

Session 2



California Community Colleges



Positioning Your BIT Program as a Responsive Resource

Date: October 17, 2024 | Time: 10:00 – 11:30 a.m.

Presented by: Monique Mendoza, PhD

Let's keep
connecting...



Add your name, title/role,
and college in the chat

Welcome and Introductions

Colleen Ganley,

Basic Needs Services Specialist at cganley@cccco.edu

Gerilyn Walcott,

Project Manager for CCC Health & Wellness at cccsmh@cars-rp.org

Housekeeping



Chat and Q&A: Please utilize the chat or Q&A function to ask questions throughout.



Closed Captioning (CC): Closed captions are available. Click on the (CC) button to read live captions.



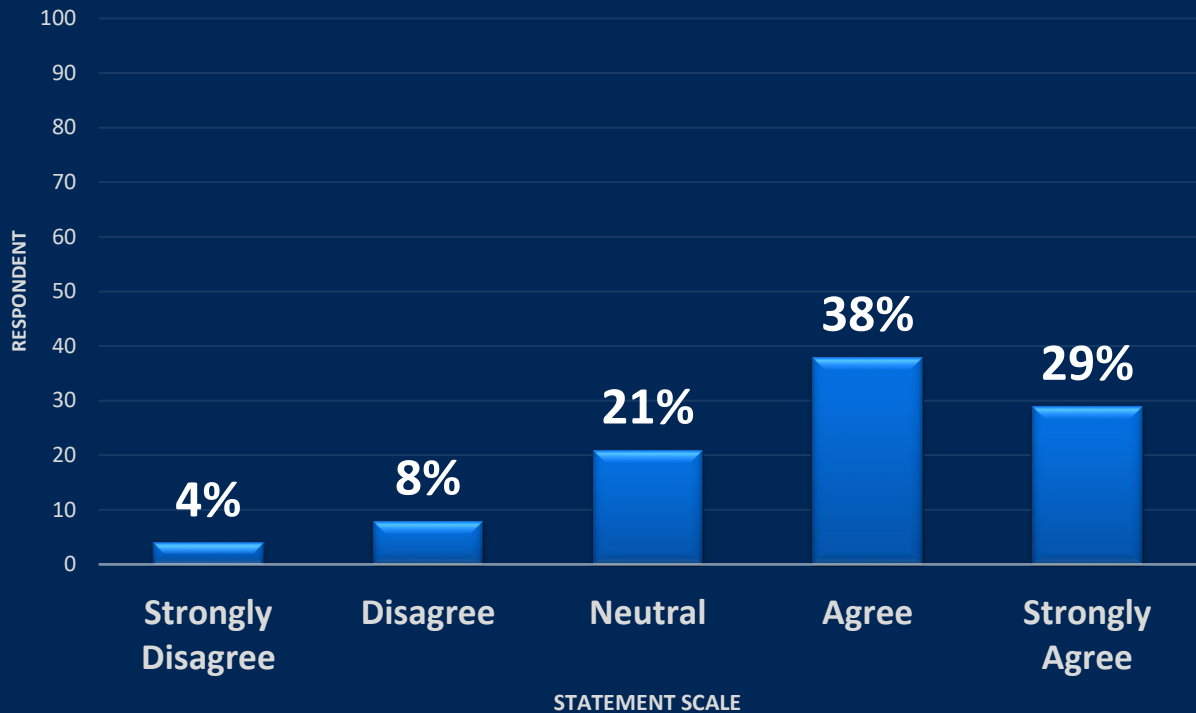
Meeting Materials: Slides and any follow up materials will be provided following the presentation.



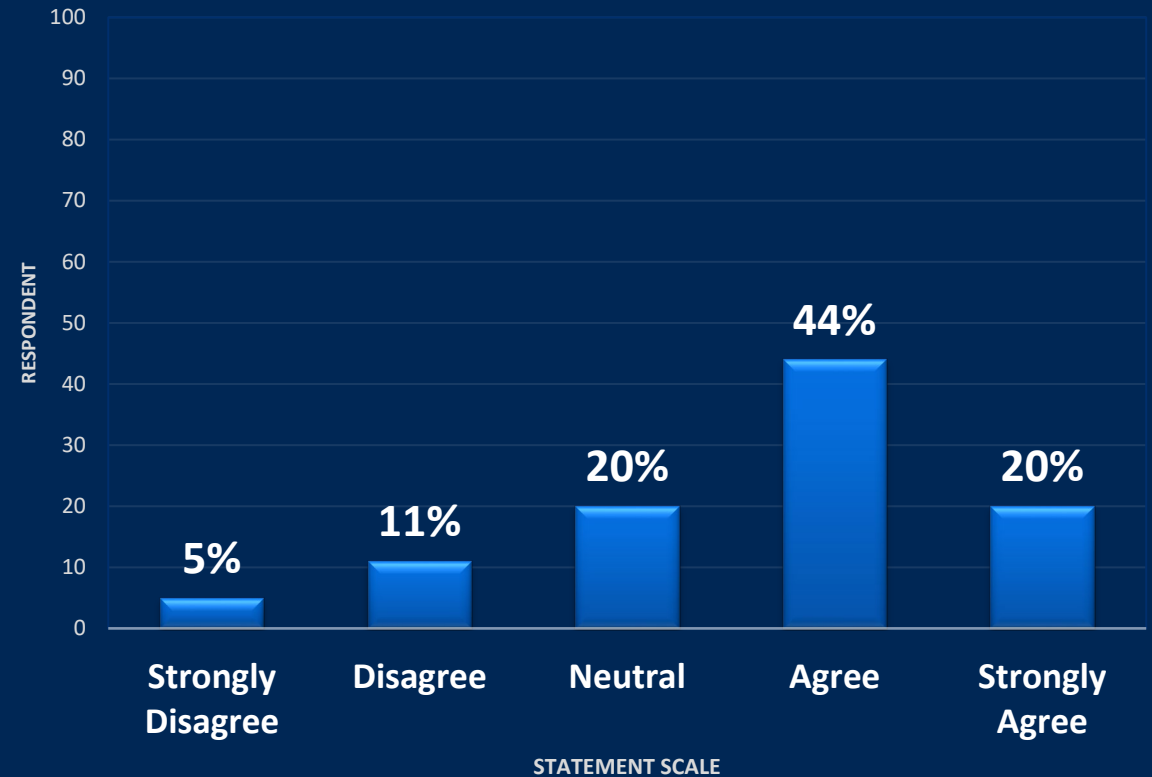
Recording: We are recording today's session, and the recording will be made available on the website in the coming weeks.

