

WELCOME!



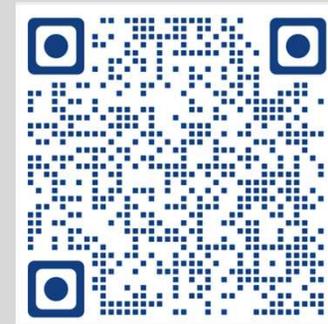
National Association
for Behavioral Intervention
and Threat Assessment

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The logo for the National Association for Behavioral Intervention and Threat Assessment (NABITA) is displayed in white, bold, sans-serif capital letters. The background of the slide is a blue-tinted photograph of a diverse group of people sitting in a classroom or lecture hall, looking towards the front. The text is overlaid on this background. There are also decorative teal and dark blue squares in the top-left and bottom-right corners of the slide.

NABITA

National Association
for Behavioral Intervention
and Threat Assessment

Structured Interview for Violence Risk Assessment

SIVRA-35 Certification Course

Agenda



1

Introduction

- Assessment Types
- VRA Process
- VRA Fundamental Components

2

Conducting an Effective Interview

- Preparing for the Interview
- Rapport Building and Active Listening
- Collecting Information
- Assessing Credibility
- Mitigating Bias

3

Using the SIVRA-35

- SIVRA-35
- Case Studies

Introduction

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.

Introduction

This presentation contains graphic language and imagery.



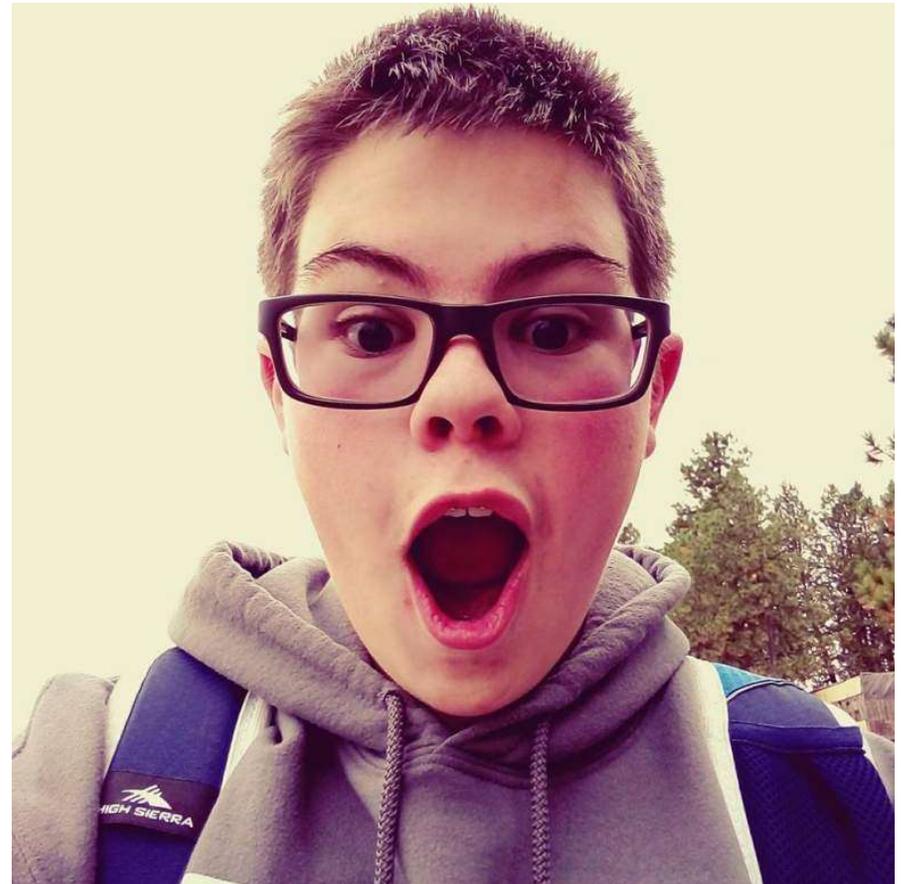
Violence Risk Assessment Overview

- Assessment Types: VRAs vs. other assessments
- Fundamental Components: Risk/Protective Factors, Objectivity and Interview Techniques
- When to Conduct a VRA and Who is Best Suited?

Case Study: Freeman High School

Caleb Sharpe, 15 years old

- On September 13th 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.”



Case Study: Freeman High School

- 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.’”



when the whole gang gets together !!













ASXC





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.
- 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.”

<http://www.spokesman.com/stories/2017/sep/16/freeman-high-school-suspended-shooter-after-note-d/>

Case Study: Freeman High School

Takeaways:

- Avoid zero-tolerance policies
- Rely on violence risk assessments
- Establish a process for getting information to and receiving report from assessor
- Avoid a “one-and-done” approach – utilizing case management strategies to build connection and support

Assessment vs. Treatment

Assessment

- Short-term (1 – 2 meetings)
- May be conducted by a non-clinical or clinical provider
- Used to determine risk and protective factors
- Engagement may be voluntary or mandated
- Information/results are shared with referral source

Treatment

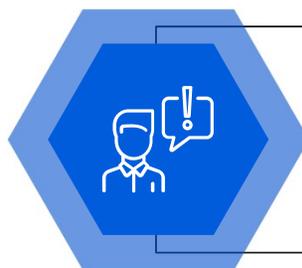
- Longer-term (about 5+ meetings)
- Must be conducted by a licensed provider
- Used to address diagnosis and matters related to a mental health condition
- Engagement is voluntary in nature (unless court ordered)
- Information/progress are privileged in nature

Reminder: BITs can mandate assessments!

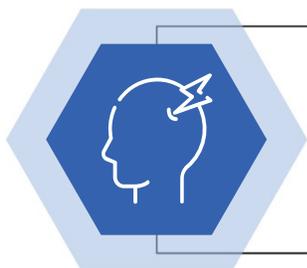
Types of Assessments



General Risk
Assessment



Threat Assessment



Psychological
Assessment



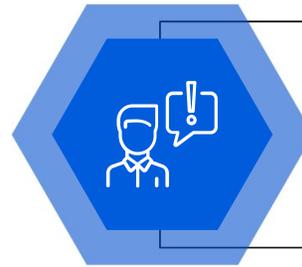
Violence Risk
Assessment

Types of Assessments



General Risk Assessment

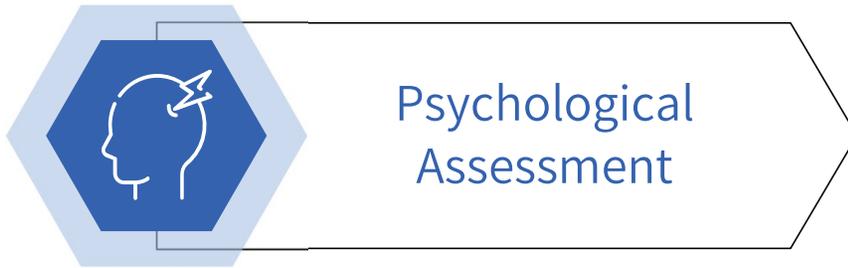
- Broadly utilized for a variety of situations and concerning behaviors
- Focuses on proactive approach, with interventions to lower risk and ease distress



Threat Assessment

- Completed in response to explicit or veiled threat
- Focuses on details of threat, actionability and crisis response
- Often limited to determining likelihood of violence as related to specific threat

Types of Assessments



- Conducted by a trained, licensed clinician
- Focuses on determining diagnosis and treatment plan such as therapeutic intervention, medication, hospitalization, etc.



- Focuses on determining potential violence or dangerousness toward a person, group or system
- Explores various risk factors and protective elements in comprehensive manner
- Not predictive, but rather an estimate of the factors that make it more or less likely the individual will engage in violence

VRA Process

Objective Risk Rubric

- **10x** NABITA Risk Rubric
 - **25x** Violence Risk Assessment of the Written Word (VRAWW)
 - **50x** Structured Interview for Violence Risk Assessment (SIVRA-35) or Non-clinical Assessment of Suicide (NAS)
-



NABITA Risk Rubric

D-SCALE

Life Stress and Emotional Health

DECOMPENSATING

- ▲ Behavior is severely disruptive, directly impacts others, and is actively dangerous. This may include life-threatening, self-injurious behaviors such as:
 - ▲ Suicidal ideations or attempts, an expressed lethal plan, and/or hospitalization
 - ▲ Extreme self-injury, life-threatening disordered eating, repeated DUIs
 - ▲ Repeated acute alcohol intoxication with medical or law enforcement involvement, chronic substance abuse
 - ▲ Profoundly disturbed, detached view of reality and at risk of grievous injury or death and/or inability to care for themselves (self-care/protection/judgment)
 - ▲ Actual affective, impulsive violence or serious threats of violence such as:
 - ▲ Repeated, severe attacks while intoxicated; brandishing a weapon
 - ▲ Making threats that are concrete, consistent, and plausible
 - ▲ Impulsive stalking behaviors that present a physical danger

DETERIORATING

- Destructive actions, screaming or aggressive/harassing communications, rapid/odd speech, extreme isolation, stark decrease in self-care
 - Responding to voices, extremely odd dress, high risk substance abuse; troubling thoughts with paranoid/delusional themes; increasingly medically dangerous bingeing/purging
 - Suicidal thoughts that are not lethal/imminent or non-life threatening self-injury
 - Threats of affective, impulsive, poorly planned, and/or economically driven violence
 - Vague but direct threats or specific but indirect threat; explosive language
 - Stalking behaviors that do not cause physical harm, but are disruptive and concerning

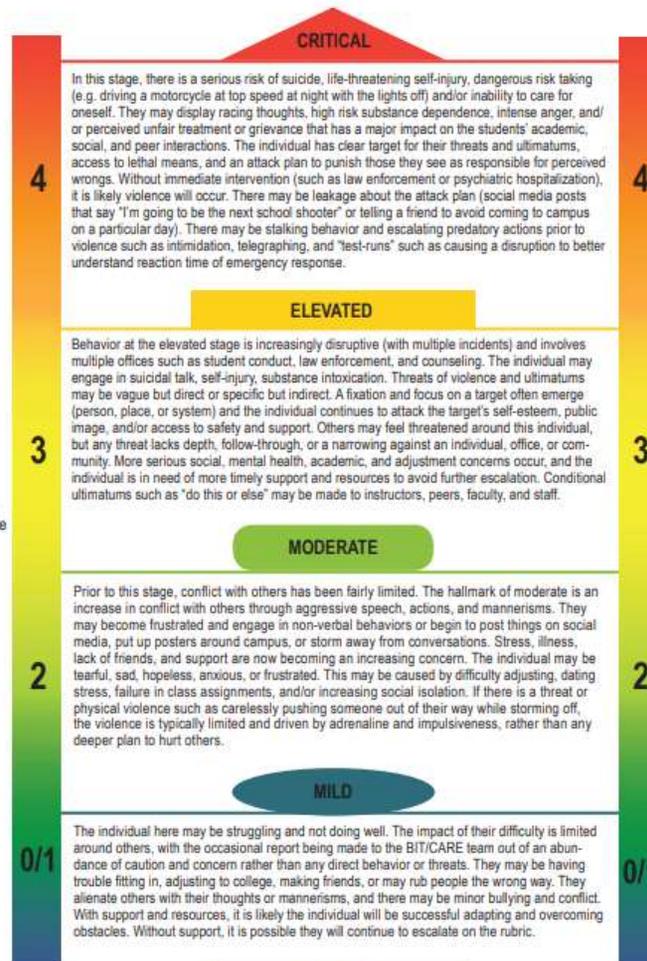
DISTRESSED

- Distressed individuals engage in behavior that concerns others, and have an impaired ability to manage their emotions and actions. Possible presence of stressors such as:
 - Managing chronic mental illness, mild substance abuse/misuse, disordered eating
 - Situational stressors that cause disruption in mood, social, or academic areas
 - Difficulty coping/adapting to stressors/trauma; behavior may subside when stressor is removed, or trauma is addressed/processed
- If a threat is present, the threat is vague, indirect, implausible, and lacks detail or focus

DEVELOPING

- ◆ Experiencing situational stressors but demonstrating appropriate coping skills
- ◆ Often first contact or referral to the BIT/CARE team, etc.
- ◆ Behavior is appropriate given the circumstances and context
- ◆ No threat made or present

OVERALL SUMMARY



E-SCALE

Hostility and Violence to Others

EMERGENCE OF VIOLENCE

- ▲ Behavior is moving towards a plan of targeted violence, sense of hopelessness, and/or desperation in the attack plan; locked into an all or nothing mentality
- ▲ Increasing use of military and tactical language; acquisition of costume for attack
- ▲ Clear fixation and focus on an individual target or group; feels justified in actions
- ▲ Attack plan is credible, repeated, and specific; may be shared, may be hidden
- ▲ Increased research on target and attack plan, employing counter-surveillance measures, access to lethal means; there is a sense of imminence to the plan
- ▲ Leakage of attack plan on social media or telling friends and others to avoid locations

ELABORATION OF THREAT

- Fixation and focus on a singular individual, group, or department; depersonalization of target, intimidating target to lessen their ability to advocate for safety
- Seeking others to support and empower future threatening action; may find extremists looking to exploit vulnerability; encouraging violence
- Threats and ultimatums may be vague or direct and are motivated by a hardened viewpoint; potential leakage around what should happen to fix grievances and injustices
- There is rarely physical violence here, but rather an escalation in the dangerousness and lethality in the threats; they are more specific, targeted, and repeated

ESCALATING BEHAVIORS

- Driven by hardened thoughts or a grievance concerning past wrongs or perceived past wrongs; increasingly adopts a singular, limited perspective
- When frustrated, storms off, disengaged, may create signs or troll on social media
- Argues with others with intent to embarrass, shame, or shut down
- Physical violence, if present, is impulsive, non-lethal, and brief; may seem similar to affective violence, but driven here by a hardened perspective rather than mental health and/or environmental stress

EMPOWERING THOUGHTS

- ◆ Passionate and hardened thoughts; typically related to religion, politics, academic status, money/power, social justice, or relationships
- ◆ Rejection of alternative perspectives, critical thinking, empathy, or perspective-taking
- ◆ Narrowing on consumption of news, social media, or friendships; seeking only those who share the same perspective
- ◆ No threats of violence

↑ TRAJECTORY?

↑ TRAJECTORY?

BASELINE

CRITICAL

4

In this stage, there is a serious risk of suicide, life-threatening self-injury, dangerous risk taking (e.g. driving a motorcycle at top speed at night with the lights off) and/or inability to care for oneself. They may display racing thoughts, high risk substance dependence, intense anger, and/or perceived unfair treatment or grievance that has a major impact on the students' academic, social, and peer interactions. The individual has clear target for their threats and ultimatums, access to lethal means, and an attack plan to punish those they see as responsible for perceived wrongs. Without immediate intervention (such as law enforcement or psychiatric hospitalization), it is likely violence will occur. There may be leakage about the attack plan (social media posts that say "I'm going to be the next school shooter" or telling a friend to avoid coming to campus on a particular day). There may be stalking behavior and escalating predatory actions prior to violence such as intimidation, telegraphing, and "test-runs" such as causing a disruption to better understand reaction time of emergency response.

4

ELEVATED

3

Behavior at the elevated stage is increasingly disruptive (with multiple incidents) and involves multiple offices such as student conduct, law enforcement, and counseling. The individual may engage in suicidal talk, self-injury, substance intoxication. Threats of violence and ultimatums may be vague but direct or specific but indirect. A fixation and focus on a target often emerge (person, place, or system) and the individual continues to attack the target's self-esteem, public image, and/or access to safety and support. Others may feel threatened around this individual, but any threat lacks depth, follow-through, or a narrowing against an individual, office, or community. More serious social, mental health, academic, and adjustment concerns occur, and the individual is in need of more timely support and resources to avoid further escalation. Conditional ultimatums such as "do this or else" may be made to instructors, peers, faculty, and staff.

3

Conducting a Violence Risk Assessment



WHEN

- When the individual has crossed the elevated threshold on the rubric.
- When you need more information related to the individual's likelihood of engaging in violence.
- After a clear understanding of the nature of the assessment has been established and any dual roles clarified.



WHO

- Anyone on the BIT with adequate training and knowledge.
- Someone with the ability to gather information and build rapport.
- Case managers, clinicians, conduct, etc., tend to be good at it.

Who Should Conduct a VRA

- No specific educational degree required
- Required training and expertise in using an objective risk assessment tool
- Competency in:
 - Conducting a VRA
 - Gathering information
 - Building rapport
 - Cultural issues

Mandating an Assessment



BIT/CARE

Team assessment reaches threshold for mandated assessment.



Engagement

If student does not engage, referral to conduct for failure to comply.



Conduct

Student is sanctioned to engage in assessment.



Conduct

Student required to participate in assessment after conduct violation.

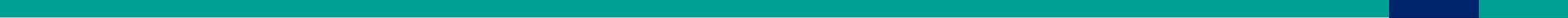
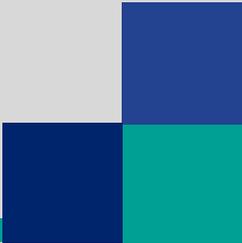
Encouraging Compliance and Participation

- Adopt a position of care, safety, and collaboration
- Be transparent – explain the process and how the results will be used
- Deliver the mandated assessment letter in person
- Offer a warm introduction to the assessor

VRA Results: How are they used?

- VRA scores (Low, Medium, and High) guide the interventions from the BIT
- VRA scores DO NOT indicate whether a student should be suspended, remain on campus, or remain enrolled
 - These decisions lie within the student code of conduct or Title IX process
 - Although VRA scores can inform these procedures, the student's behavior must warrant a separation or restriction under either the code of conduct or Title IX
 - Interim or permanent suspension or expulsion
 - Emergency removal under Title IX

Components of a Good Violence Risk Assessment





Maintain an open mindset to encourage inquisitive, creative, and “outside the box” thinking







**What can you do
with a paperclip?**

What can you do with a paperclip?

