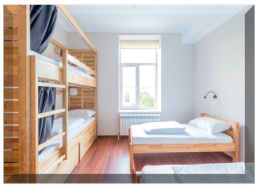
Faculty

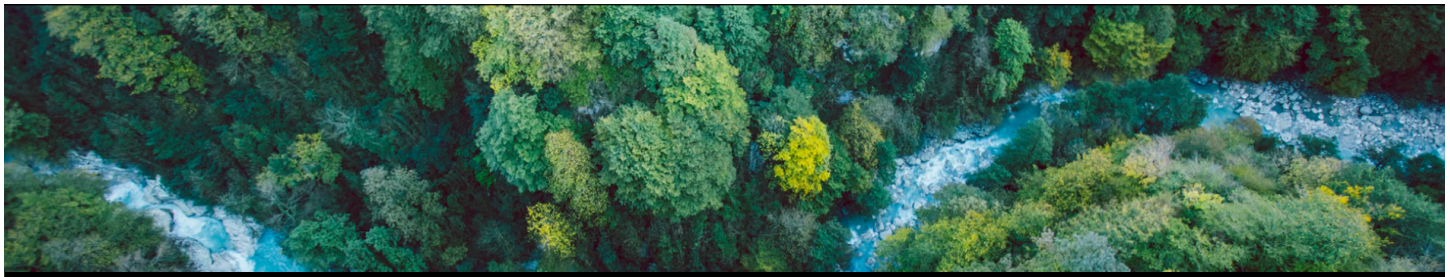
Coaching Staff

Parents

Disability Services

Case Management


Residence Life



All CARE/BIT work needs to offers something different from a "one and done" approach and needs to include referrals and longer term, collaborative interventions that remain in place until the risk has been reduced.

Assessing Risk

Low Risk Path	Moderate Risk Path	High Risk Path
Low risk path with focus on identifying behaviors and connecting to support.	Moderate risk path with focus on setting limits, boundaries and multi-departmental involvement	High risk path with progressive discipline, police involvement, and required assessment

The Pathways risk rubric can be used for every case coming before your BIT, CARE, or threat team. Rate each applicable category below on a 3-point scale. If a category does not apply, leave it blank. Click on the category name for scoring guidance. After you submit your ratings, you will be provided a set of intervention recommendations.

Suicide ○1 ○2 ○3	Depression ○1 ○2 ○3	Self-Injury ○1 ○2 ○3	Alcohol/Marijuana ○1 ○2 ○3	Substance Abuse ○1 ○2 ○3
Hallucinations/Delusions ○1 ○2 ○3	Anxiety ○1 ○2 ○3	Manic Thought/Action ○1 ○2 ○3	Loss or Bereavement ○1 ○2 ○3	Social Problems ○1 ○2 ○3
Adjusting to Change ○1 ○2 ○3	Financial Insecurity ○1 ○2 ○3	Academic/Work Trouble ○1 ○2 ○3	Stalking ○1 ○2 ○3	Partner Violence ○1 ○2 ○3
Harassment ○1 ○2 ○3	Sexual Assault ○1 ○2 ○3	Vandalism ○1 ○2 ○3	Affective Violence ○1 ○2 ○3	Transient Threats ○1 ○2 ○3
Substantive Threats ○1 ○2 ○3	Hazing/Intimidation ○1 ○2 ○3	Incel Behavior ○1 ○2 ○3	White Supremacy ○1 ○2 ○3	Trolling Actions ○1 ○2 ○3

Click the category name for level information.