Assessment Survey Results – 102 Respondents

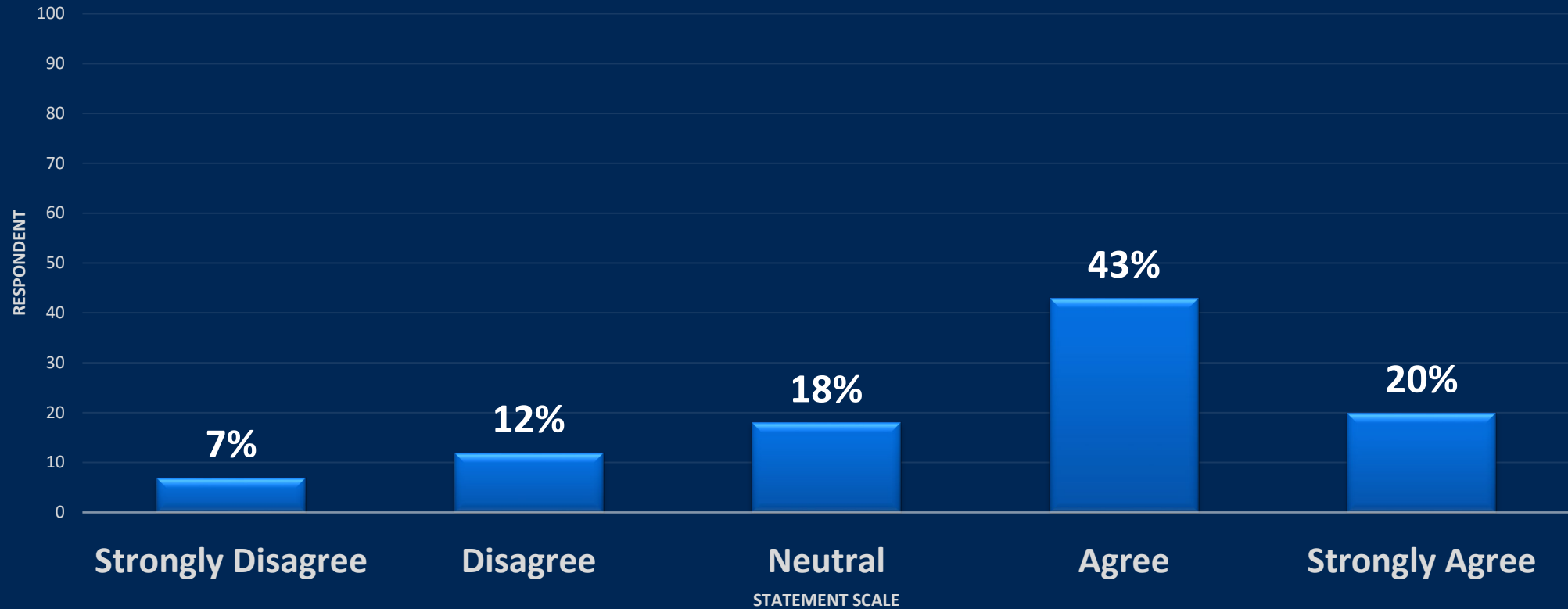
The BIT on our campus effectively collaborates with other campus resources, such as counseling services, student affairs, campus security/law enforcement.



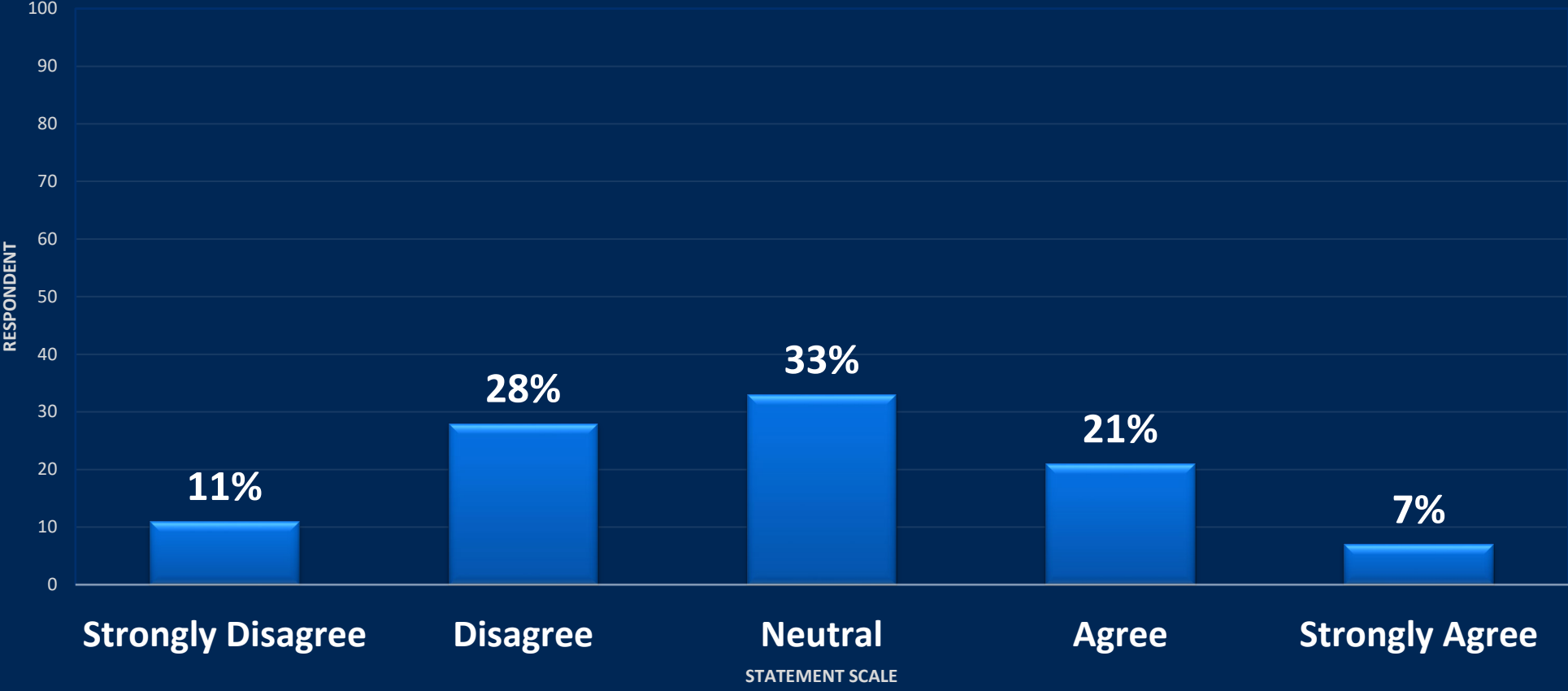
The BIT effectively manages and follows up on cases to ensure appropriate interventions and support are provided.