- Setting the clock in the car.
- Cleaning the Kuerig.
- Holding papers together.
- Making bra into halter type.
- Cleaning headphone jack.
- Picking a lock.
- Testing cake for doneness.
- Unlocking those doors with the little holes.
- Pushing reset buttons.
- Cleaning frosting tips and other small holes.
- Holding papers together
- Straighten it as a weapon
- Use it to be picked up by magnets
- To weigh down something
- To measure other things to be weighed (how many paper clips)
- To conduct electricity
- To be heated and sterilize wound
- To be sharpened and used as a dart
- With an entire pile you could throw them up in the air to make noise
- With one broken down into pieces you could make glitter
- Metal shavings to put into a gas tank
- Sharp metal pieces for a bomb

What can you do with a paperclip?

- To wrap around a pencil as a decoration
- To be magnetized on water to make a compass
- To deflate someone's tire
- To be the fulcrum in a slingshot
- To be froze in an ice cube to look at
- To be shaped into a dinosaur for art
- To be turned into letters to signal someone
- To be tied to together to make a really strong rope
- Made into a ball as a projectile to be shot
- As a bridge for a gerbil to walk across
- To act as a training tool for a group of threat assessment professionals
- To be turned into a question mark
- To be melted down entirely and made into a ring or jewelry
- To poke someone with

Developing a Violence Risk Estimate



Conduct an effective 1:1 interview to gather robust information

Use an objective tool to weigh the factors that increase AND reduce risk

Holistically gather background information, exploring all aspects of the person

Consider the context in which the dangerous or threatening behavior occurred

Conducting an Effective Interview

- Preparing for the Interview
- Rapport Building and Active Listening
- Collecting Information
- Assessing Credibility

Preparing for the Interview

01

Environment Considerations

How can we create an environment that promotes an effective interview?

02

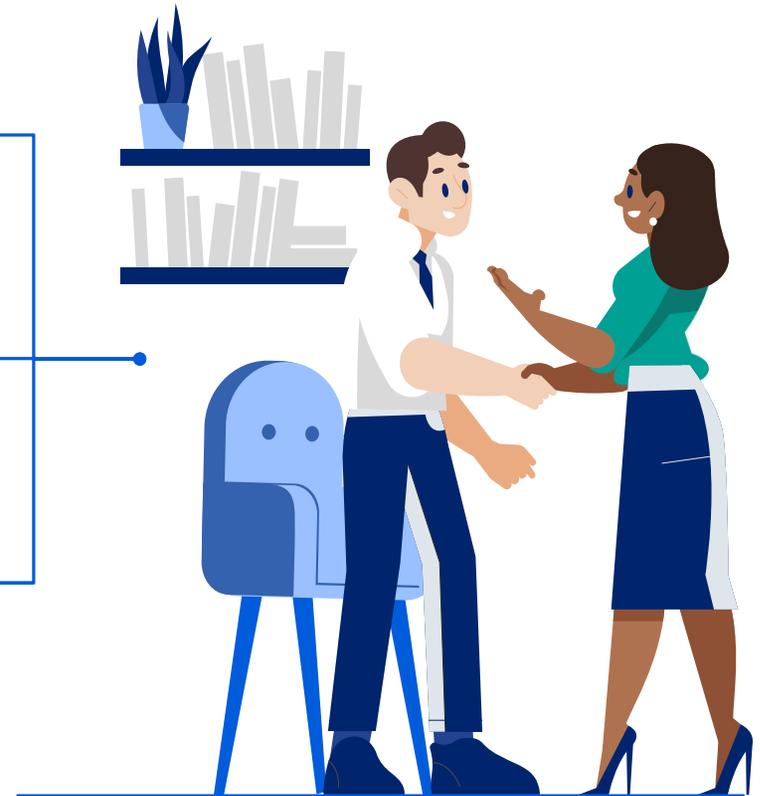
Interviewer Considerations

What can the interviewer(s) in the room do to facilitate an effective interview?

03

Content Considerations

How can the interviewer prepare the content in order to conduct an effective interview?



Environment Considerations



01

Timing

Identify the best time of day for the interview, considering how long it will take, your schedule, and the student's schedule. Allow for time after the interview to process/score with the team.

02

Room Location

Where on campus is the best location for the interview? Consider the implied message of the location, safety, accessibility, etc.

03

Room Setup

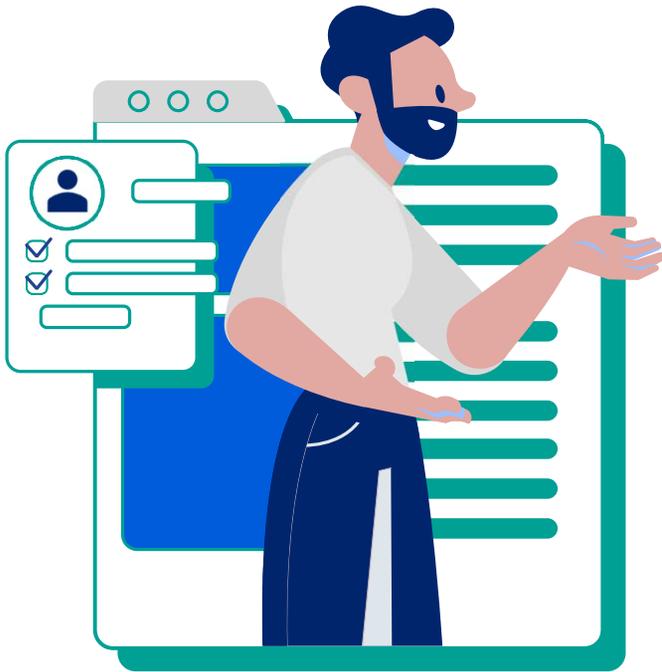
How can you arrange your room in way that takes into account comfortability, safety, and functionality?

04

Advisor or Support Person

Consider how you would respond if a student requests an advisor, support person, lawyer, etc. to be in the room with them.

Interviewer Considerations



Presentation

Consider attire - professional attire, more casual, uniform, badge, etc.



One vs. Two

How many interviewers? If one, how will you ensure content is documented well? If two, what is the role of each and how can you create a comfortable environment?



Documentation

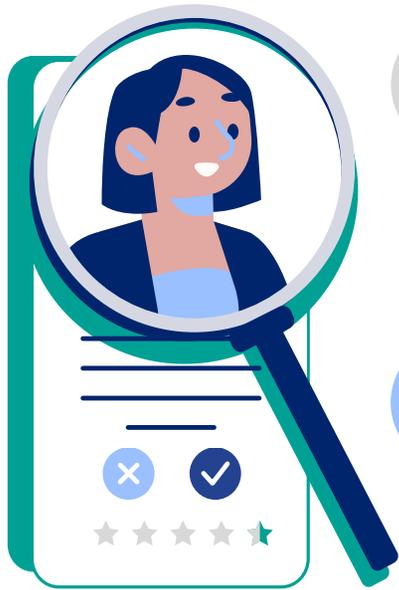
Will you record or take notes? How will records be stored and shared?



Introduction

Consider how you will introduce yourself and explain your role at the institution and in the interview.

Content Considerations



Review Materials

Review the incident report and other collateral information.

SIVRA-35

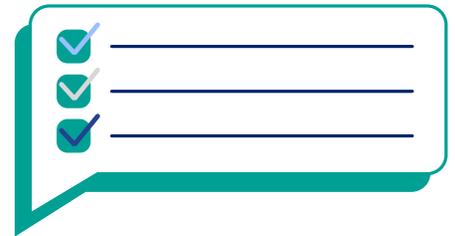
Prepare questions to address the 35 risk factors but be flexible to respond to the conversation.

Disclosure

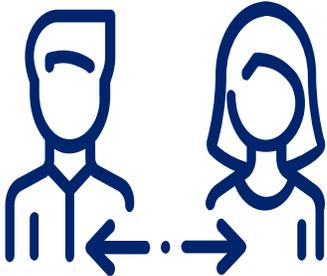
Decide how much you will share about what you already know.

Questions

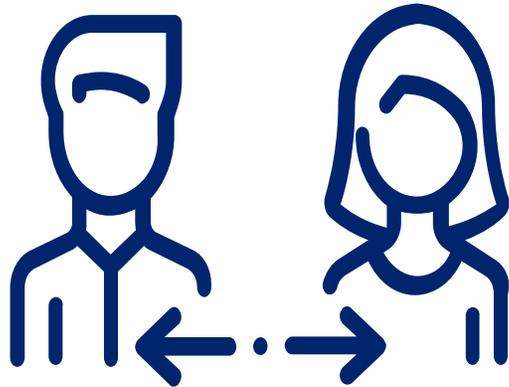
Consider how you will respond to questions like, “Who reported me?” or “Am I in trouble?”



Rapport Building & Active Listening



Helping Skills: Building Rapport



- “A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.”
- Replace the word rapport with connection. How do you build a connection with someone?

Approaches to Rapport Building

Environmental

Office decorations, appearance, flags, banners, front lobby brochures, etc.

Behaviors

Kind gestures. Offer water, coffee, tissues, etc.

Mutual Ground

Look for commonalities, Find places to agree rather than argue.

Self-Disclosure

Verbal or through context clues.

Authenticity

Demonstrate empathy and genuineness.

Active Listening



An interactive process intended to assist the speaker and listener in understanding one another.

- Communicates understanding
- Promotes a positive relationship
- Encourages sharing

Helping Skills: Active Listening

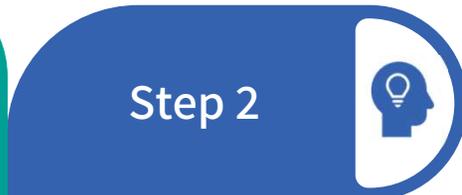
Step One

Attend the individual with “attending” behaviors



Step 2

Think about the message



Active Listening

Step 3

Demonstrate understanding using a sub-skill response



Step Four

Start the process again



Step Three

Active Listening Sub-skill Responses

Restate/Reframe: Helps validate that you are listening and positions back to them what they have just told you.

- So you've tried completing the petition for a late withdrawal, but you were told you need a letter of support from a counselor first. Tell me more...
- I hear you saying that you and your friends used to be really close but lately you haven't been spending very much time together and it seems like they are ignoring you. What has this been like....
- So you've reached out to your RA already about the room change but you're frustrated about the steps you need to take to get the process started. Help me understand your frustration...

Active Listening Sub-skill Responses

Reflecting Statements: Help focus the speaker on the feelings behind what they're saying. Uses slightly different language and encourages the student to reflect and expand.

- It sounds like you're feeling overwhelmed by everything you have going on.
- What I'm hearing is that you feel disappointed and left out because your friends seem to be ignoring you when you used to be so close.
- It seems like it is frustrating for you that the process for a room change has been unclear.

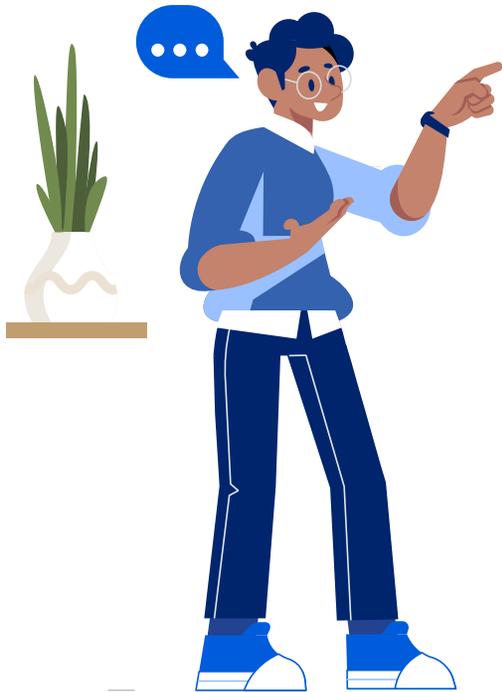


Collecting Information

Collecting Information

- **Understand an “interview” versus an “interrogation”**
 - An interview is a conversation designed to elicit information in a non-accusatory manner
 - Shifting to an interrogation approach should not be done lightly; you cannot go back – not recommended
- **What are the goals of questioning?**
 - Learn the facts
 - Establish a deeper understanding
 - Understand each party’s perception of what happened
- **NOT the goals of questioning:**
 - Curiosity
 - Chasing the rabbit into Wonderland

Questioning Tips



TO DO

Have a purpose for asking every question.



Be sure to ask a question, not make a speech.



Listen carefully and adapt follow-up questions.



Keep questions clear and concise.



Seek to clarify terms and conditions that can have multiple meanings or a spectrum of meanings such as “fight sometimes,” “drunk,” “smoke a little,” etc.



Questioning Tips

NOT TO DO

Don't be accusatory, judgmental, or argumentative.



Avoid compound, multiple choice, and leading questions.



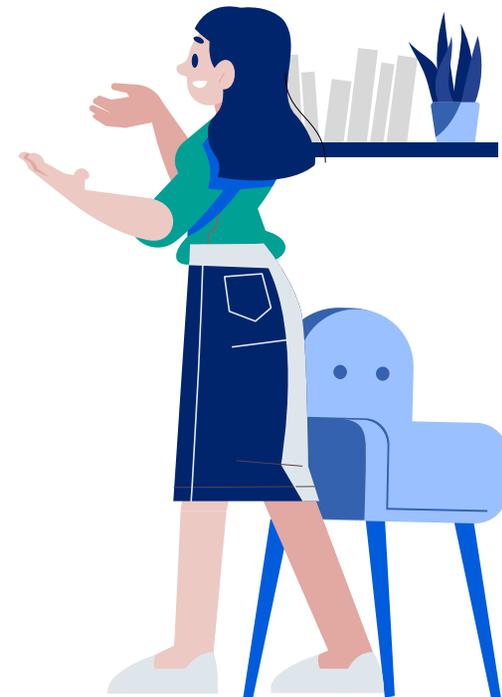
Don't make evaluative statements like, "that's too bad," "I'm glad you said that," etc.



Avoid moving toward behavior change, suggesting referrals, or correcting language.



Be cautious with questions that invite parties to second-guess their actions ("why" questions), as this may be perceived as blaming.



Question Considerations



- What are the critical issues?
- What do I need to know?
- Why do I need to know it?
- What is the best way to get the information?

Questioning Guidelines

Take the referral from start to finish through a process of broad to narrow questions and issues that need to be addressed.

Prepare an outline of your questions in advance

- Ask questions about the allegations/referral and the concerning behavior/statements
- Focus on areas of critical issues or gaps in information
- Drill down on details and specific SIVRA-35 items
- Review your questions before ending interview

Questioning Guidelines

Following vs. Leading

Avoid offering leading questions and instead follow the flow of the conversation.

Explaining vs Defending

Structure the questions to provide an opportunity for the individual to explain their perspective rather than having to defend their actions.

Clarifying vs. Confronting

Focus on clarifying discrepancies rather than confronting misleading information or lies.

Curiosity vs Suspicion

Be curious, open, and exploratory in the phrasing of questions rather than suspicious and accusatory.



Question Considerations

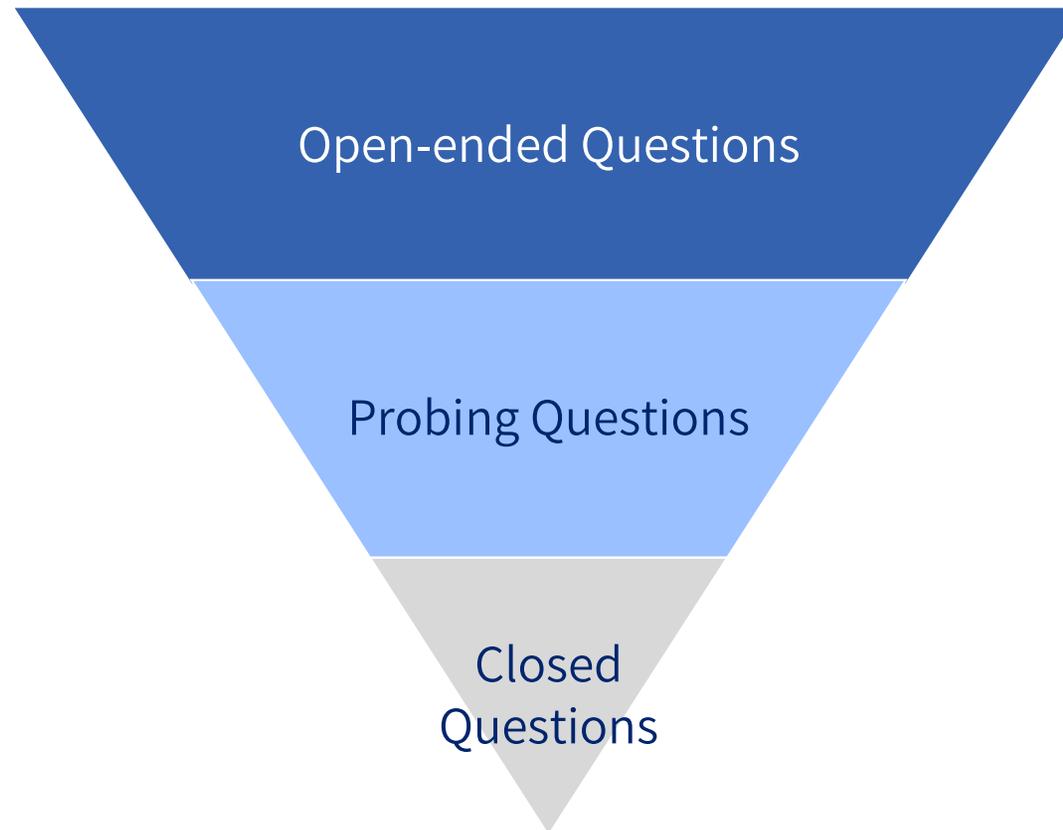
Open Questions

- Questions that require a lengthier explanation and have no right answer
- Used to explore and understand
- Promotes reflection and insight development
- Helpful for gaining insight and building rapport