Submit Reset

More details at lookingglasscd.com/santa-clara-bit

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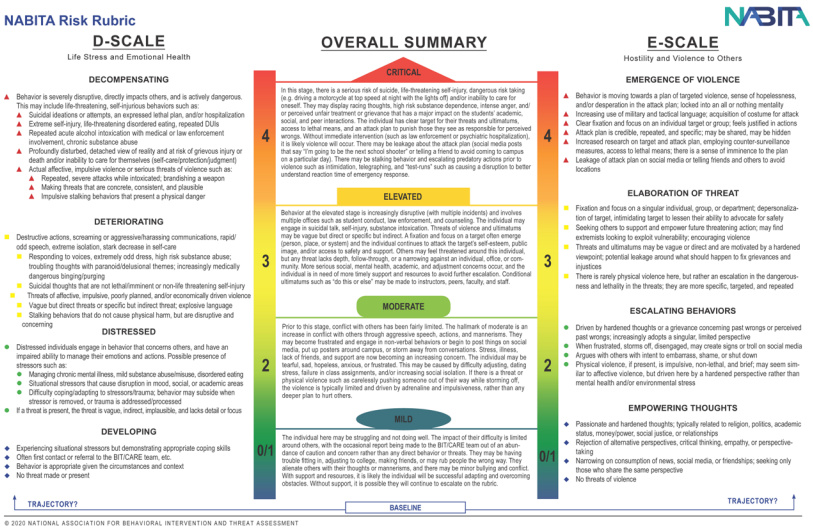


NABITA Risk Rubric

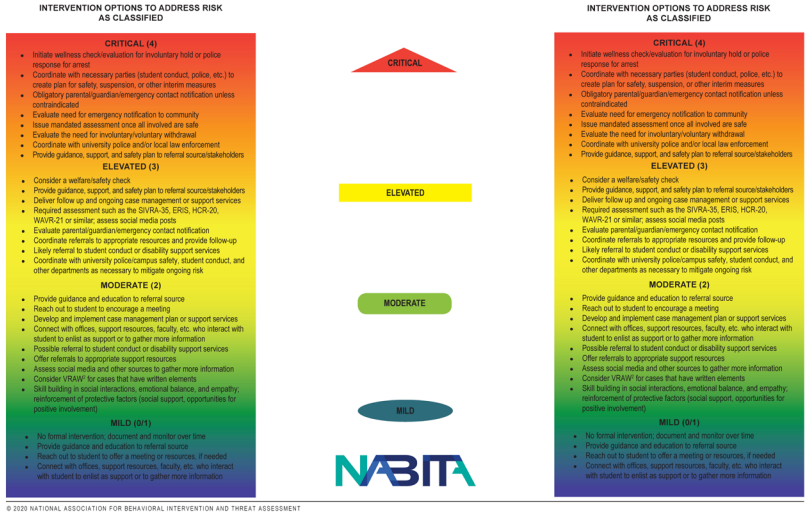
https://www.nabita.org/

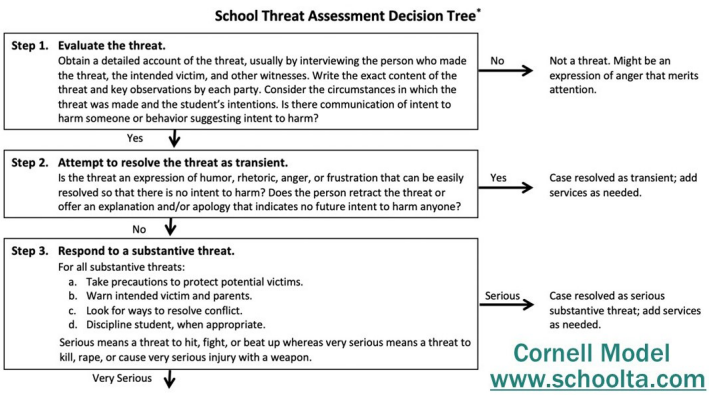
The NABITA Risk Rubric is designed to be the initial assessment applied to every case a threat or BIT/CARE team comes across. Following this triage assessment, teams should deploy additional assessments and gather additional data to most effectively assess risk. The NABITA Risk Rubric gives teams a framework for understanding the risk present in a case and offers possible interventions to reduce the risk.