Our BIT has a clear understanding of FERPA and HIPAA and how to handle Personally Identifiable Information in compliance with regulations.



Our BIT has established clear metrics to measure its impact on campus safety and student well-being.



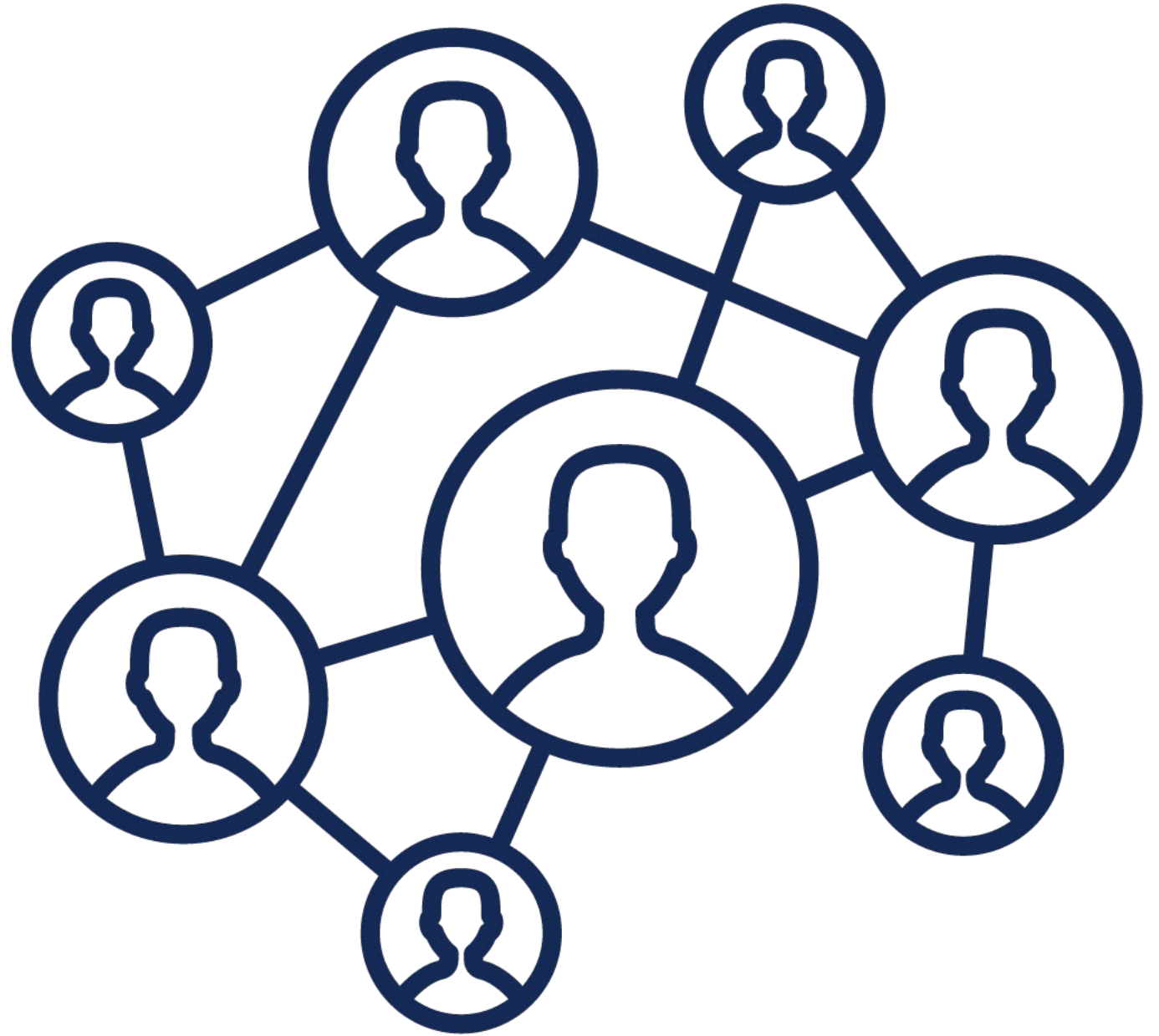


Dr. Monique Mendoza

- Former Director of Behavioral Intervention Teams in Higher Education and a Trauma 1 Hospital
- Subject Matter Expert in Threat Management and Workplace Violence Prevention
- Licensed Psychologist in California for 12+ years
- Organizational Consultant focused on institutionalizing safe initiatives

During Session 1

- Discussed the essential elements of a Campus BIT
- Shared strategies to prepare your team to respond effectively to threat cases
- Colleges shared their own best practices!



About the BIT...