Closed Questions

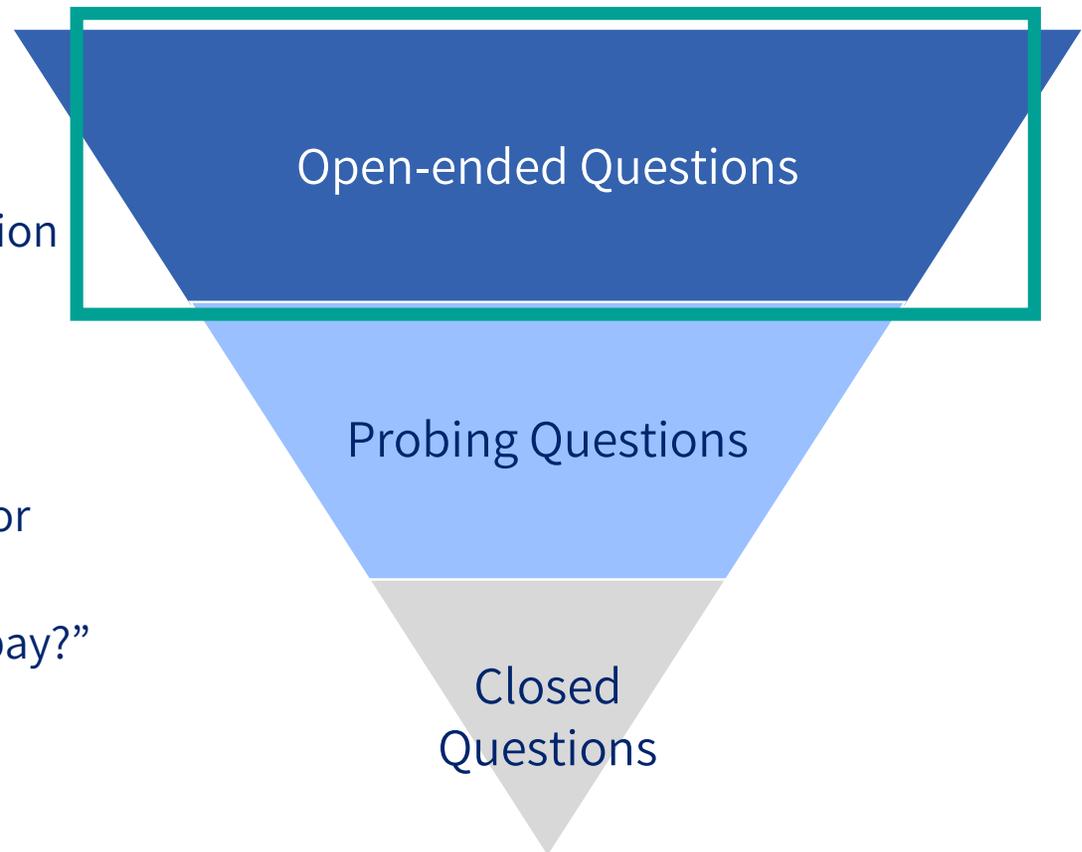
- Questions that can be answered with “yes”, “no”, or a short phrase
- Used to gather specific information
- Helpful in risk assessment
- Not helpful for rapport building or exploratory efforts

Effective Questioning techniques



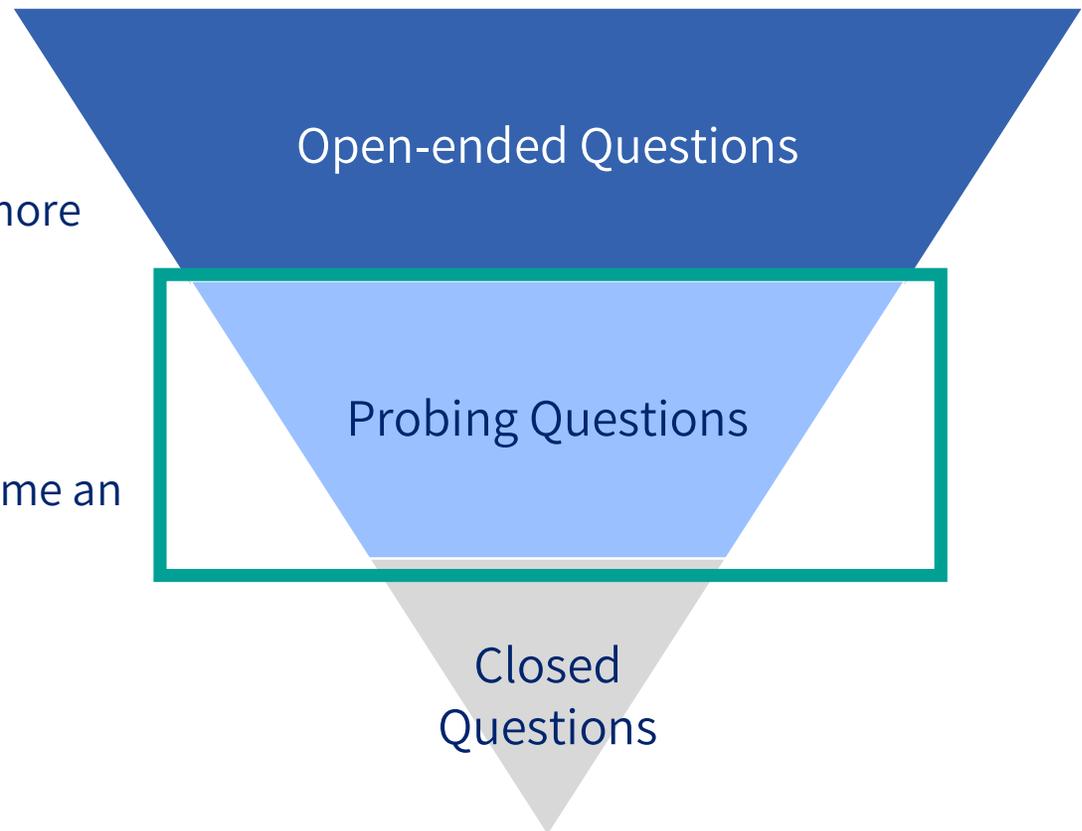
Effective Questioning techniques

- Open-ended questions:
 - Invite a narrative
 - Encourage reflection and elaboration
 - Helpful in exploring the situation
- Examples:
 - “Tell me what has been going on for you...”
 - “How would you like to see them pay?”
 - “How would you describe...”



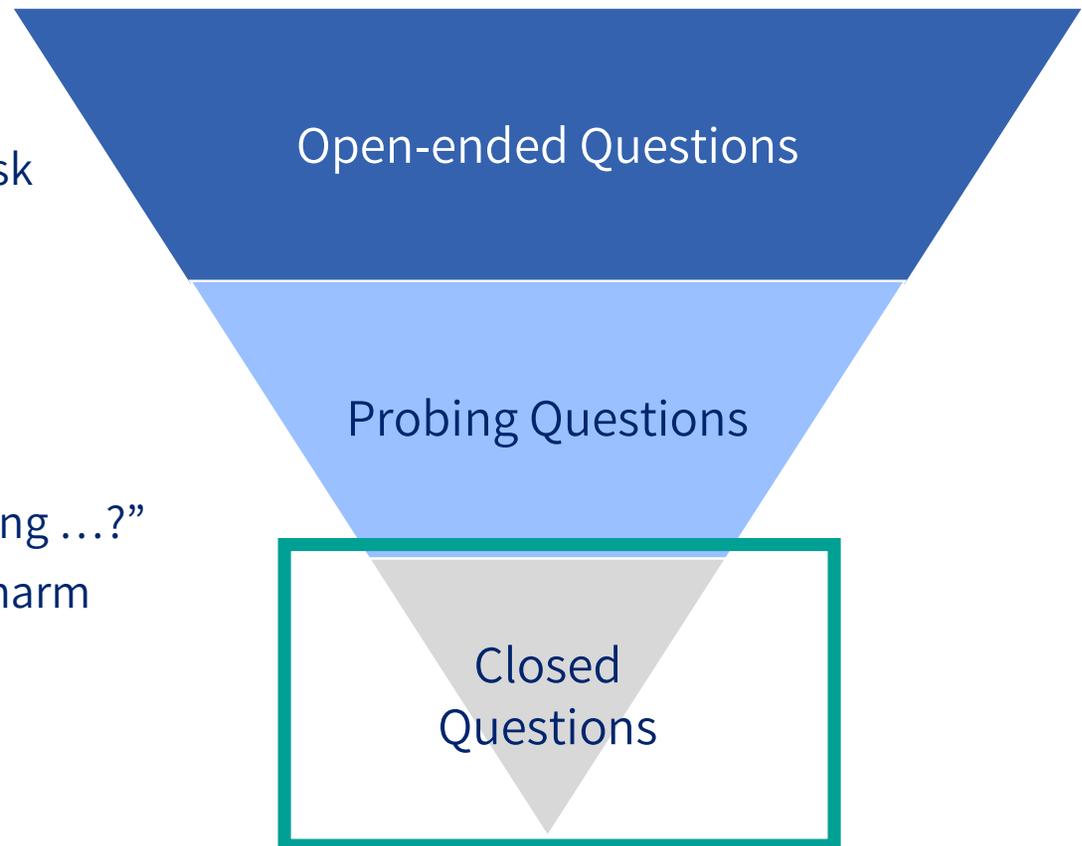
Effective Questioning techniques

- Probing Questions:
 - Flesh out extra details
 - Explore motivation, context, and more in-depth information
- Examples:
 - “Tell me more about...”
 - “You mentioned ____, can you give me an example?”
 - “How often are you...”
 - Scaling questions



Effective Questioning techniques

- Closed questions:
 - Establish and reestablish specific risk
 - Require specific, yes or no answers
 - Clarify discrepancies
- Examples:
 - “Are you thinking of killing or harming ...?”
 - “Have you thought about how you harm them?”
 - “Do you have access to...?”



Sample Questioning Sequence

Introduction



- Used to develop rapport
- Inform re: the process
- Establish baseline communication expectations
- Reinstatement of the context

Transfer Control



- Interviewee directs the conversation
- Active participation
- Volunteer information

Probe

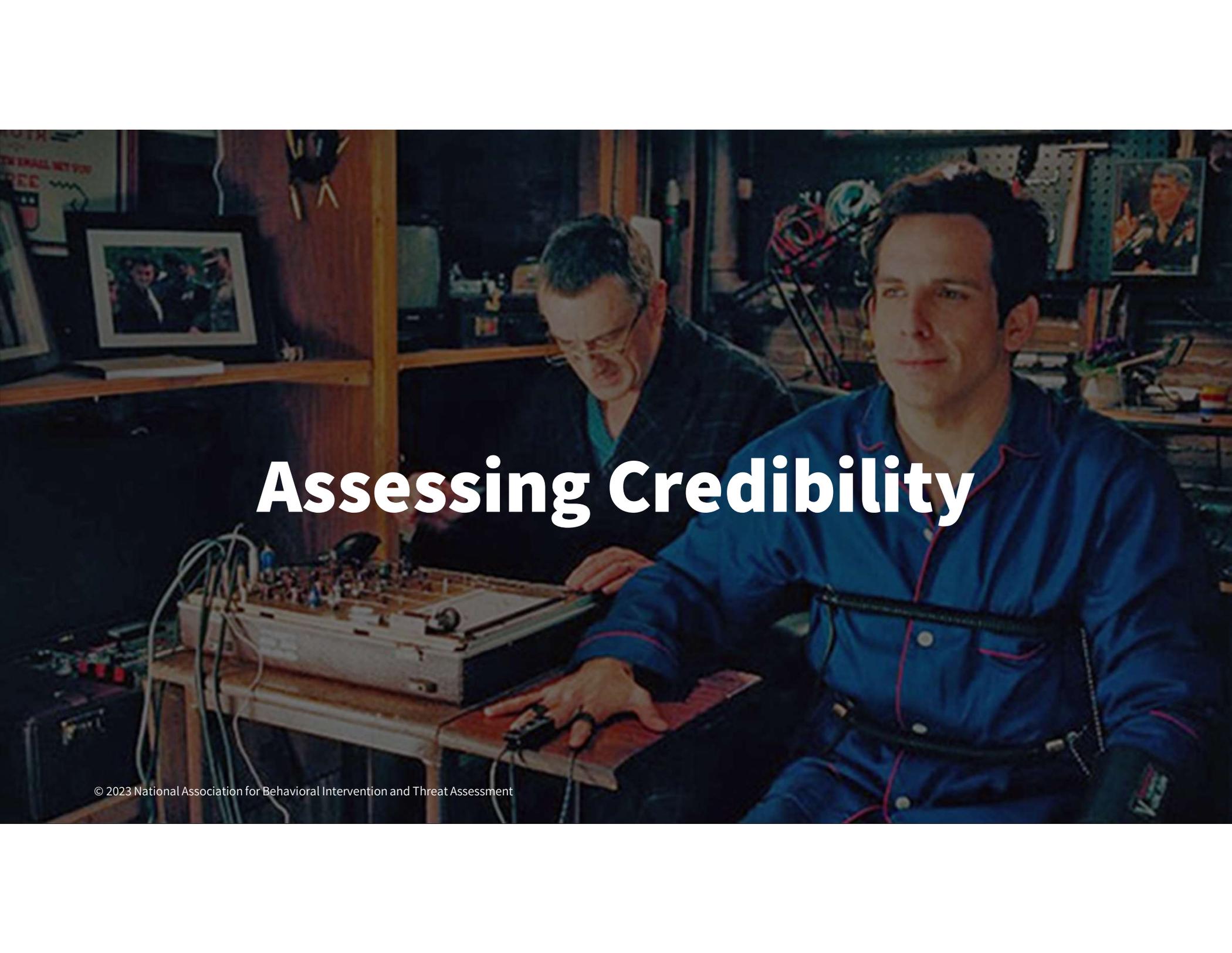


- Identify central issues
- Explore stressors
- Explore triggering events
- Explore protective factors
- Learn about access to treatment

Gather Specifics



- Confirm Information
- Focus on specific, clear answers
- Thoughts of harm to others
- Plans
- Means
- Intent
- Specified target
- Other risk factors



Assessing Credibility

Assessing Credibility

- 
- ✓ Avoiding eye contact
 - ✓ Looking up and to the left
 - ✓ Touching or covering mouth
 - ✓ Fidgeting
 - ✓ Pupil dilation

What is Credibility?

- Accuracy and reliability of information
- “Credible” is not synonymous with “truthful”
- Memory errors, evasion, misleading may impact
- Primary factor is corroboration
- Avoid too much focus on irrelevant inconsistencies
- Source + content + plausibility
- Trauma-informed approach should be consistent

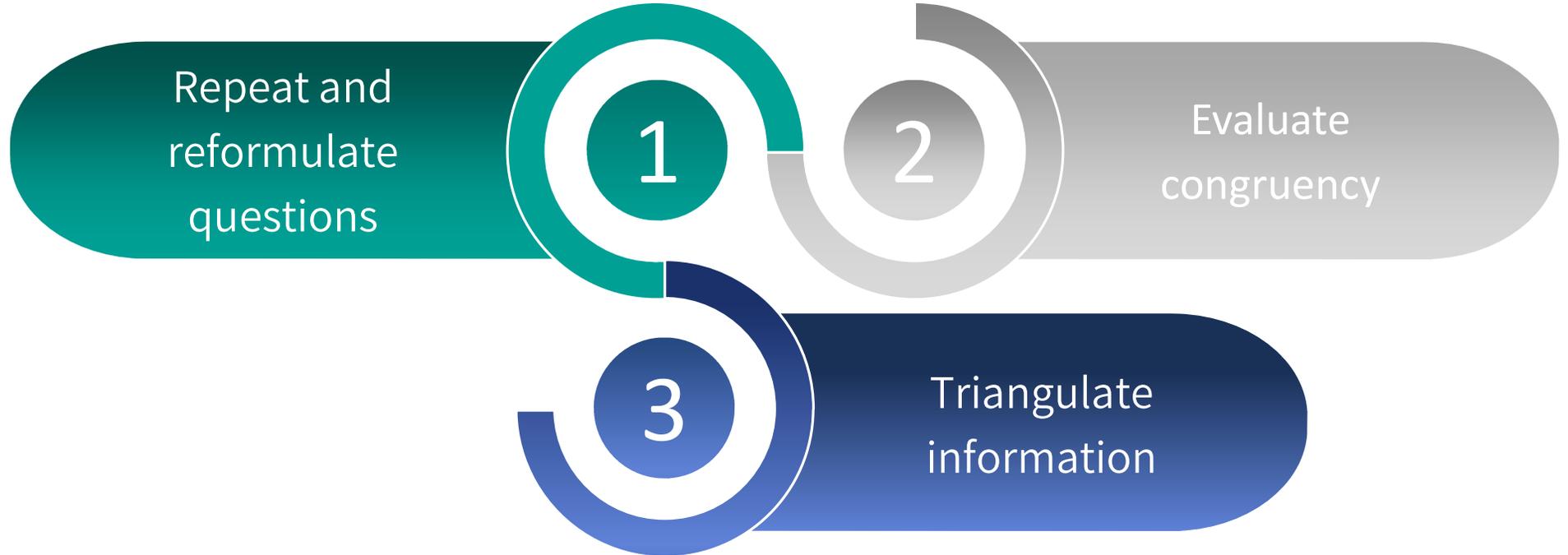
Credibility

- Inherent Plausibility
 - “Does this make sense?”
 - Be careful of bias influencing sense of “logical”
- Motive to Falsify
 - Do they have a reason to lie?
- Corroboration
 - Aligned testimony and/or physical evidence
- Past Record
 - Is there a history of similar behavior?
- Demeanor (use caution!)
 - Do they seem to be lying or telling the truth?

*Enforcement Guidance
on Vicarious Employer
Liability for Unlawful
Harassment by Supervisors*

EEOC (1999)

Assessing Credibility



Gathering Collateral Information

- Common sources of additional information
- How to gather additional information

Gather Background



Incident Report

Referral or incident report detailing current events that prompted VRA



Relevant BIT/Conduct History

Background information from BIT, case management, conduct, or other disciplinary files



Collateral Sources

Information from parents, advisors, professors, etc.

Gathering Background Considerations

- Generally, FERPA allows you to do this.
- Consider how much you will share with the collateral information source and how you will answer any questions they might have.
- Decide who would be the best person to have the conversation.
- Establish a plan – general information/perspective gathering, cross-checking information for consistency/credibility, obtaining additional/new information?