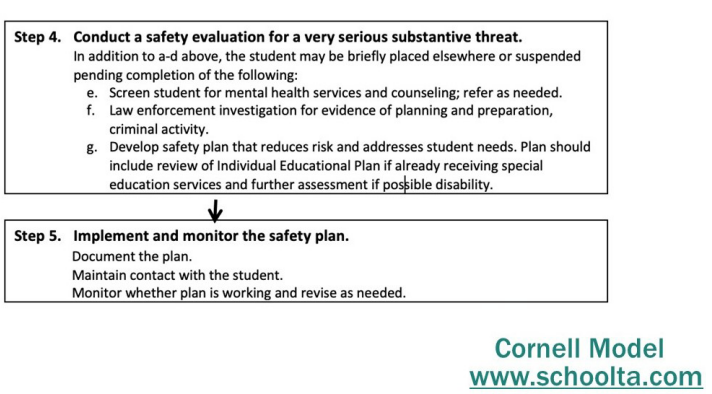
The Cornell Model

https://www.schoolta.com/

This model integrated recommendations from FBI and Secret Service studies of school shootings with practical advice and field-tested experiences obtained from educators working in Virginia public schools. Notably, the Cornell model provides teams with guidelines to distinguish whether a threat is transient (not serious) or substantive (poses a continuing risk to others).







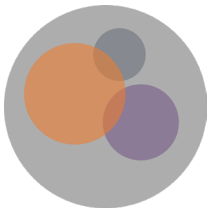
Sharing Information

Outside the Team

- FERPA governs most information sharing from the team
- This occurs under
  - Legitimate educational interest
  - The emergency exception

Within the Team

- Still governed by FERPA
- Relies on trust and friendship
- Understand how information shifts as it moves from confidential sources to more open disclosure



The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

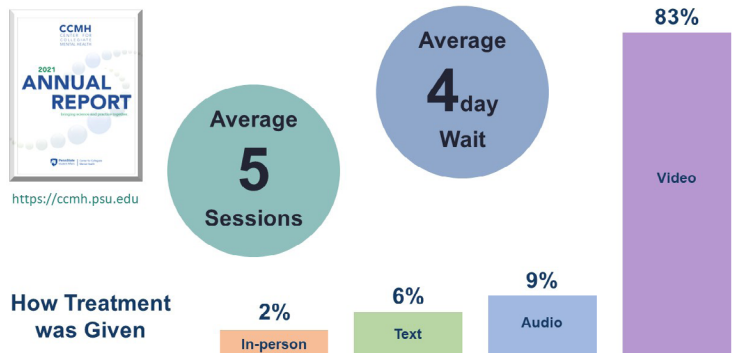
FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

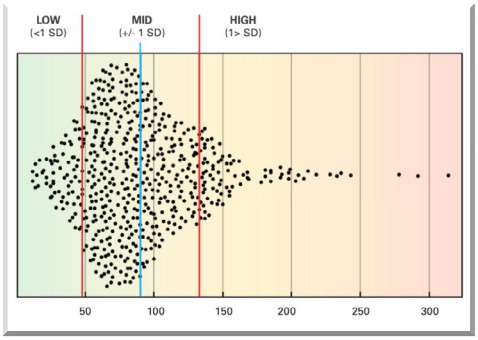
Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

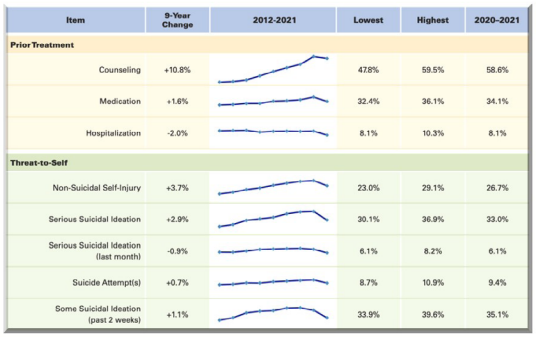
Managing Chronic Illness on Campus

https://ccmh.psu.edu



CLIENT LOAD INDEX (CLI)