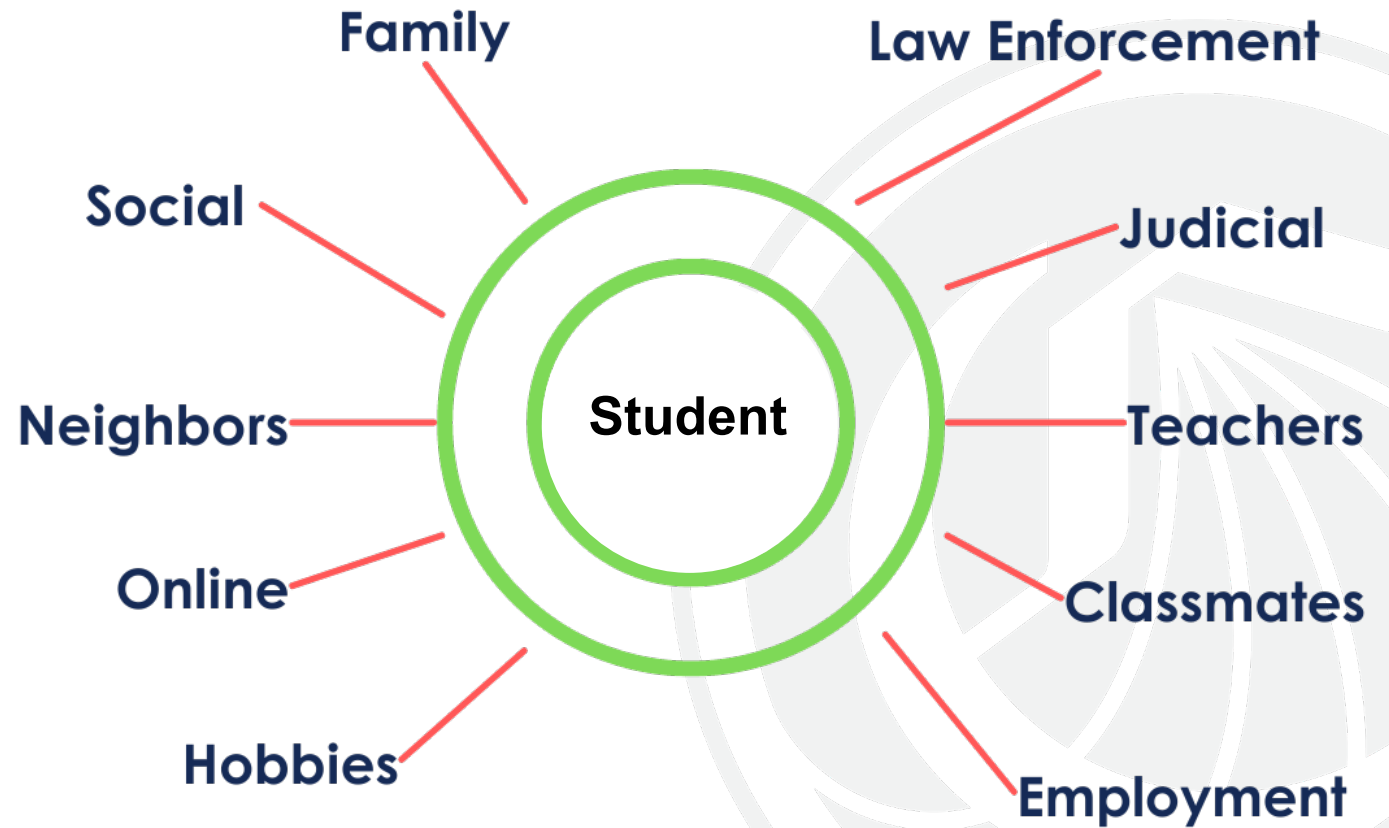
- Two months after becoming co-chair of our college's Behavior Team, I had my first big test. We got a report about a student who kept showing up drunk late into the evening, making other students worried. I had to call a meeting with eight people from different parts of campus. I barely knew most of them.
- Even though I had read about previous threat cases, I wasn't ready to lead such a big meeting. As everyone looked at me across the table, my heart-beat fast. These people worked in housing, counseling, PD, and conduct - and they were all waiting for me to start.
 - Should I do introductions first?
 - Should I talk about the student right away?
 - What if they asked me something I didn't know?

I tried hard not to show how nervous I was...

Objectives

- **Case Intake**
- **Understanding**
- ***Educational Record | Privileged Information | Confidentiality***
- **Triaging Threat Cases and strategies to manage escalating incidents**
- **Develop internal toolkits for de-escalation**

CASE INTAKE



Sample submitted report:

I'm writing to let you all know there's a person of concern who is the spouse of a current student in our department, info about the person of concern is below.

The student recently saw Mr. J walking around the shopping area in Anytown (off-campus location), but she didn't make contact and doesn't think he saw her. If Mr J did a Google search he would easily be able to find that his ex-spouse attends Anytown Community College.

The student is worried about him finding her on campus. Is there a process to prevent Mr. J from enrolling at Anytown CC?

A Completed
Report Form
is *NOT* a
Case Intake



Case Intake

Initial
Notification of
Concerning
Behavior

Individuals
Involved
in the Concern

Contextual
facts about the
reported
Concern

Stabilizers,
Buffers, and
Resources

Sample submitted report:

I'm writing to let you all know there's a person of concern who is the **spouse of a current student** in our department, info about the person of concern is below.

The student recently saw Mr. J walking around the shopping area in Anytown (**off-campus location**), but she didn't make contact and doesn't think he saw her. **If Mr J did a Google search** he would easily be able to find that his ex-spouse attends Anytown Community College.

The **student is worried** about him finding her on campus.

Is there a process to **prevent Mr. J from enrolling** at Anytown CC?