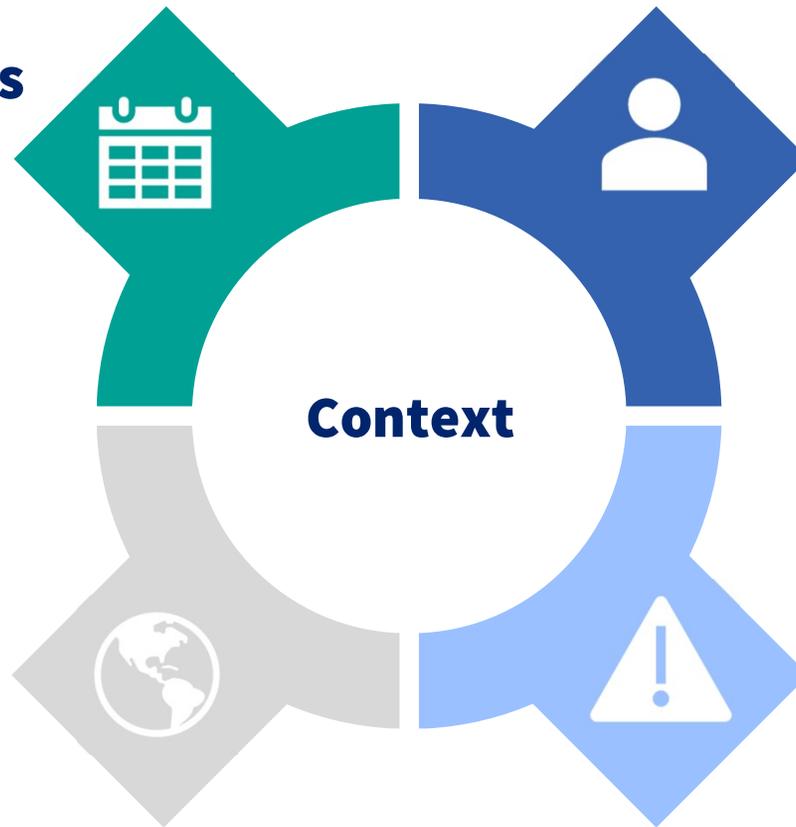
Consider the Context

- Bias Considerations

Consider the Context

Precipitating Events

What might have precipitated the behavior or threat?



Individual

What do we know about the individual and their baseline behavior?

Cultural

What cultural factors might be at play?

Environmental

What environmental factors contributed to the event?

What are Bias and Prejudice?

Bias

- A preference or tendency to like or dislike
- A cognitive process
- A thought process developed over time through repeated personal experience
- Implicit or explicit
- Formed from stereotypes, societal norms, cultural experience, expectations of the people around you

Prejudice

- A preconceived opinion that is not based on fact, reason, or actual experience
- Can be classified as cognitive prejudice, affective prejudice, and conative prejudice
- Can include injury or damage as a result of some judgment or action of another in disregard of one's legal rights

Common Forms of Bias & Prejudice within Violence Risk Assessments

Gender Bias/Prejudice

1

Showing favoritism toward one gender identity/expression over another.

Racial Bias/Prejudice

2

Showing favoritism toward one race over another or associating negative traits toward one race over another.

Halo Effect

3

The tendency for a person's positive qualities, physical appearance, and general attractiveness to influence a positive impression of their character.

Horn Effect

4

The tendency for a person's negative qualities, disheveled appearance, and poor presentation to influence a negative impression of their character.

Common Forms of Bias & Prejudice within Violence Risk Assessments

Experience Bias

5

The tendency to interpret a situation, behavior, or comments based on an individual's own experience.

Affinity Bias

6

The unconscious tendency to gravitate toward those who have similar identities to us.

Confirmation Bias

7

Interpreting ambiguous evidence to support one's own opinions or existing position.

Availability Bias

8

Relying on information that is readily and easily available to form opinions.

Impacts of Bias within VRA

- Affects assessor's perception of interviewee and witnesses
- Impacts the ability to build rapport, connect, and create safe/neutral spaces for all participants throughout the assessment
- Creates tension in the process and in some cases a hostile environments
- Creates risk of *flawed* information collecting and questioning of participants
- Written reports become subjective and include biased language
- Presents moments for assumptions not based on evidence
- Presents risk of discriminatory actions/behaviors toward parties
- Ability to assess, prevent, and remedy safety concerns diminished
- Reticence to ask needed questions, pursue information, or individuals who should be questioned

Mitigating Bias, Prejudice in VRA

- Establish a process for self-recusal
- Recommend team-based approach to interpretation of information and scoring of SIVRA-35
 - Strategy meetings
 - Debrief after interview
 - Team scoring
 - Report review
 - Insulation against internal/external pressures
- Allow parties the opportunity to challenge assessor
 - Replacement of personnel
 - Redo portions of assessment when needed
 - Anticipate questions about assessor's credentials/bias
 - When bias is disqualifying, fix it right away. Don't let it fester.

Bias/Prejudice Response Strategy



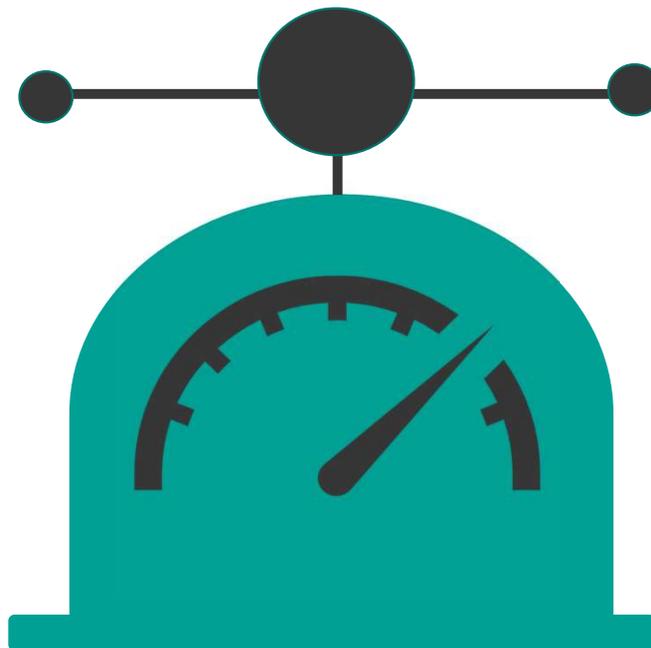
Using an Objective Tool to Weigh the Risk and Protective Factors

- SIVRA-35

Weigh Risk and Protective Factors

Protective Factors

- Elements that mitigate an individual's likelihood of engaging in violence



Risk Factors

- Elements that increase an individual's likelihood of engaging in violence



Risk Factors

SIVRA-35

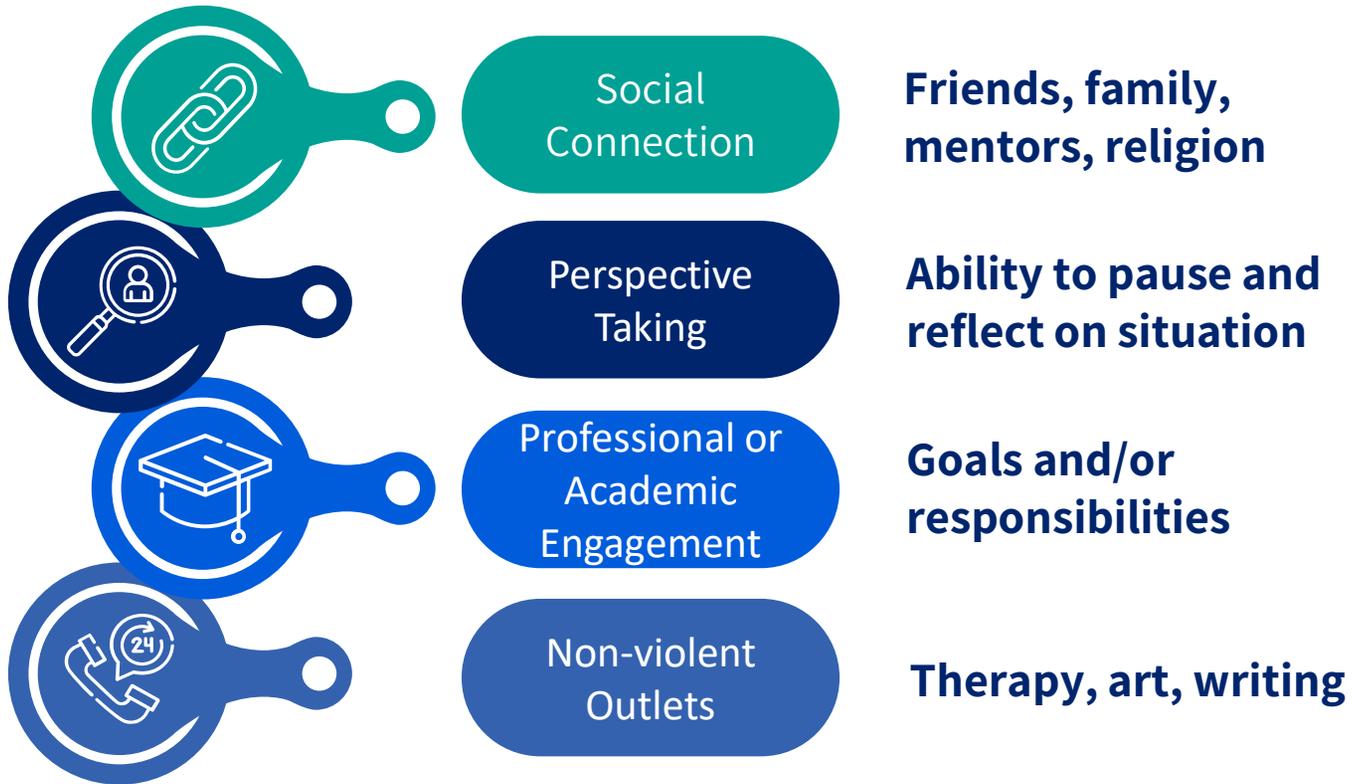
NABITA Assessment Tool

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 issue, not in 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.



Protective Factors

Protective Factors



SIVRA-35

NABITA Assessment Tool 

Structured Interview Violence Risk Assessment

SIVRA-35

NABITA Assessment Tool

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.
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34. Overwhelmed from loss (e.g., job or class).
35. Drastic behavior change.

SIVRA-35 Scoring

Rule #1: Score all items

- 0: Not present
- 1: Partially present
- 2: Present

Rule #2: Critical Items

For items 1-12

Four or more scores of *non-zero* automatically denote High Risk

Rule #3: Ranges

- 0-20: Low Risk
- 21-40: Moderate Risk
- 41-70: High Risk

1. There is a direct communicated threat to a person, place or system.

Can occur in person, over the phone, through social media or email.

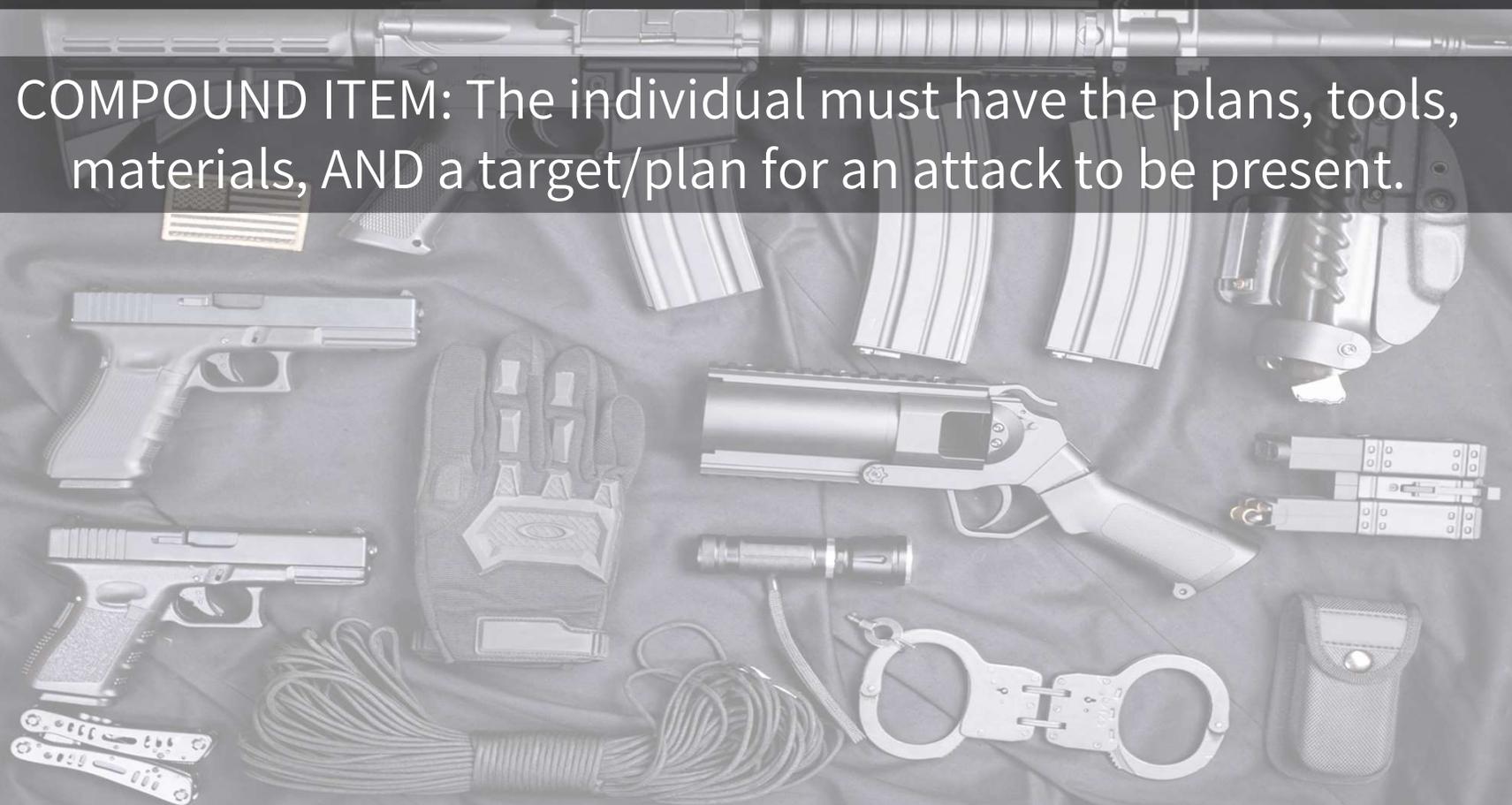
1. There is a direct communicated threat to a person, place or system.

SCORING

- **0 = There is no presence of a physical threat, or any threat is vague, implausible, and/or indicates a threat to do something reasonable and allowed.**
 - Ex: If you know what is good for you, you will change my room. If you don't, I will file a report with ADA, and you will have consequences.
- **1 = The threat is either indirect or vague. The threat does not contain specifics of what will happen and/or who it will happen to. When explored, it is unclear what the threat is referencing. If the individual endorses non-violent action (filing a complaint, getting fired, etc.), this would not score a 1, it would be a 0.**
 - Ex: John will get what is coming to him if he doesn't change my grade.
- **2 = The threat is directed at a specific person, place, or system and contains a clear threat of violence.**
 - Ex: John will get what is coming to him. I know where he lives, I know where he parks, I have a gun, and I am coming for him.

2. The individual has the plans, tools, weapons schematics and/or materials to carry out an attack on a potential target.

COMPOUND ITEM: The individual must have the plans, tools, materials, AND a target/plan for an attack to be present.



2. The individual has the plans, tools, weapons schematics and/or materials to carry out an attack on a potential target.

SCORING

- **0 = There is no presence of a physical threat AND the individual has not started gathering items needed to carry out any act of physical violence.**
 - Ex: If you know what is good for you, you will change my room. If you don't, I will file a report with ADA, and you will have consequences.
- **1 = The individual has made an indirect and/or direct threat of physical violence and is trying to acquire materials but has not been successful yet.**
 - Ex: Threat statement is "John will get what is coming to him if he doesn't change my grade," and they goes on to explain that they have been trying to find out where he lives and have started researching how to get a weapon in your state.
- **2 = The individual has made a direct threat of physical violence and they have the materials needed to carry out the threat.**
 - Ex: Individual directly threatens to carry out an act of mass violence against administrators at the school and has knowledge of their office locations as well as current, direct access to firearms.

3. The individual harbors violent fantasies to counteract isolation and emotional pain.

These fantasies could include drawings, writings, verbal communications or thoughts about harming others. The fantasy helps reduce the student's pain or frustration in the face of isolation, teasing or frustration. This is beyond a simple one-time comment.

3. The individual harbors violent fantasies to counteract isolation and emotional pain.

SCORING

- **0 = There is no indication that the individual harbors violent fantasies to counteract pain.**
- **1 = The individual endorses vague fantasies/interests that are related to harm but do not connect to specific actions, people, or places.**
 - Ex: “I wonder sometimes what it would be like if John weren’t in the world anymore.” OR “I have a dark sense of humor and like watching videos of people getting hurt.”
- **2 = The individual uses violent fantasies about specific actions toward specific people to counteract emotional difficulties, injustices, or pain.**
 - Ex: “I imagine sometimes when I’m at the shooting range that the targets are the people that have pissed me off.”



- **Eric Harris (18) and Dylan Klebold (17), Columbine High School, 4/20/1999**
 - Harris and Klebold shot and killed 12 students and a teacher and injured 21 other students and a teacher at Columbine High School. Both had several pipe bombs, napalm, knives and other homemade explosives. Two bombs were set in the school cafeteria
 - They recorded hours of video calling others to follow in their footsteps. They practiced for the event in the woods. As they shot targets they said “Imagine if that was a f***ing head”

4. The individual has an action plan and/or timeframe to complete an attack.



4. The individual has an action plan and/or timeframe to complete an attack.

SCORING

- **0 = The individual has not indicated plans for an attack.**
- **1 = The individual has not made a direct threat, but they do indicate a timeframe for a vague or indirect physical action. OR the individual has made a direct threat but the movement toward action, having a timeframe, etc. is not fully developed or articulated.**
 - Ex: “After graduation, everyone is going to pay.” OR “By next Friday, there will be consequences.” OR “The administrators will get what is coming to them someday.” (and what is coming to them has references to violence in the interview or threat)
- **2 = The individual has made a direct threat that indicates an action plan and timeframe.**
 - Ex: “Graduation is a day for vengeance and bloodshed. The administrators will feel the pain of my revenge.”

