Behavioral Threat Assessment and Management

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Meeting of the Undergraduate Academic Advising Council (UAAC)

4/10/12

Overview

- Review USSS/DOE/FBI findings and recent cases of campus violence.
- Present the UC San Diego Behavioral Threat Assessment & Management (BTAM) team organizational structure and process.
- Your role – How to avail yourself of the process.

Findings from USSS/DOE/FBI

- Majority of incidents occurred at 4 yr institutions during 1990's and 2000's.
- Highest number of incidents occurred in California.
- The majority of incidents were perpetrated by one individual and, of those, most of the subjects were male (94 percent).
- Firearms were used most often (54 percent).

Source: Campus Attacks: Targeted Violence Affecting Institutions of Higher Education, USSS/DOE/FBI. 4/2010

Recent Case

April 2, 2012
Oikos University, Oakland CA,
One Goh, Academically disqualified student, suspected murderer of 7 people, said to be looking for an administrator

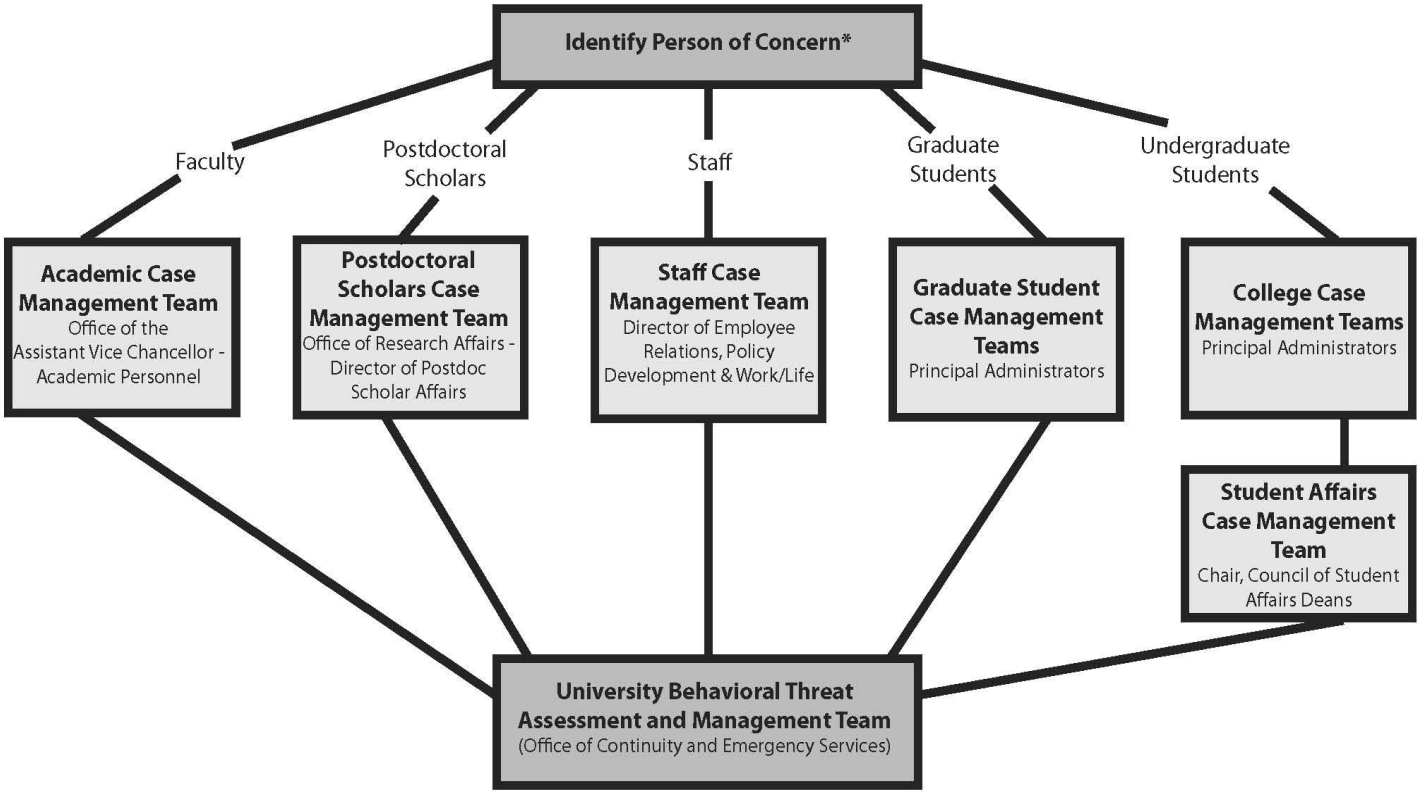
Other Cases

- Mid-Atlantic Christian University, NC, 10/4/2010 1 dead - Student on student/handgun.
- University of Texas at Austin, 9/28/2010, 1 dead - Student/self-inflicted/automatic rifle.
- University of Alabama, Huntsville, 2/13/2010; 3 deaths - Faculty member/handgun.
- **UCLA**, 10/9/2009 - Student on student/slashing and stabbing.
- Virginia Tech, 1/29/2009; 1 dead - Student on student/beheading.
- Northern Illinois University, 2/14/2008; 6 deaths - Former student/shotgun.
- Virginia Tech., 4/16/2007; 33 deaths - Student/automatic rifle.
- **San Diego State University**, 8/15/1996. 3 professors killed by masters degree student Frederick Martin Davidson.

Goal

Prevent, respond and recover from incidents that involve threatening behavior by setting into motion a response which leads to a positive outcome.

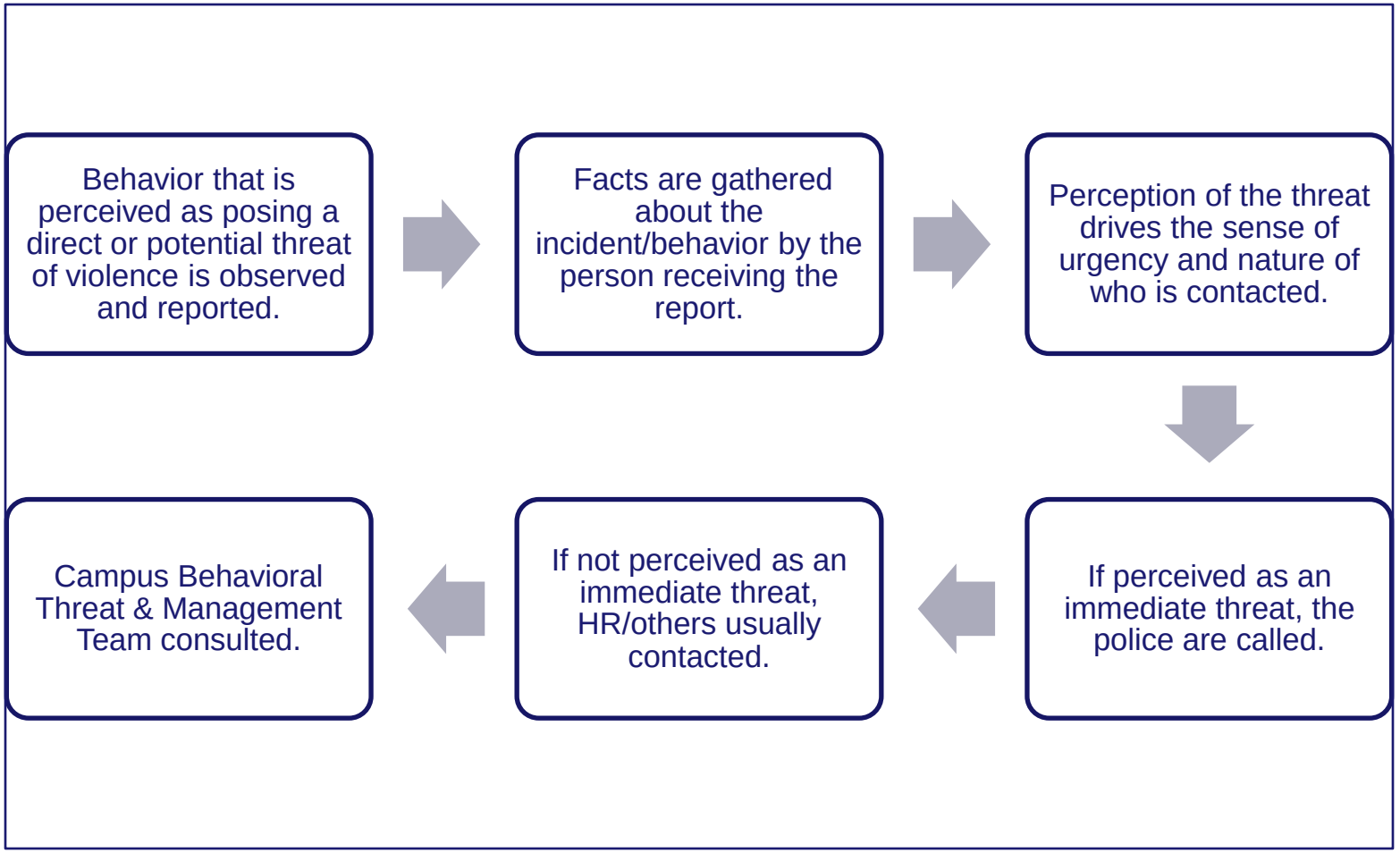
Behavioral Threat Assessment and Management Flow Chart