Methodical Case Intake

Reported Concern	Individual Involved	Contextual Factors	Known Stabilizers Buffers and Resources

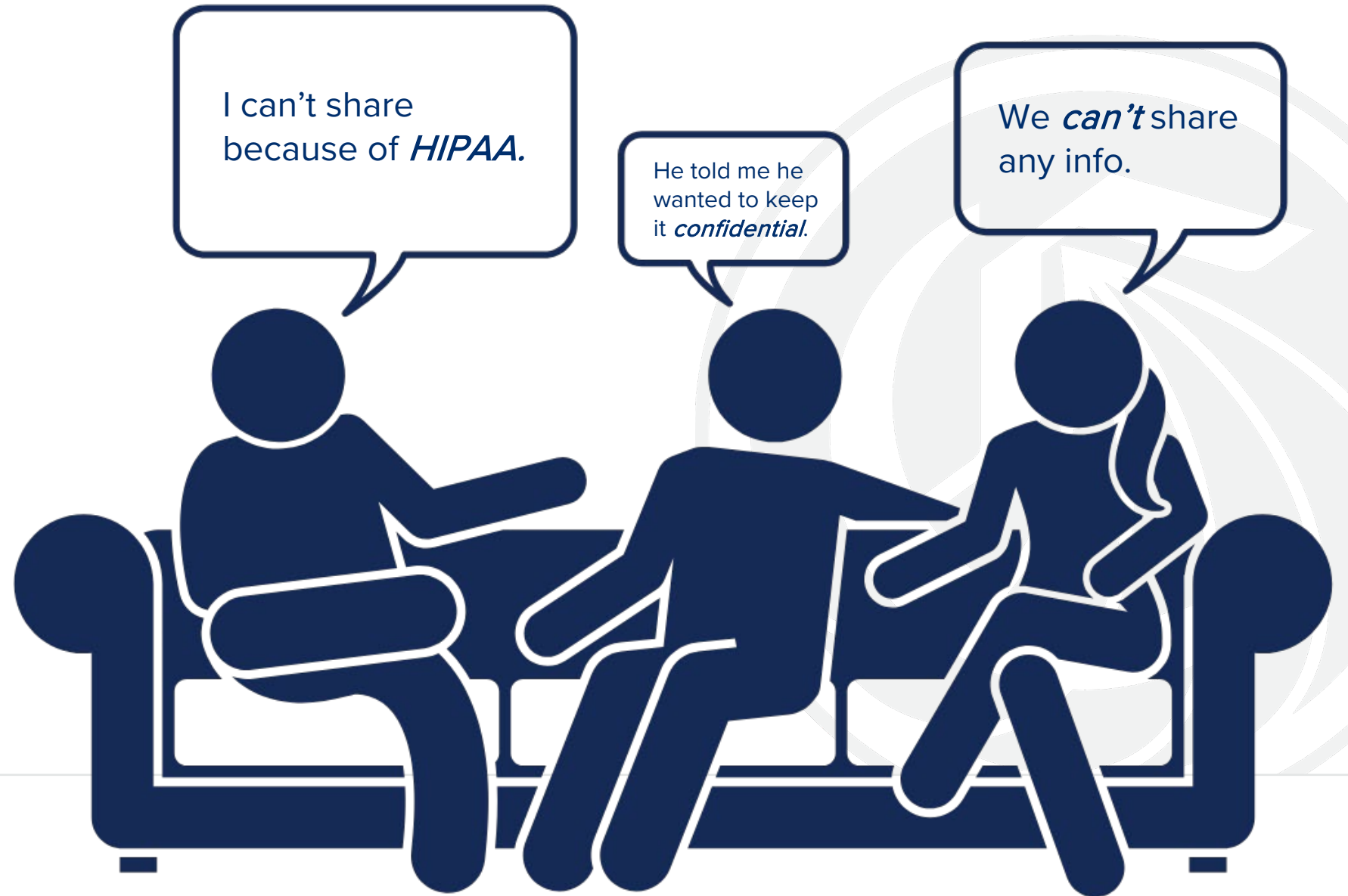


*Educational
Record*

Confidentiality

*Privileged
Information*

Sound Familiar?



FERPA and HIPAA

FERPA: purview of the educational institution

PII: Personally Identifiable Information

School Official: such as an instructor, faculty, staff, administration, chancellor, board member, trustee, counselor, attorney, human resources professional, information systems specialist, and support or clerical personnel.

HIPAA: purview of the covered entity

PHI: Protected Health Information

Allows for disclosure to prevent or lessen a serious and imminent threat to a person or the public, including disclosing information to the target of the threat, family, friends, caregivers, and law enforcement.

Navigating FERPA and HIPAA

- Guidelines pertaining to **records access**
- Include ethical and legal obligations to **protect the privacy of student information** including their health records

****Please consult with your college general counsel/attorney regarding your campus approach to student records sharing, record keeping/retention, and privacy.****



*What is
Confidential?*

What is
Privileged?

Confidentiality and Privilege

Confidentiality

A responsibility to protect someone else's choices about disclosure.

Confidentiality is an ethic and legal **requirement** for an identified **professional**.

Privilege

Privilege is a legal rule prohibiting the disclosure of private information against someone's will.

Privilege is a **legal** right between an attorney and a client.