December 18th 2016

I will be shooting

12 students 4 teachers

then myself. You will

FUCKING

DIE

Remember, forgiveness
is as much as for yourself
as for the person you
are forgiving

Axe... shut the fuck up!
John

Johntron Sucks... Vaperatio

12/18/16



5. The individual is fixated and/or focused on the target in actions and threatening statements.

COMPOUND ITEM: The individual's fixation and focus must be on a target for violence.

5. The individual is fixated and/or focused on the target in actions and threatening statements.

SCORING

- **0 = The individual has not made any threat OR there is no fixation and focus that goes beyond the one-time comment.**
- **1 = The individual has made a vague threat toward a specific target and endorses specific focus on that target**
 - Ex: A vague threat has been made that John “needs to pay,” AND it is unclear what “pay” means but John is repeatedly identified as responsible for injustices/grievances.
- **2 = The individual has expressed a threat of physical harm AND has specific fixation/focus on and individual who has wronged them, is responsible for the wrongdoing, is perceived as bad/evil/the problem, etc.**
 - Ex: “Graduation is a day for vengeance and bloodshed. The administrators will feel the pain of my revenge.” and repeated return to the specific administrators responsible for the wrongdoing.

6. The individual carries deep grudges and resentments. They collect injustices based on perceptions of being hurt or frustrated.

The deep grudges and resentments go beyond a one-time incident or beyond how most people would handle an undesirable event and reflect a long-standing collection of past wrongs or negative experiences.

6. The individual carries deep grudges and resentments. They collect injustices based on perceptions of being hurt or frustrated.

SCORING

- **0 = The individual does not carry grudges and resentments.**
- **1 = There is some indication of grudges and resentments that are likely time-limited or focused on one situation. The individual does not harbor long-standing grudges that spread over multiple situations in their life.**
 - Ex: The individual mentions multiple times throughout the interview that the conduct office is biased, the conduct process is unfair, the conduct officers are not good at their job and discriminate against students.
- **2 = The individual cites multiple grudges, resentments, and/or injustices that spread across time, people, and/or situations.**
 - Ex: The individual repeatedly mentions that the conduct process is unfair at the university, just like it was in high school, the psychology department is also working to hold students back from graduation, as a kid they could tell their parents had a favorite, etc.

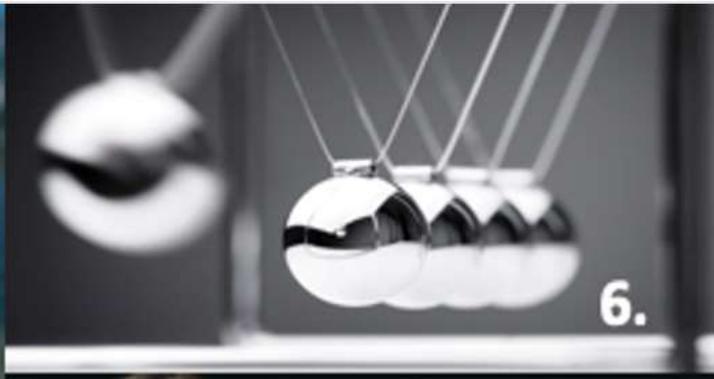
7. The target is described negatively in writing or artistic expressions. There is a narrow focus on a particular person.

COMPOUND ITEM: The writing or artistic expression must include negative/derogatory language AND it must be about a target for violence. This created product is part of an overall pattern (a collection of journals, website, series of drawings or paintings) rather than a single expression.

7. The target is described negatively in writing or artistic expressions. There is a narrow focus on a particular person.

SCORING

- **0 = No negative descriptions of a target in artistic or written expression.**
- **1 = There is a limited pattern, that may be situation or timebound, of describing a vague/broad individual or group in a negative, harmful or degrading way. The threat toward this individual/group is vague. This goes beyond a reasonable criticism of actions they disagree with.**
 - Ex: Frequent long, rambling posts that negatively describe women offering berating critiques of their intelligence, questions of their purpose in society, etc. but any mention of physical violence is vague.
- **2 = There is a pattern of writing or artistic expression that repeatedly describes a specific target for physical violence in a negative, harmful, or degrading way that goes beyond reasonable criticism.**
 - Ex: Multiple pieces of writing that repeatedly attack an individual's (who has also been a target of a threat of violence) character, intelligence, appearance, etc. in a way that is designed to diminish or harm them.

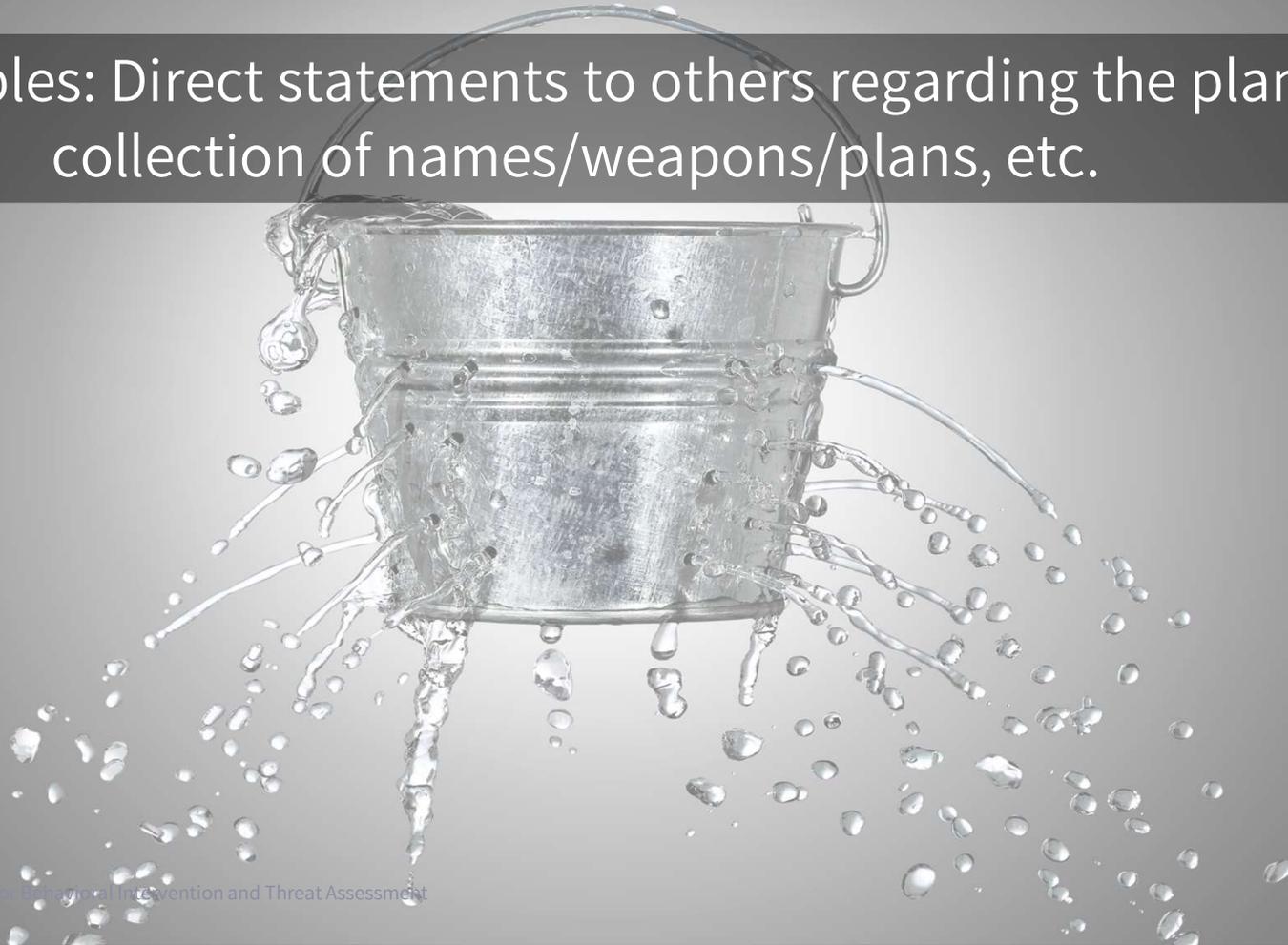


- **Elliot Rodger, 22, Isla Vista, 5/23/2014**

- He left a video and a manifesto describing the motive for his attacks as a desire to punish women for rejecting him and also a desire to punish sexually active men for living a better life than him.
- He ultimately narrowed his focus to his roommates and a particular sorority.
- Rodger stabbed to death three men in his apartment and then drove to a sorority house killing four more. He then struck four more with his car.

8. There has been leakage concerning a potential plan of attack. It may be a direct threat or more vague planning.

Examples: Direct statements to others regarding the plan, collection of names/weapons/plans, etc.

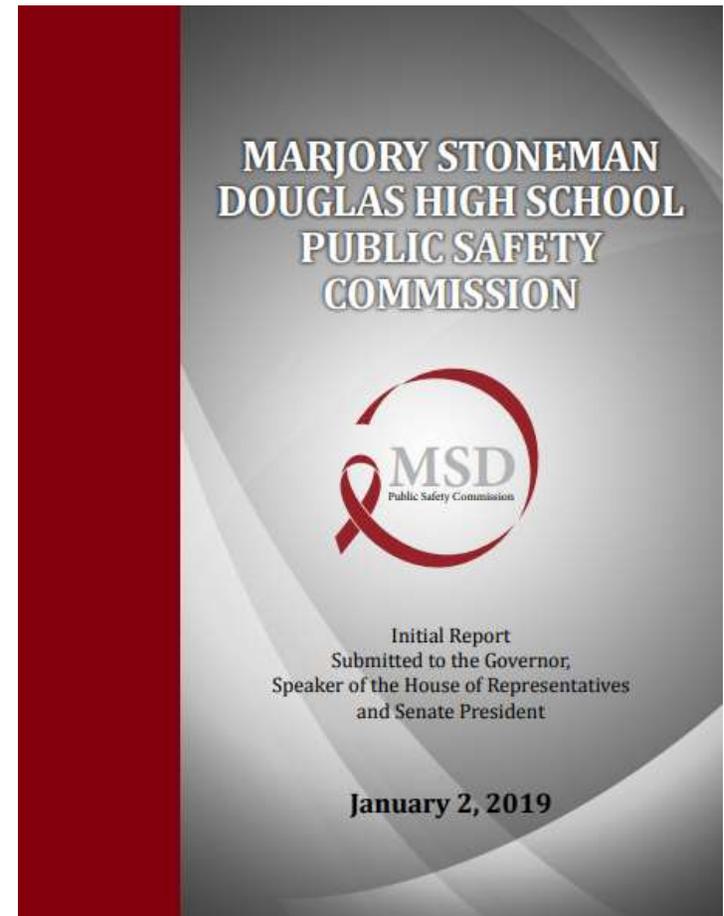


8. There has been leakage concerning a potential plan of attack. It may be a direct threat or more vague planning.

SCORING

- **0 = No direct threat, no indication of an upcoming attack and/or no leakage material.**
- **1 = There is the presence of a threat and limited expression of leakage. The individual is able to offer a plausible explanation for any verbal statements, writing, lists of names, etc. that initially appear as leakage, but are mitigated by the explanation.**
 - Ex: A student posted a photo on snapchat saying “The Fog is Coming. The Fog will consume 100 people” with the GPS coordinates of the center of campus and the date of the first day of school. Upon interview, the student showed their phone, explaining that this was a popular meme and they meant it as a joke. It is confirmed that this is a common meme and post not associated with violence.
- **2 = The individual has expressed significant leakage through videos, journals, hitlists, warnings, etc. that are specific, direct, and likely to be credible.**
 - Ex: A student found their roommate’s journal open and noticed schematic drawings of the academic building along with a list of names. In the interview, there was no credible explanation for the material.

“At least 30 people had knowledge of Cruz’s troubling behavior before the shooting that they did not report or they had information that they reported but it was not acted on by people to whom they reported their concerns”



9. The individual has current suicidal thoughts, ideations, and/or a plan to die.



9. The individual has current suicidal thoughts, ideations, and/or a plan to die.

SCORING

- **0 = The individual endorses no suicidality.**
- **1 = The individual endorses vague, passive, or historical suicidal ideation.**
 - Ex: “I’ve had thoughts before about how it would be easier if I wasn’t here anymore, but I know things will get better and there are things I want to do with my life.”
- **2 = The individual has endorsed current (present in the last two weeks), active (intent, plans) thoughts of wanting to die by suicide.**
 - Ex: “Everything has been horrible since coming to this school. Recently, I’ve thought about just ending it all – I have pills so I could take a bunch and just not wake up again.”

Prior to the attack,
Caleb wrote two
suicide notes



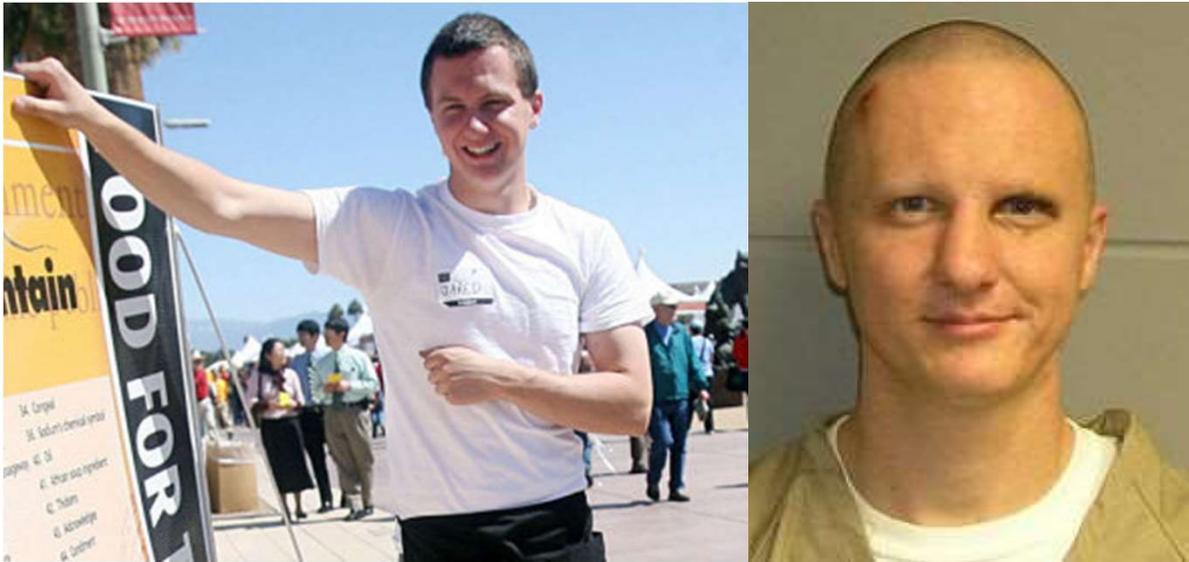
10. The individual talks about being persecuted or being treated unjustly.



10. The individual talks about being persecuted or being treated unjustly.

SCORING

- **0 = The individual does not believe they are persecuted or treated unjustly.**
- **1 = The individual references an experience where they were treated unfairly or were targeted for mistreatment. Their beliefs about being persecuted or treated unjustly are limited, time-bound, or related to a single incident.**
 - Ex: The student discusses a teacher that treated them unfairly and gave them lower grades than other students because the teacher didn't like them, but the student does not believe other teachers have done this.
- **2 = The individual endorses a long collection of instances in which they believe they were treated unfairly, targeted for mistreatment, or intentionally persecuted. This belief dominates their self-view, and they frequently portray themselves as the victim.**
 - Ex: The student believes all teachers have been out to get them, the University is purposefully making things more difficult for them, and that the world is stacked against people like them.



- **Jared Loughner, 22, Tucson/Pima, 1/8/2011**

- Loughner killed six people and injured 14 others with a Glock 9 mm pistol after leaving Pima Community College.
- He expressed delusions of persecution at the hands of the US treasury, Pima college, the campus bookstore, professors who would not let him talk freely in class.

11. The individual engaged in “last acts” behaviors, creation of legacy tokens, or warning others about his/her actions.

Typically a gesture that is designed to be left behind that secures their legacy, offers an explanation, or warns of upcoming events.



11. The individual engaged in “last acts” behaviors, creation of legacy tokens, or warning others about his/her actions.

SCORING

- **1 = The individual creates a product that appears to be a last act or legacy token, but the material is vague, lacks specificity, or any specific mention of future harm OR the individual is able to provide a plausible explanation for the content.**
 - Ex: A teacher finds a handwritten message that discusses suicide and killing, the need someone might have to do them, and offers the reasons for both. The student explains that the document was brainstorming for a new song they are writing, and the student is known to write and perform songs.
- **2 = The individual creates a product that offers specific references their own upcoming, imminent harm. There are references to the action that will take place, the location, the timing, etc.**
 - Ex: A student sends a message to a small group of other students offering an apology and encouraging them to not go to the student center on a specific day because they don't want them to get hurt.



“I’m the Freedom High School Shooter of Tampa, FL. Well, I will be...”

12. The individual seems confused or has odd or troubling thoughts (may experience voices/visions that command).

SCORING



12. The individual seems confused or has odd or troubling thoughts (may experience voices/visions that command).

SCORING

- **0 = The individual is lucid, connected to reality, and coherent.**
- **1 = The individual is experiencing some racing thoughts, paranoia, delusions, or is hearing/seeing that others are not but this disconnection from reality is not resulting in risky behavior or other serious negative consequences.**
 - Ex: The individual displays racing thoughts, difficulty following a conversation and some beliefs that people are out to get them. No impact on safety or risky behavior.
- **2 = The individual is experiencing a disconnection from reality that is impacting their safety and decision making including, racing thoughts, paranoia, delusions, or hearing/seeing things that may include command hallucinations. There is evidence of risky behavior or other serious negative consequences as a result.**
 - Ex: The individual is unable to have a lucid conversation and reports believing the voice of God is telling her to save the world. They have not been sleeping or eating and have been going to the top of the parking garage to “consider the world”.