Item	9-Year Change	2012-2021	Lowest	Highest	2020-2021
Prior Treatment					
Counseling	+10.8%		47.8%	59.5%	58.6%
Medication	+1.6%		32.4%	36.1%	34.1%
Hospitalization	-2.0%		8.1%	10.3%	8.1%
Threat-to-Self					
Non-Suicidal Self-Injury	+3.7%		23.0%	29.1%	26.7%
Serious Suicidal Ideation	+2.9%		30.1%	36.9%	33.0%
Serious Suicidal Ideation (last month)	-0.9%		6.1%	8.2%	6.1%
Suicide Attempt(s)	+0.7%		8.7%	10.9%	9.4%
Some Suicidal Ideation (past 2 weeks)	+1.1%		33.9%	39.6%	35.1%

TREATMENT TRENDS

Item	9-Year Change	2012-2021	Lowest	Highest	2020-2021
Threat-to-Others					
Considered causing serious physical injury to another person	-5.9%		5.3%	11.2%	5.3%
Intentionally caused serious injury to another person	-2.2%		1.2%	3.4%	1.2%
Traumatic Experiences					
Had unwanted sexual contact(s) or experience(s)	+7.9%		18.9%	26.9%	26.9%
Experienced harassing, controlling, and/or abusive behavior	+5.4%		32.8%	38.7%	38.6%
Experienced traumatic event	+11.6%		31.0%	42.6%	42.6%

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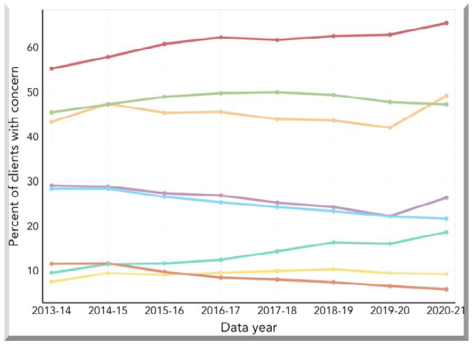

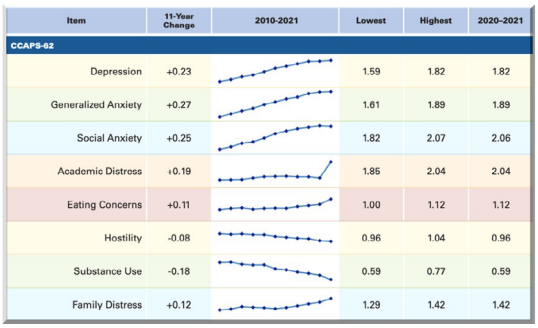

Item	11-Year Change	2010-2021	Lowest	Highest	2020-2021
CCAPS-62					
Depression	+0.23		1.59	1.82	1.82
Generalized Anxiety	+0.27		1.61	1.89	1.89
Social Anxiety	+0.25		1.82	2.07	2.06
Academic Distress	+0.19		1.85	2.04	2.04
Eating Concerns	+0.11		1.00	1.12	1.12
Hostility	-0.08		0.96	1.04	0.96
Substance Use	-0.18		0.59	0.77	0.59
Family Distress	+0.12		1.29	1.42	1.42

CARE teams are not punitive in their approach, but rather preventative and focused on connecting those at risk to resources and moving them from the pathway of violence to social integration and support.

A common mistake schools make is confusing a mental health assessment with a violence risk assessment.

A mental health assessment is primarily about giving a diagnosis, assessing the level of care (does the student need to be hospitalized) and developing a treatment plan to reducing mental illness symptoms.

A violence risk or threat assessment is informed by workplace violence literature and primarily focused on assessing the likelihood of violent behavior in the future and taking steps to reduce that risk.

Feeling Threatened vs. Being Threatened

A central challenge is separating a **true threat**, what we call 'leakage,' that provides school officials a clue to stopping an attack from other content that may be disturbing, threatening or hurtful, but **lacks and actual intent or lethality** of an attack occurring.

We cannot dismiss potential leakage as trolling or lacking intent. We should encourage the sharing of all concerning writing or social media posts. Remember, the BIT is not punitive but can look at contextual information to determine the risk level.