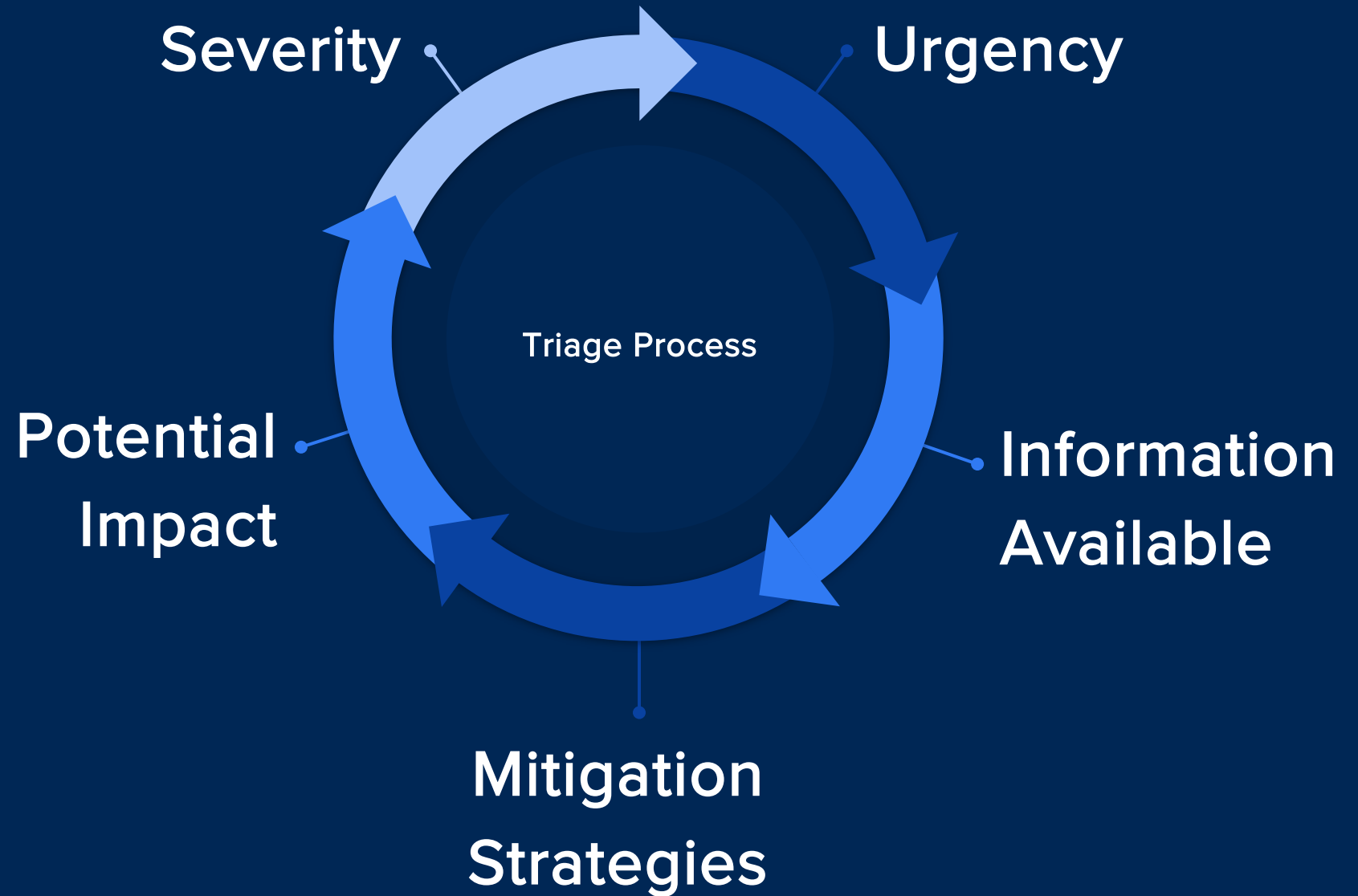


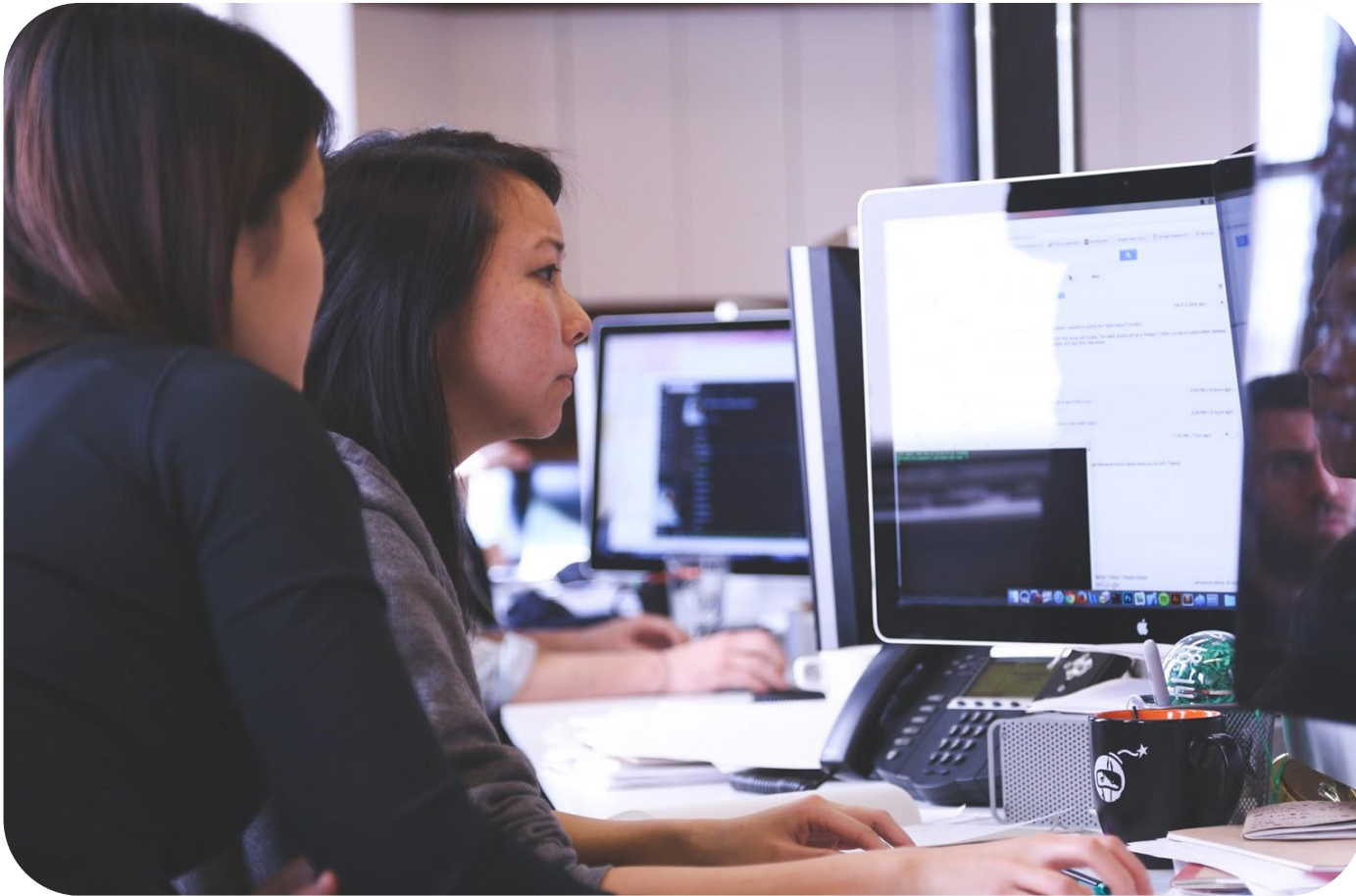
**What is the purpose of
sharing information?**