Items 13 – 35

Score of 1 = Elements are partially present but do not dominate, are not a pervasive worldview, or are not pervasive/repeated themes. Additionally, violence is not tied to or posed as a solution to the risk factor.

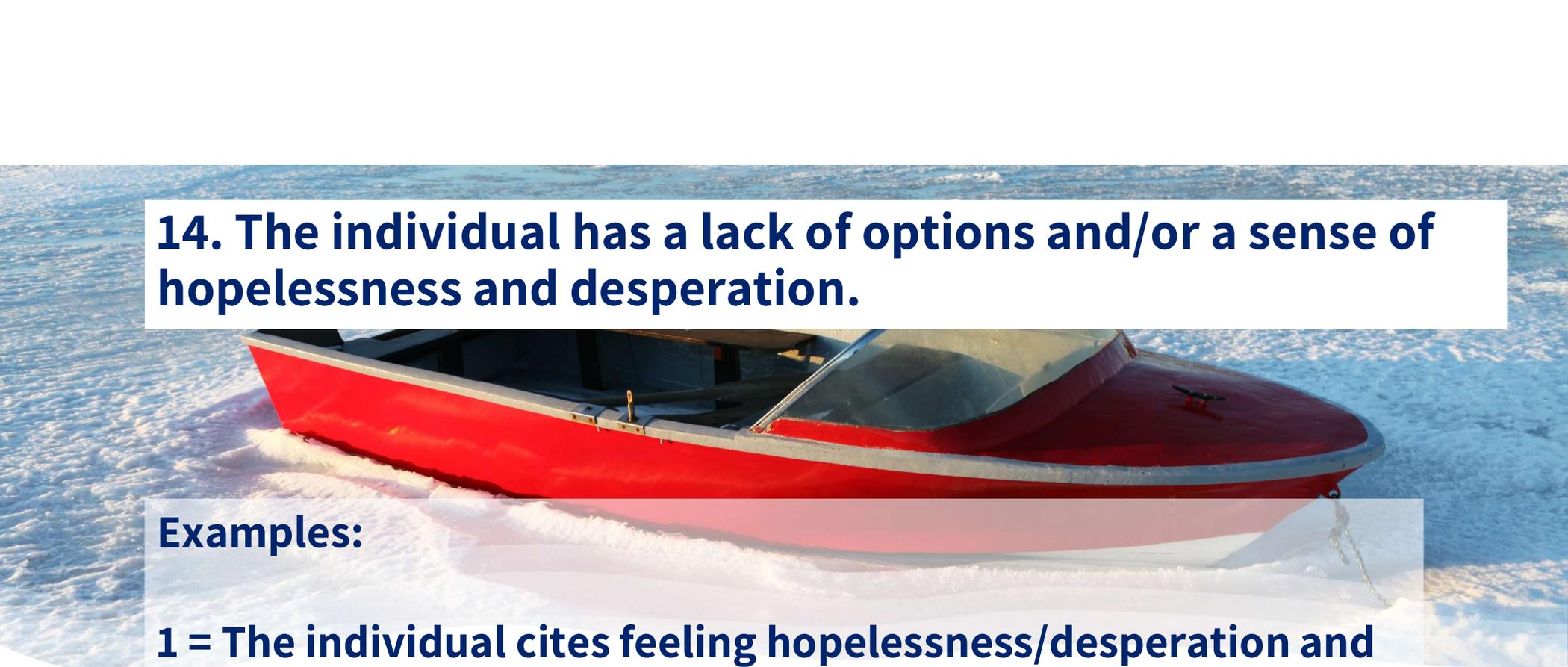
Scores of 2 = Elements are present and are a dominating, pervasive, and/or repeated worldview/theme. Violence may be referenced as a solution to the risk factor.

13. The individual has a hardened point of view or strident, argumentative opinion; beyond normal abrasive behavior.

Examples:

1 = There is a presence of some hardened beliefs, but the individual is able to accept others' beliefs in some situations OR the individual does not shame, embarrass, belittle those with differing beliefs.

2 = The individual has a crystalized, hardened point of view that dominates their interactions, and they do not understand why others do not see the world the same way. The individual consistently rejects others' beliefs OR engages in shaming, embarrassing, or belittling those with differing beliefs.



14. The individual has a lack of options and/or a sense of hopelessness and desperation.

Examples:

1 = The individual cites feeling hopelessness/desperation and sees a lack of options available to them; however, violence is not endorsed as a solution.

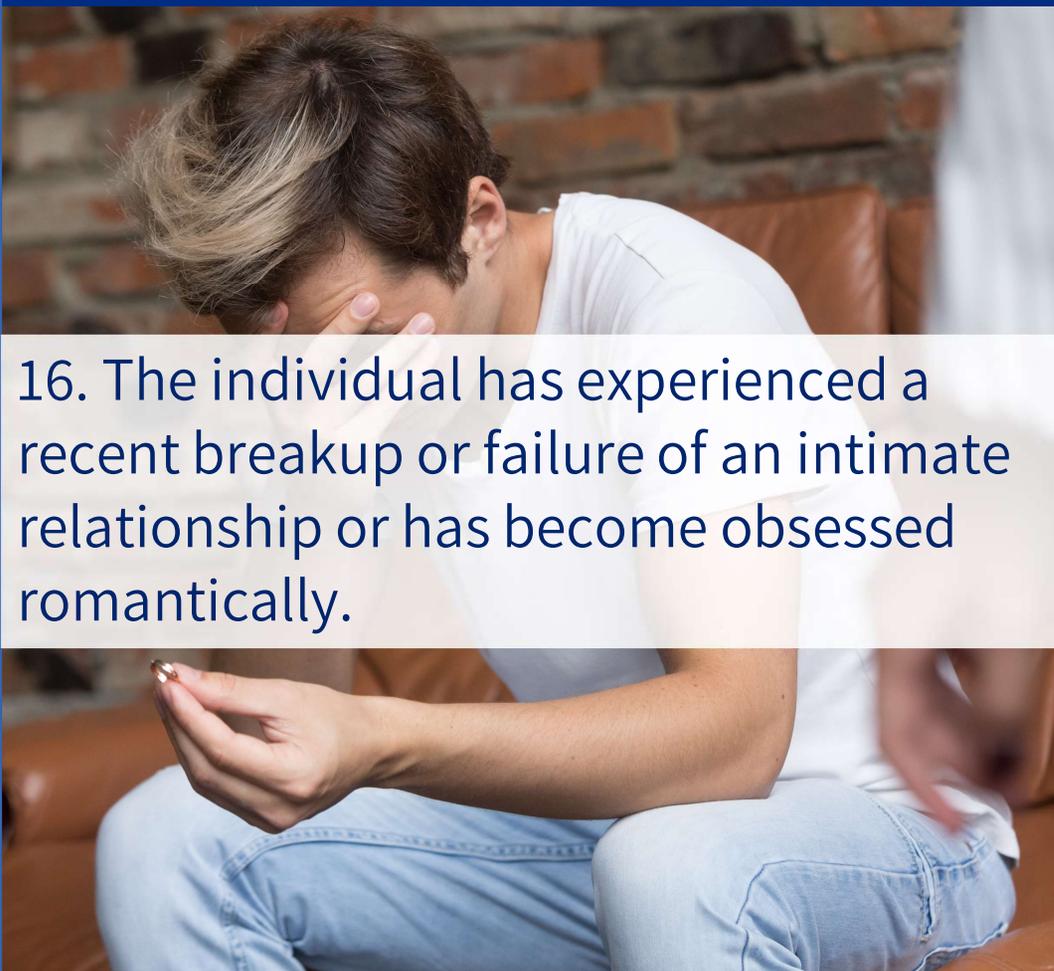
2 = The individual cites feeling hopelessness/desperation and sees a lack of options available to them and violence is endorsed as a solution.

15. The individual is driven to a particular action to cause harm.

Examples:

1 = The individual is not driving towards causing physical harm, but they cite understanding how “someone” could be driven towards causing physical harm as a solution to difficulties/challenges/conflicts.

2 = The individual is driven towards causing or engages in physical harm towards others as a solution to difficulties/challenges/conflicts.



16. The individual has experienced a recent breakup or failure of an intimate relationship or has become obsessed romantically.

Examples:

1 = The individual experienced a recent break up/failure in an intimate relationship, but cites limited stress or loss from the breakup/intimate failure.

-OR-

The individual has not experienced a recent break up/failure in an intimate relationship but cites the inability to form a relationship as a difficulty.

2 = The individual experienced a recent break up/failure, and it is directly related to their stressors/difficulties.



17. The individual acts overly defensive, casual, detached or aggressive/intimidating during assessment.

Examples:

1 = The individual is defensive, casual, detached, or aggressive/intimidating given the nature of the interview but is able to connect with the assessor and participate in the interview/provide the needed information.

2 = The individual acts overly defensive, casual, detached, or aggressive/intimidating given the nature of the interview and the collection of needed information is limited.

18. The individual displays little remorse, awareness of impact to victims, and acts with a detachment or bravado.

Examples:

1 = The individual has a difficult time understanding how their behavior impacted others, but they express some level of remorse for the ripple effects of their behavior.

2 = The individual is unable to demonstrate any understanding or awareness for how their behavior negatively impacts others. Often, the individual states they would engage in the behavior again.

19. The individual has a weapon, specialized training, interest in paramilitary group, or veteran/law enforcement status.

Examples:

1 = The individual has experience with firearms and had training/experience using them, but they do not currently have access to any weapons OR they are untrained but mention how/where they *could* get access.

2 = The individual has current access to firearms OR they have other weapons specifically referenced as a way to inflict harm on others.



20. The individual glorifies and revels in publicized violence (mass shootings, serial killers, war, depersonalizing targets).

Examples:

1 = Vague references to publicized violence with no specific mention of attackers, dates, etc. The individual references this violence as understandable, positive, something that could be foreseeable, etc.

2 = References to previous violence include specific details such as names, dates, locations etc., the specific perpetrators or attacks of violence are idolized, worshipped and the individual may reference wanting to be like them or mimic them.

21. The individual externalizes blame for their behaviors, or they take responsibility in a disingenuous manner.

Examples:

1 = The individual believes that some of their actions are caused by others, but this belief is often limited to a singular incident or a few minor incidents. The individual is able to identify some incidents in which they could/should have chosen different actions.

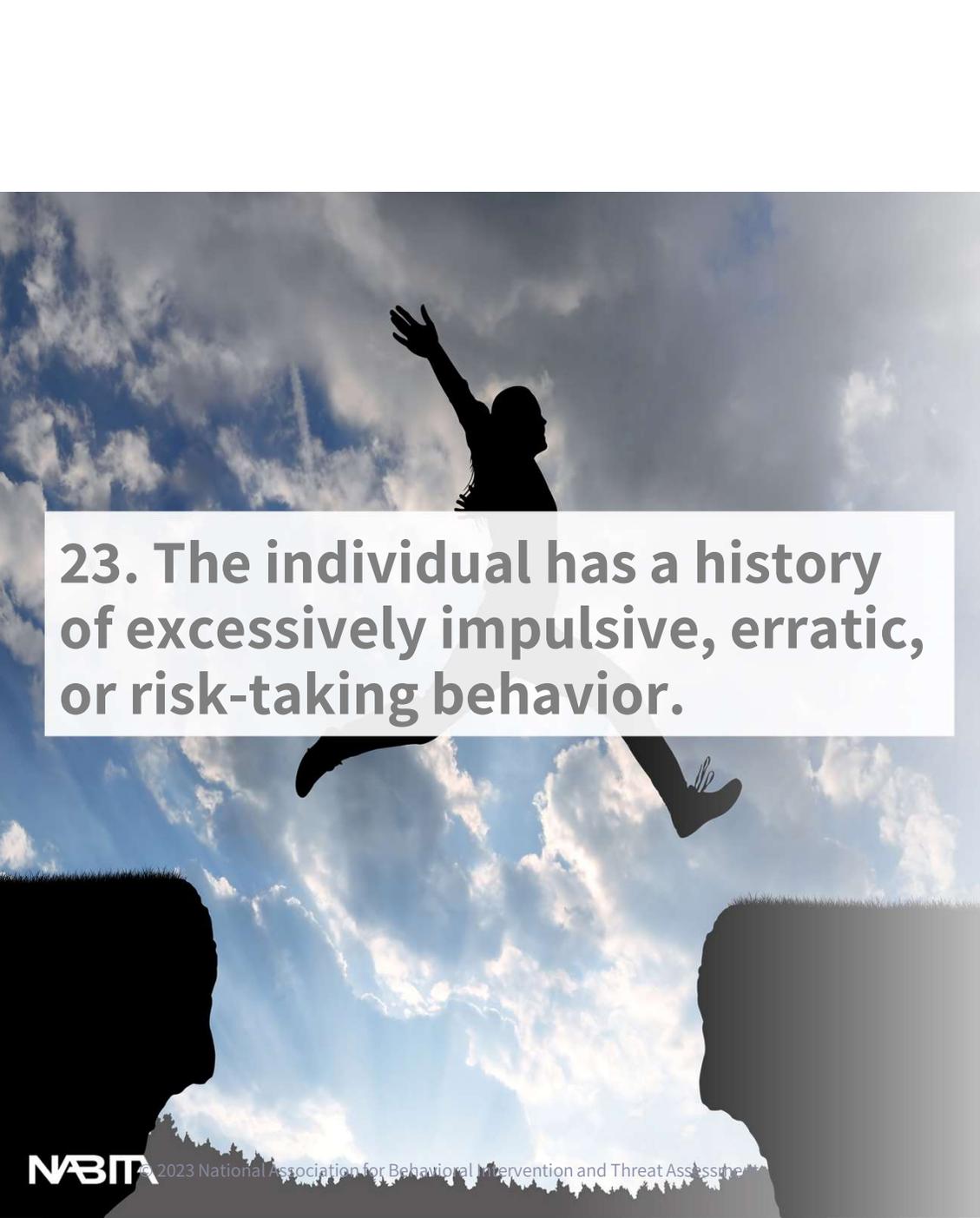
2 = The individual routinely minimizes the impact of their behavior and believe their negative actions are justified and caused by others' behavior (e.g., I wouldn't have to do this if they didn't do it first"). Often, the individual is unable to identify incidents in which they could/should have chosen different actions.

22. The individual intimidates or acts superior to others. They display intolerance to individual differences.

Examples:

1 = The individual has a difficult time with individuals that do not subscribe to their views, but they are able to form connections with some that have alternative perspectives.

2 = The individual routinely views their perspectives as superior to others and actively seek to impose their beliefs on others in multiple areas of their life (e.g., school, work, social, family). The individual routinely seeks to embarrass or shame or is unable to have peaceful interactions with those that have alternative perspectives.



23. The individual has a history of excessively impulsive, erratic, or risk-taking behavior.

Examples:

1 = Minimal engagement in impulsive, erratic, or risk-taking behavior with knowledge that the individual recognizes the risk they may cause themselves.

2 = Frequent engagement in impulsive, erratic, or risk-taking behavior (e.g., driving at night with the headlights off, rock climbing without safety gear) with disregard for the risk they are causing themselves.

A wooden gavel with a gold band and a pair of metal handcuffs are placed on a wooden surface. The gavel is positioned in the upper left, and the handcuffs are in the lower center. A semi-transparent white box with black text is overlaid on the gavel.

24. The individual has a history of problems with authority (pattern of intense work conflicts with others).

Examples:

1 = The individual has had a limited number of minor incidents in which they challenge individuals in an authority position, often limited to a singular situation/area of their life.

2 = The individual frequently challenges individuals in an authority position in multiple areas of their life. These confrontations are linked to the individual's authority position.

25. The individual handles frustration in an explosive manner or displays a low tolerance for becoming upset.

Examples:

1 = When confronted with difficulties, the individual sometimes responds in an explosive manner. When the individual does respond explosively, it is limited to a singular situation or minor, non-violent incident(s).

2 = When confronted with any difficulties, the individual consistently responds in an explosive manner and/or engages in negative behaviors (e.g., shaming others on social media, engaging in hateful speech, affective physical violence).

26. The individual has difficulty connecting with people. They lack the ability to form intimate relationships and/or trust.

Examples:

1= The individual intentionally limits the way in which they form connection or trust with others (guarded, putting up walls, not letting people in etc.) but they have the ability to form some limited connections.

2 = The individual does not have the ability to form connections with others and routinely struggles to form relationships even when they try.