Triaging BIT Cases



Triaging a BIT Case





Triaging BIT Cases

- Ensure referral options are aware of their role in BIT cases
- Train campus partners on your process, including:
 - Intake process
 - Information needed
 - Urgency/Severity
 - Follow-up



Fred

- **Registered student, 1.5 years**
 - Reported that he has attended two other colleges in other states
- **January** - International Resource Center receives information that a non-student is reporting that Fred has stolen money from him
- **February** – Enters Basic Needs Resource office requesting information about on local housing availability
- **Winter** - Meets CARES team member – informs them he’s been diagnosed with bipolar in China, connected to Counseling Services, but has not continued treatment
- **Multiple Academic Integrity violations**
 - For one violation, writes a paper for his academic integrity seminar
 - *“Then, I think the demon lives in my mind told me to read the articles of my classmate, and I technically copy the idea of his article but not the words and sentences. In the class, I repeat the same thing. To this, I cannot think the better excuse for what I did. I was diagnosed as light schizophrenia; I want to be a good ethical person, but somehow cannot control myself and actions.”*
- **March** - Request for meeting with faculty due to lack of attendance in one Spring course
- **March** - Pending suspension for academic integrity violations

Fred: The Reported Concern

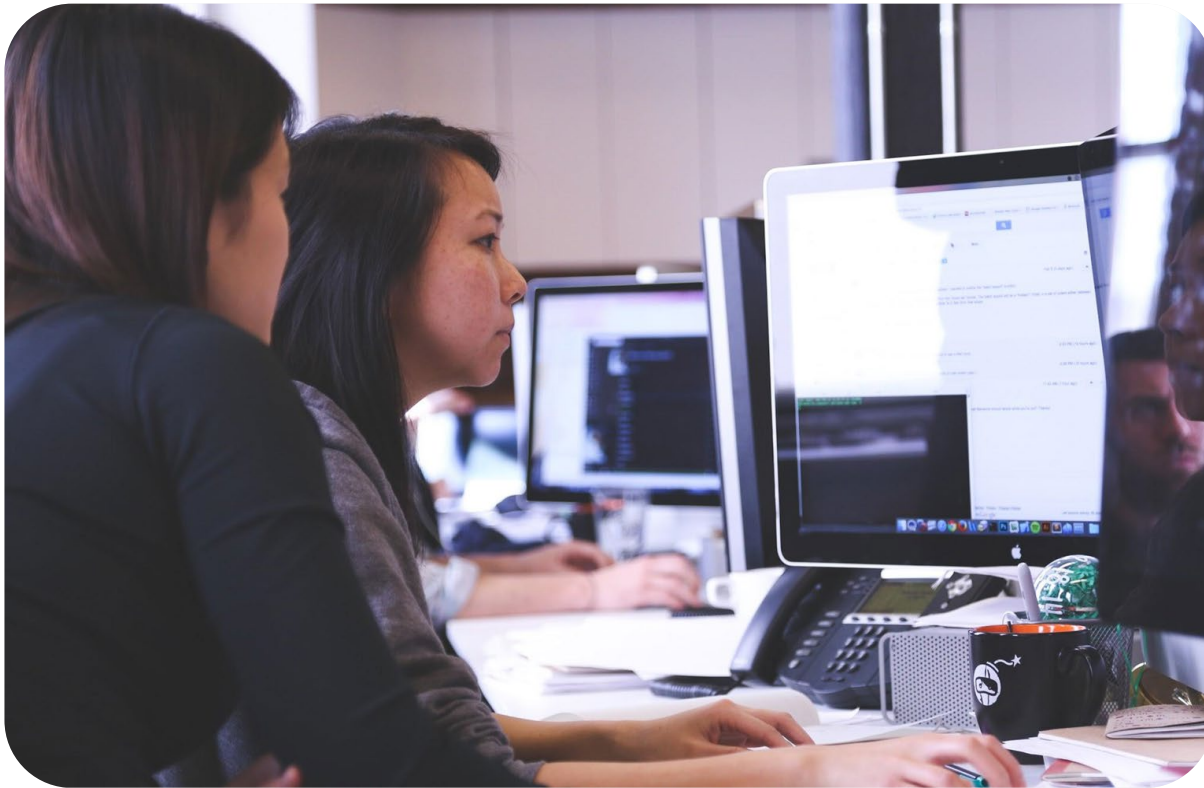
Faculty member reports to the Dean of the Division

“He came to my office hours yesterday afternoon to protest, claiming that someone had tampered with his exam. I assured him that only my TA and I had touched the exam since he submitted it. He then said that someone is "trying to push [him] to the extreme" and "trying to push [him] to the killzone.“...” I asked him if I could clarify what he meant and he tried to walk it back, but he did acknowledge saying it. It's clear that English isn't his first language, and I don't know what he meant. It's possible that I'm overreacting...”

CARES Role & BIT Role

Your BIT internal toolkit





BIT Internal Toolkit

- Assists the team to respond quickly and effectively to concerns brought to the team
- Lack of awareness of policies and procedures and complacency can cause the team to unintentionally facilitate an increased in fear and concern through their negligence, inaction or failure to follow campus processes.