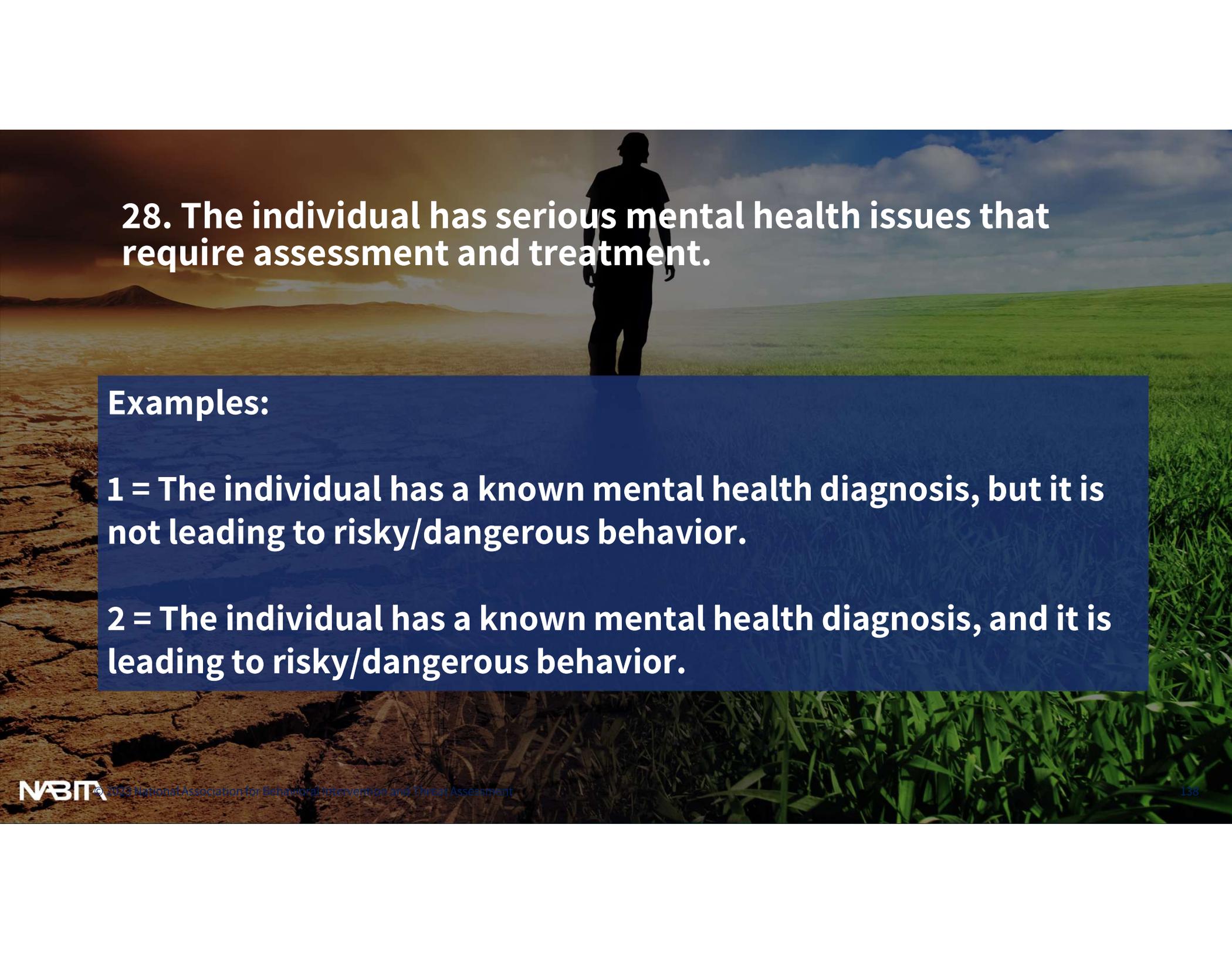
27. The individual has a history substance abuse (cocaine, PCP, ADD/ADHD meds, alcohol...).

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Examples:

1 = The individual is misusing substances (e.g., frequently intoxicated, routine marijuana use, use of illicit drugs, etc.), but the misuse is not leading to risky/significantly dangerous behavior.

2 = The individual is misusing substances, and the use is leading to significantly risky/dangerous behavior.



28. The individual has serious mental health issues that require assessment and treatment.

Examples:

1 = The individual has a known mental health diagnosis, but it is not leading to risky/dangerous behavior.

2 = The individual has a known mental health diagnosis, and it is leading to risky/dangerous behavior.



29. If the individual has serious mental health issues, they are not receiving care (therapy, medication, inpatient).

Examples:

1 = The individual has a known mental health diagnosis that requires treatment and are inconsistent in their engagement with treatment.

2 = The individual has a known mental health diagnosis that requires treatment and is not engaging with treatment.

Examples:

1 = The individual has limited use of objectifying language likely limited to a singular situation or minor, non-violent interaction OR the objectifying language is not connected to specific individuals.

2 = There is a significant pattern of degrading, dehumanizing, or objectifying (e.g., embarrassing, shaming, name-calling) others.

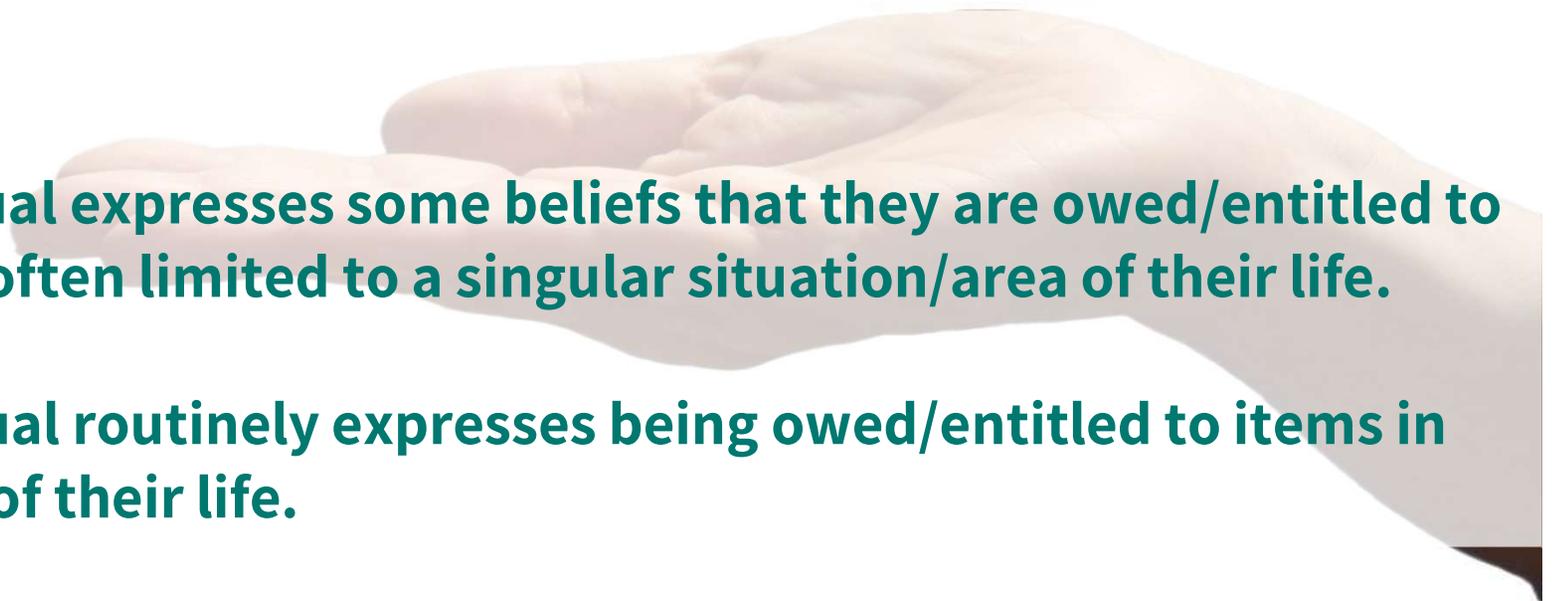
30. There is objectification of others (in social media or writings).

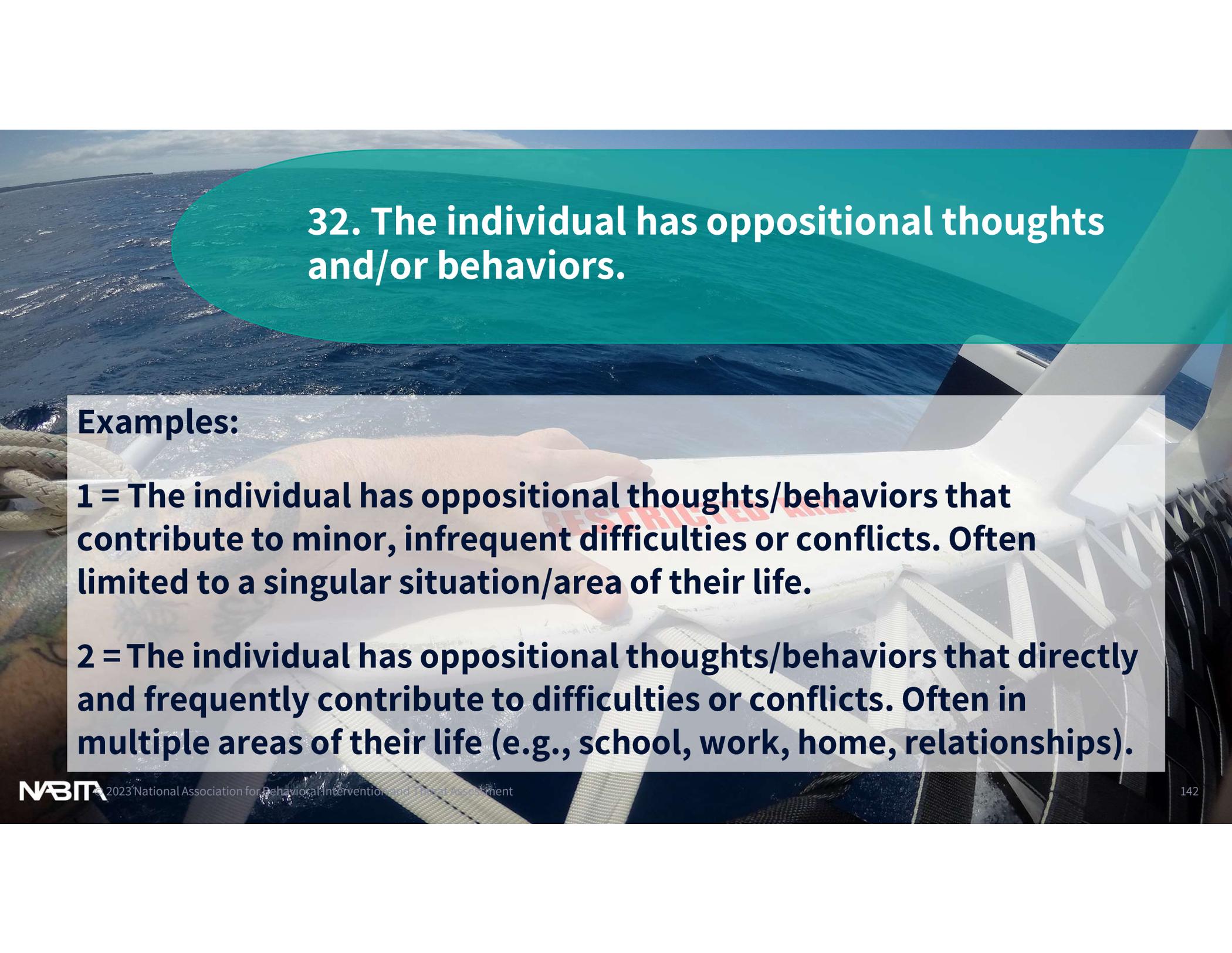
31. The individual feels owed, entitled to, or deserving of items from others (sex, money, attention, grades, advancement).

Examples:

1 = The individual expresses some beliefs that they are owed/entitled to items, but it is often limited to a singular situation/area of their life.

2 = The individual routinely expresses being owed/entitled to items in multiple areas of their life.



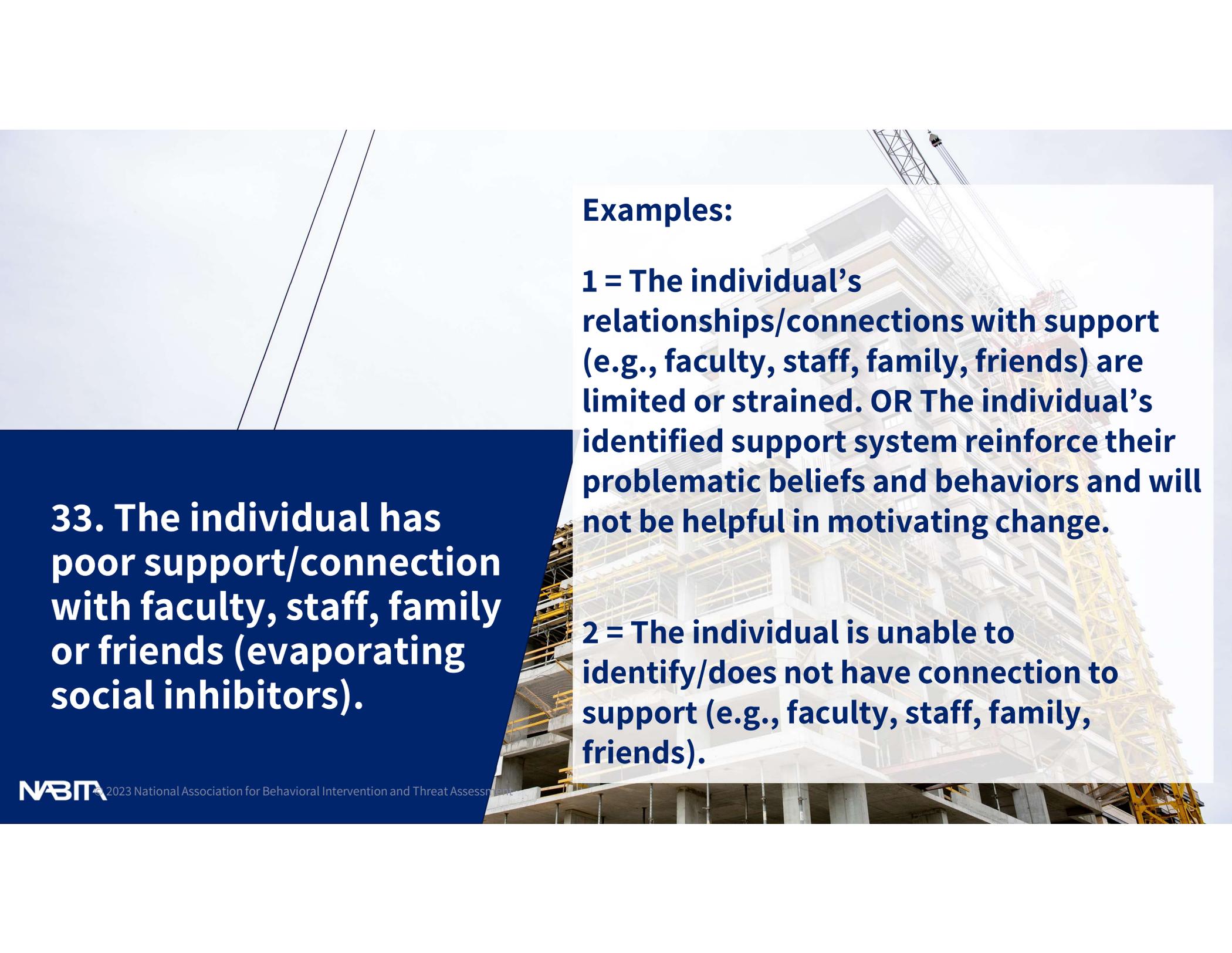
A person's hand is shown holding a white cylindrical object, possibly a piece of equipment or a container, on a boat deck. The background shows the blue ocean and a cloudy sky. A teal oval graphic is overlaid on the top right of the image.

32. The individual has oppositional thoughts and/or behaviors.

Examples:

1 = The individual has oppositional thoughts/behaviors that contribute to minor, infrequent difficulties or conflicts. Often limited to a singular situation/area of their life.

2 = The individual has oppositional thoughts/behaviors that directly and frequently contribute to difficulties or conflicts. Often in multiple areas of their life (e.g., school, work, home, relationships).



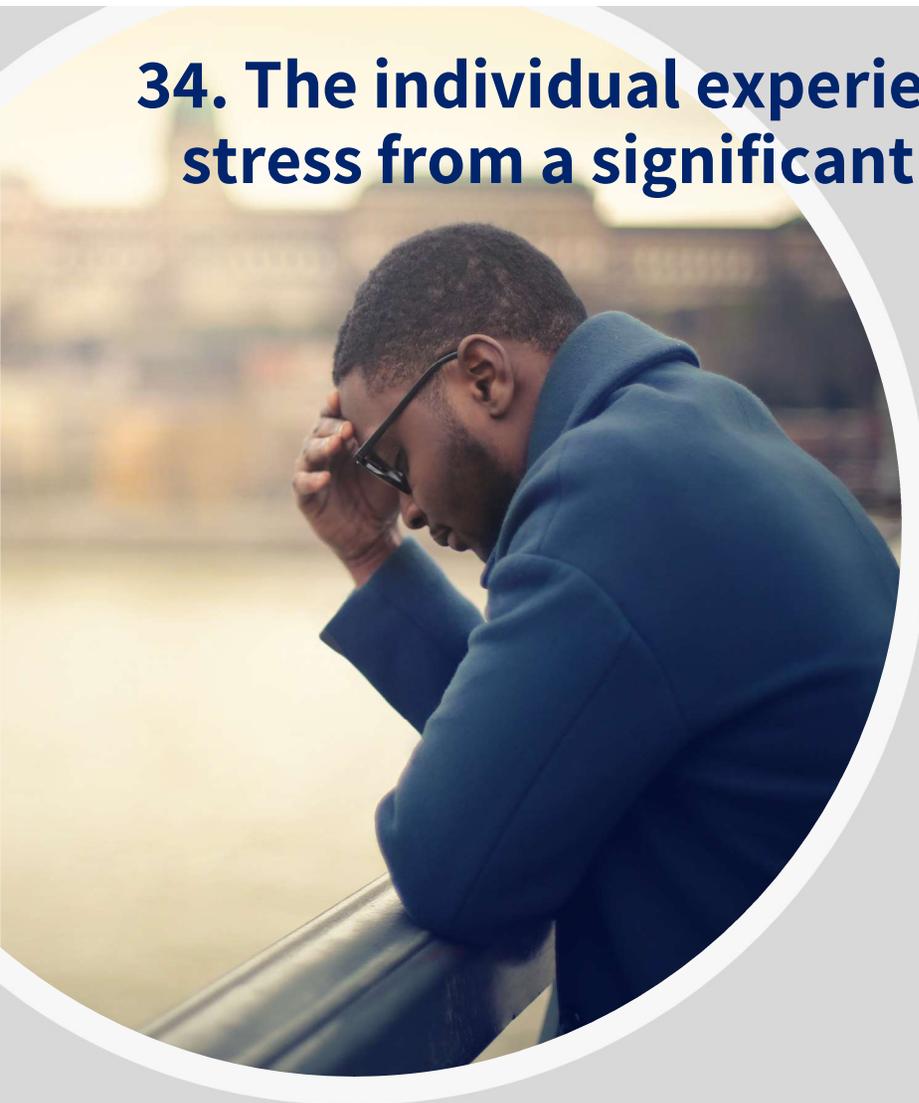
33. The individual has poor support/connection with faculty, staff, family or friends (evaporating social inhibitors).

Examples:

1 = The individual's relationships/connections with support (e.g., faculty, staff, family, friends) are limited or strained. OR The individual's identified support system reinforce their problematic beliefs and behaviors and will not be helpful in motivating change.