Multidisciplinary teams may include

President's Cabinet	Divisional Deans	Basic Needs Resource Center	Human Resources	Academic Senate
Admissions	Distance Education	Public Safety Law Enforcement	Title IX Office	All Student Affairs Departments
Disability Services	All Athletics Coaches and Facilities Staff	Behavioral Intervention Team	Campus Community Centers	Teaching and Learning Commons
Academic Counselors	Housing, Dining and Hospitality Supervisors	Counseling and Psychological Services	Student Health Services	Labor Relations
Academic Department Chairs	Student Life	Campus Counsel	Student Conduct	Financial Aid

Your Internal Toolkit

Student Registration History	Remote learning behaviors	PD: Information about concerns off-campus	Are their Title IX reports submitted?	CARES referral
Academic accommodation and support	Athletic staff: Additional supports and info about behavior	Behavioral Intervention Team	Can Campus Community Center offer support?	Academic Progress?
Interactions with counselors	Clarification of divisional policies	Counseling Services referral	Release of Information for Health Providers	Labor Relations
Verify employment status	Basic Needs Resources requests and availability	Policy violations?	Student Conduct report submitted?	Financial aid concerns or interactions?

BIT Internal Toolkits

Best Practices

- Review most common concerns elevated to the BIT
- Document mitigation options
- Discuss how tools have been used in previous cases



Resources to enhance your BIT team

- *USSS National Threat Assessment Center*
 - Prior knowledge of potential school-based violence
- Insider Threat Toolkit



A photograph of four students walking away from the camera on a paved path. They are wearing backpacks and casual clothing. The background shows lush green trees and a building. The entire image is overlaid with a semi-transparent blue filter.

Questions or Thoughts?

Upcoming Session 3 | Bias and Risk Perception Factors in Threat Case Management

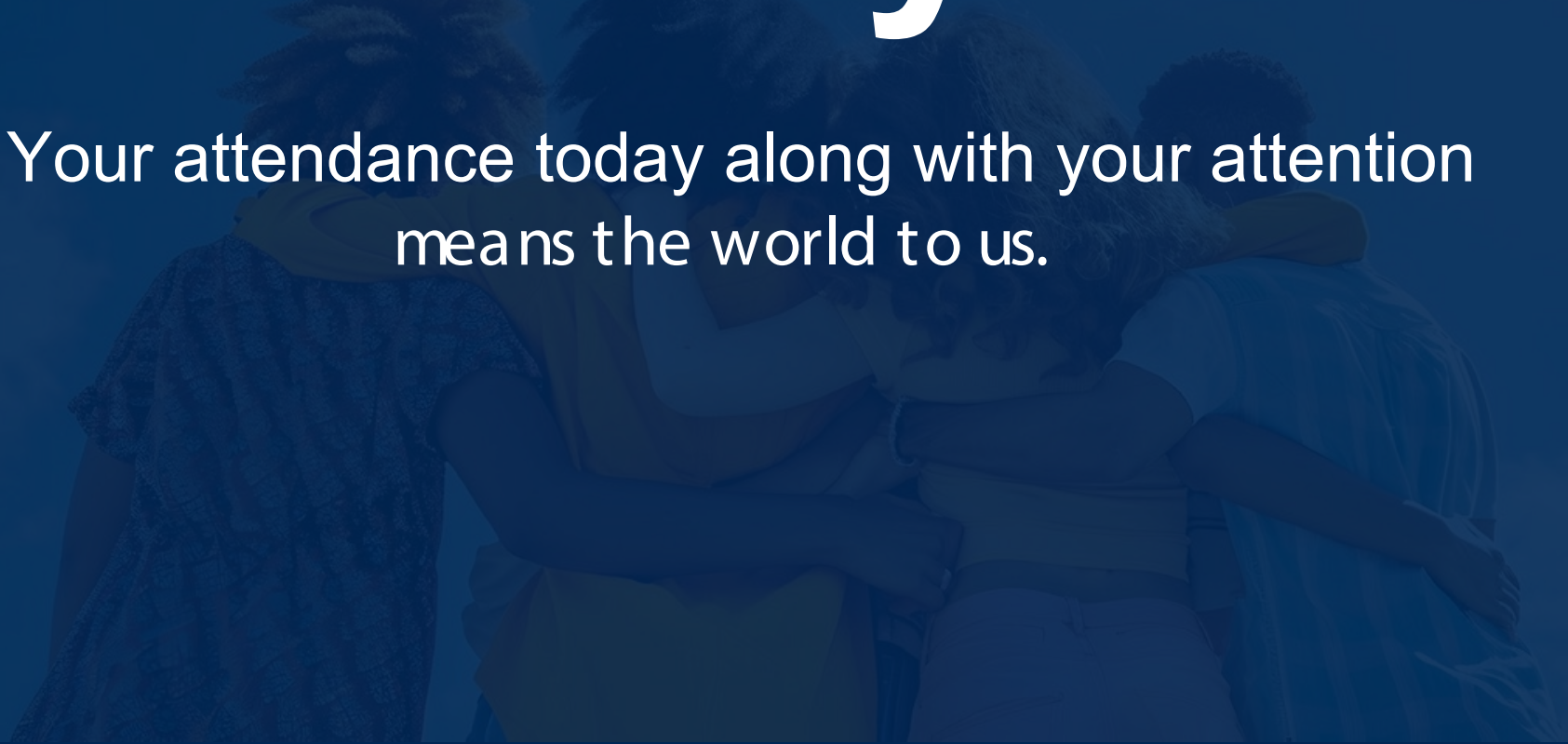
Date: October 31, 2024 – 10:00 a.m. – 11:30 a.m.

Topic:

This advanced session examines how team dynamics and bias can influence threat management. Through case studies and role-playing, attendees will discover techniques to mitigate these challenges, improving their team's effectiveness in high-stakes situations.

Thank you.

Your attendance today along with your attention
means the world to us.





California Community Colleges

Thank you!

For any questions or concerns related to the content of these webinars, please email cccsmh@cars-rp.org

www.cccco.edu