2 = The individual is unable to identify/does not have connection to support (e.g., faculty, staff, family, friends).

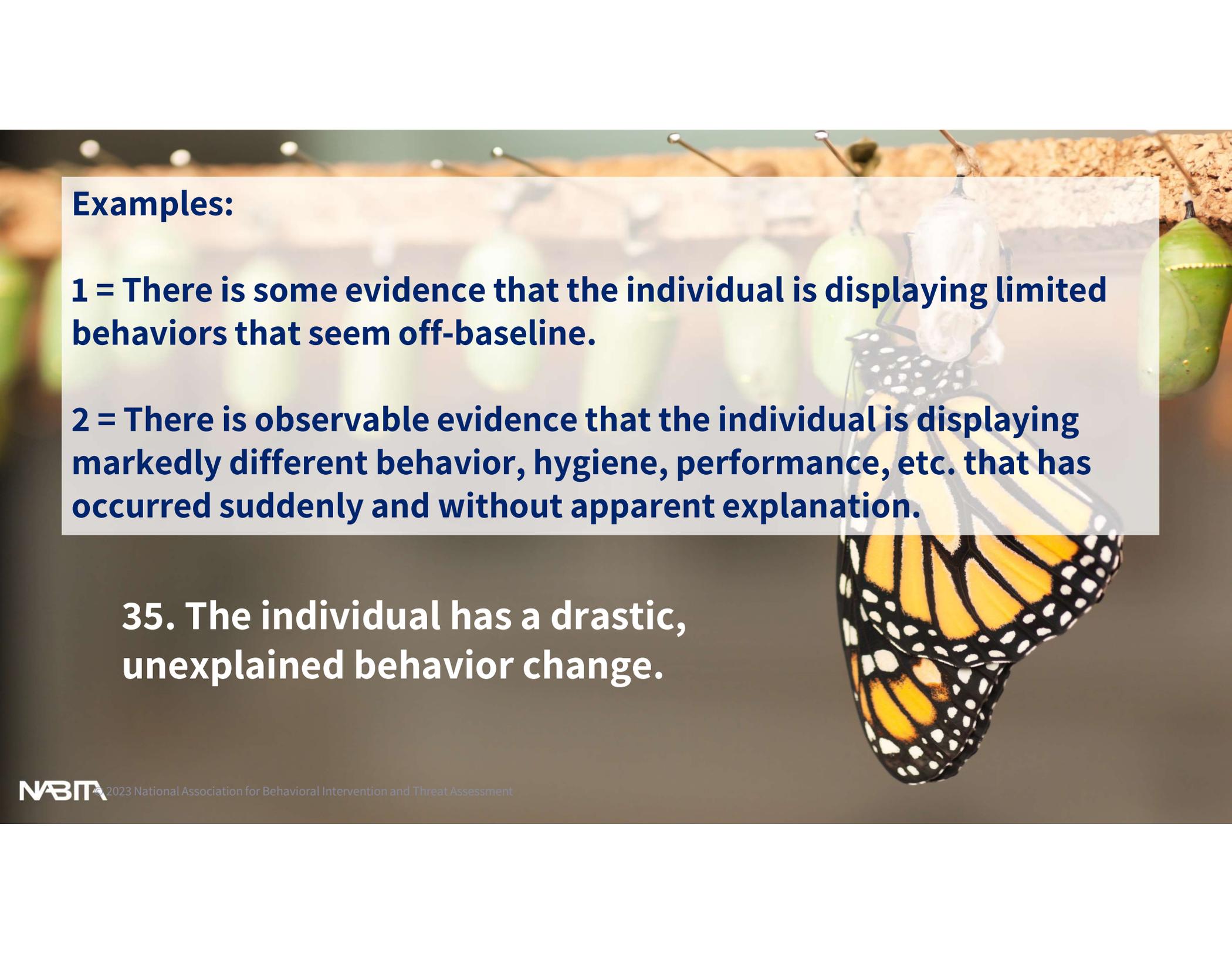
34. The individual experiences overwhelming, unmanageable stress from a significant change (beyond normal reaction).



Examples:

1 = The individual references current stressors that are limited to a singular situation/area of their life.

2 = The individual experiences frequent, unmanageable stress that overwhelms their ability to function normally in multiple areas of their life (e.g., school, work, home, mood, social).

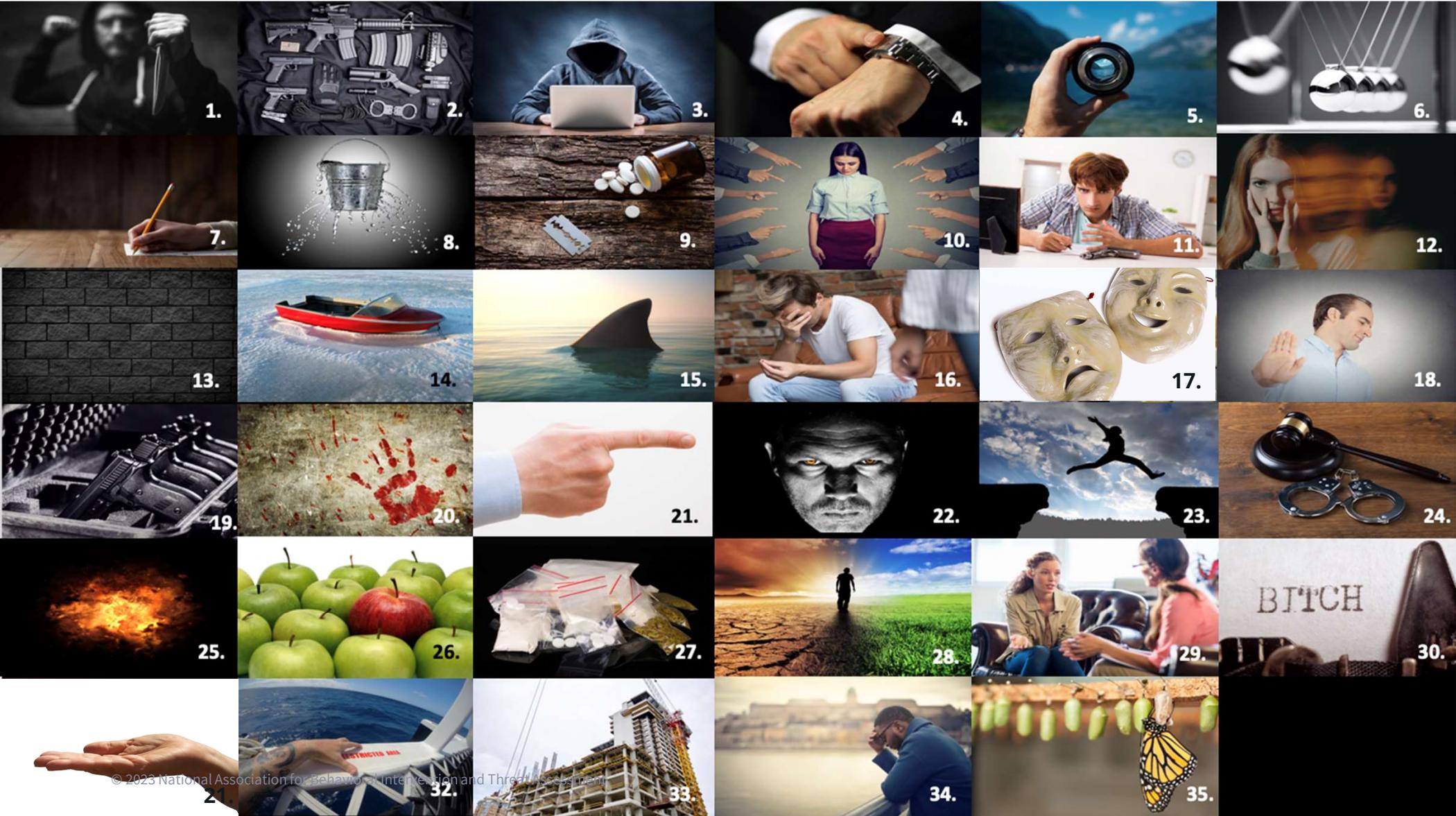


Examples:

1 = There is some evidence that the individual is displaying limited behaviors that seem off-baseline.

2 = There is observable evidence that the individual is displaying markedly different behavior, hygiene, performance, etc. that has occurred suddenly and without apparent explanation.

35. The individual has a drastic, unexplained behavior change.





Video Demonstration

Kat



Case Study - Kat

- Kat is a first-year student at the university majoring in Environmental Studies. She grew up in a large, metropolitan area known for its progressive political views. She feels strongly about a variety of social justice issues and considers herself an advocate. She has a large social media following where she promotes “self-healing and seeking the truth.”
- Kat is very involved in her classes and joins several student organizations that promote animal and environmental rights. She develops a close group of friends that share the same values, and she feels supported in this community. As she learns more about veganism and the treatment of animals, she feels even more committed to her activism efforts. She becomes president of the student-run organization, HEAL (Helping Every Animal Live) and begins to organize protests at factory farms and around campus. Her social media pages start featuring graphic images of animals being killed at factories and calls for her followers to “stop participating in murder.” She spends more time online sharing articles about veganism and provokes arguments with those who do not share her same beliefs.

Case Study - Kat

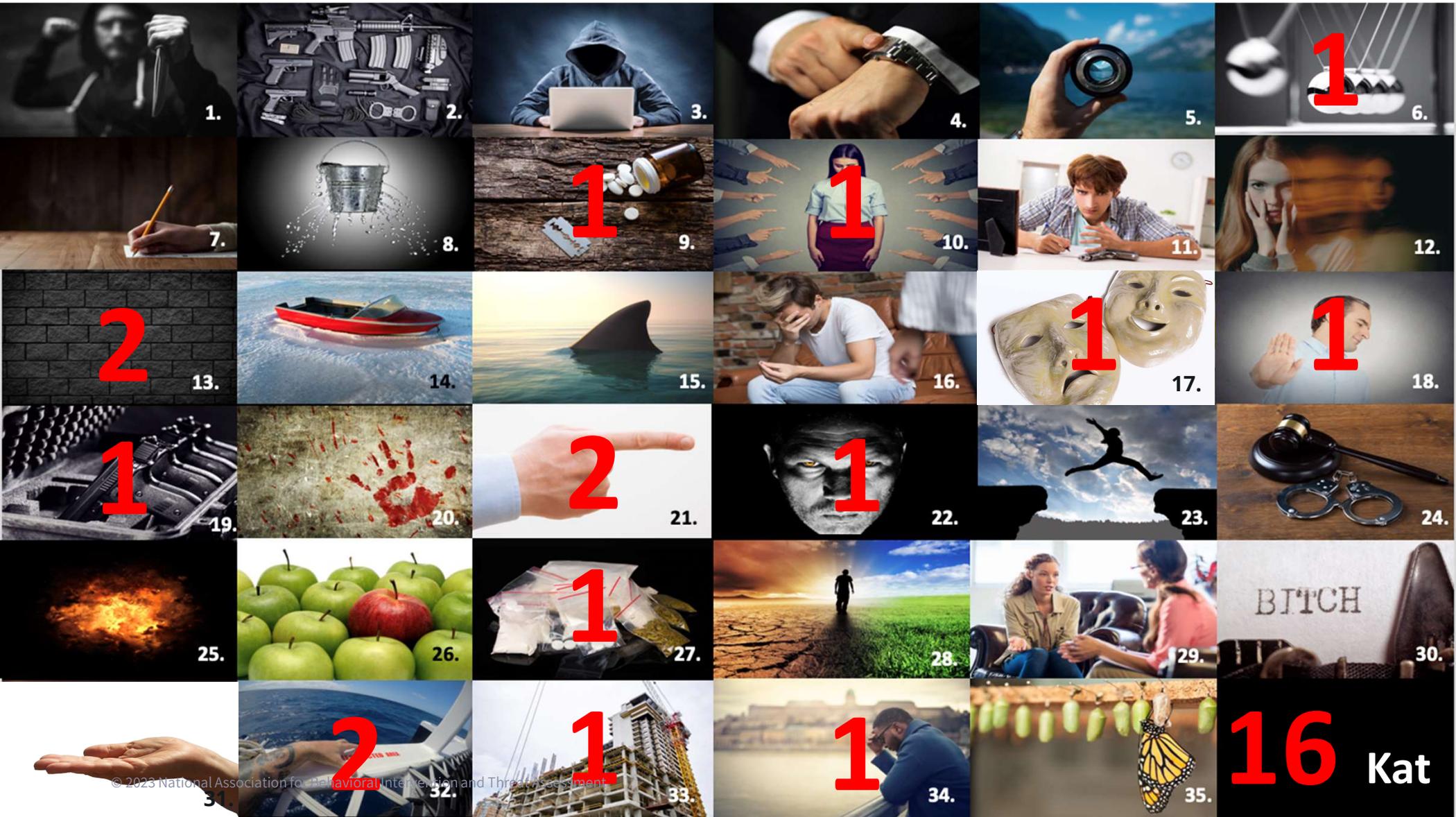
- As she is scrolling through social media one day, she comes across photos recently posted by one of the institution's fraternities. In the photos, a male is covered in blood smiling with the caption "Initiation Complete. Those chickens were no match for our new brothers."
- Kat becomes outraged and discusses it at her group meeting the following day. She feels so strongly about the men's actions that she is tearful and tells the group that they need to learn a lesson. Her group members agree that the fraternity's actions were wrong, but they don't share her same passion about reacting to it and tell her that she needs to focus her priorities elsewhere.
- She goes home and posts photos of all the fraternity men on her various social media pages. She asks her followers to find out their personal information and challenges them to "expose them as the murderers they are." This post goes viral, garnering some very specific and violent threats against the identified fraternity members.



SIVRA-35

NABITA Assessment Tool 

Kat Scoring





Video Demonstration

Will



Case Study – Will

- Will, a veteran student, was referred to the BIT in Spring 2021. Will was living alone in a two-person apartment on-campus (at no additional cost) during COVID. This was a typical housing situation across campus given the need to socially distance and fewer students living on campus. In Spring 2021, Will was notified that a new roommate would be placed with him starting Fall 2021 when the campus resumed normal operations.
- Will initiated an accommodation request through Disability Support Services (DSS) to maintain the single occupancy of the double apartment at no additional cost. Will is registered with DSS for PTSD and a medical disability that creates mobility issues but does not require a wheelchair or other assistance. DSS granted a single accommodation; however, because the College offers single occupancy housing, he was offered to move to the single occupancy building or remain in the double room and pay for the unoccupied space. Will declined the single room housing placement, stating that he wanted to remain in the double occupancy room at the single occupancy rate. Housing, in coordination with DSS, explained that this was not a reasonable accommodation, and he would have to move rooms or pay the additional rate.

Case Study – Will

- During this time, Will was not following the campus rules regarding testing for unvaccinated students as he was repeatedly late in submitting his COVID testing results. Will received automatic email communication prompting him to comply with the testing requirements. Recently, he received a failure to comply letter from the Office of Student Conduct regarding the repeat tardiness.
- Will became increasingly frustrated by the communications regarding his housing requests and COVID testing, resulting in him sending emails to the COVID risk management team, student conduct staff, housing staff, and disability support services staff. Over the course of 4 weeks, he sent 25 emails, all similar to the one included in your event lobby. In these emails he discusses his grievances with the school (failure to accommodate him, discrimination, harassment related to COVID testing) and his belief that he is being treated unfairly. He names several administrators as the individuals who are treating him unfairly. Will states that he plans to file complaints with Title IX, ADA, OCR, and the President's Office. This behavior was referred to the BIT last week and the team rated him as moderate on both the D and E Scale. The supplemental material in your lobby contain his emails and additional referrals to the BIT.

SIVRA-35

NABITA Assessment Tool 

Will Scoring



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SIVRA-35 Scores: LOW (0-20)

- Scores in the 0-9 range indicate individual distress, personality conflicts, abrasive social interactions, oppositional beliefs, and possible mental health concerns.
- Scores in the 10-20 range indicate the presence of concerning or aggressive behaviors without the evidence to suggest an intent or plan to harm a target.
- Interventions should include:
 - Direct services aimed at increasing distress/frustration tolerance and impulse control
 - Case management
 - Connection to resources
 - Reduction of risk factors and increase of protective factors

SIVRA-35 Scores: Medium (21-40)

- Scores in this range indicate the presence of a plan and/or a set of behaviors, attitudes, or personality traits that could lead to future violence.
- The BIT should work directly with the student to reduce the risk factors that prompted the score in this range, as well increase the individual's protective factors and connections to non-violent, positive, social outlets.
- The BIT should work directly with the potential target/victim, and other parties impacted by the student's behavior to safety plan and provide support.
- The BIT should coordinate with conduct and law enforcement on their determined conduct/legal responses and assist in coordinating appropriate safety measures: restrictions, no-contact orders, academic/housing changes, interim suspensions, etc.

SIVRA-35 Scores: High (41-70)

- Scores in the high range indicate that the individual has made a direct threat and has the means and/or intent to carry it out.
- The assessor may need to immediately contact law enforcement regarding the potential threat and/or an individual qualified in the state to conduct an evaluation for a behavioral health hospitalization.
- The BIT should convene an emergency meeting to facilitate collaboration on safety measures, interim suspension, hospitalization and/or arrest.
- The BIT should work directly with the potential target/victim, and other parties impacted by the student's behavior to safety plan and provide support.
- Efforts should be made to notify and work with those who can help mitigate the risk (parents, extended family, other supports).

SIVRA-35 Scores: High – High Scores

- If an individual scores a 2 on all of the following items, the assessor would initiate emergency response procedures (e.g., contact law enforcement) regarding an imminent and/or lethal threat directly following the interview:
 1. There is a direct communicated threat to a person, place or system.
 2. The individual has the plans, tools, weapons schematics and/or materials to carry out an attack on a potential target.
 4. The individual has an action plan and/or timeframe to complete an attack.
 5. The individual is fixated and/or focused on the target in actions and threatening statements.
- The assessor should attempt to initiate emergency response procedures while the student is still in the office, if possible.



**THANK
YOU**

Thanks for joining us today.





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and Threat Assessment

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