*In life-threatening or emergency situations, immediately call UCSD Police 9-1-1 from a campus phone or (858) 534-4357 from a cell phone or off-campus phone.

Designed by Amanda Chavez
May 26, 2009

Behavioral threat sequence of events



Significance of WAVR-21

- Accepted evaluative tool that assists the team in assessing risk and determining response
- **Helps identify possibility and prevention of violence!**
- Part of defensible process should a tort claim arise – selected an accepted evaluative tool and used the tool in assessing and responding to the risk

WAVR-21 Context

- Evaluative tool for assessing behavior – based on published literature
- In order to protect:
  - University community
  - Individual exhibiting the behavior
  - Community at large
- Doing the best we can to keep people safe

WAVR-21 coding grid

Disclaimer: The WAVR-21 Coding Grid is intended for qualified clinical and forensic risk assessment professionals ("Professional Users") as a guide for organizing, prioritizing, and interpreting data during the workplace incident or threat management process. Risk assessments using the Coding Grid are to be conducted solely by these Professional Users. The Coding Grid may only be used by Corporate or non-Professional users for educational purposes.

Case/Name Identification:_____ Date Completed:_____

WAVR-21 Coding Grid

	Risk Factor Items	Absent/ Mild	Present	Prominent	Recent Change (>, o, <)*
1.	Motives for Violence				
2.	Homicidal Ideas, Violent Fantasies or Preoccupation				
3.	Violent Intentions and Expressed Threats				
4.	Weapons Skill and Access				
5.	Pre-Attack Planning and Preparation				
6.	Stalking or Menacing Behavior				
7.	Current Job Problems				
8.	Extreme Job Attachment				
9.	Loss, Personal Stressors and Negative Coping				
10.	Entitlement and Other Negative Traits				
11.	Lack of Conscience and Irresponsibility				
12.	Anger Problems				
13.	Depression and Suicidality				
14.	Paranoia and Other Psychotic Symptoms				
15.	Substance Abuse				
16.	Isolation				
17.	History of Violence, Criminality, and Conflict				
18.	Domestic/Intimate Partner Violence				
19.	Situational and Organizational Contributors to Violence				
20.	Stabilizers and Buffers Against Violence	prominent	present	absnt/mild	
	Additional Item: Organizational Impact				
21.	Organizational Impact of Real or Perceived Threats				

* > worsening or escalation
o no change
< improvement

Notes:
1.) If data are unavailable or notably incomplete for a risk factor, enter "i" for insufficient information.
2.) If "Recent Change" moves two columns in same direction between ratings, enter two checks, i.e., >> or << .

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Issues

- Aberrant behavior
- Violence toward self/others
- Substance use: Alcohol, prescription drug abuse
- Mental health issues may be part of picture but is not causal: Bipolar disorders, Depressive disorders, Psychotic episodes, Post-Traumatic Stress Disorder (returning veterans), Asperger's syndrome

Issues

- Right to privacy v. threat to self/others
- Student/staff and faculty rules of conduct
- Records retention and disclosure

Integrative Threat Assessment Model

Making an assessment:

A. Does the person **pose a threat** of harm, whether to him/herself, to others or both?

B. If the person does not pose a threat of harm, does the person otherwise show a need for help or intervention?

Deisinger, G., Randazzo, M., & O'Neill, D., & Savage, J. (2008) & Dunkle (2008)

Integrative Threat Assessment Model

Decision Point: Develop and implement a plan

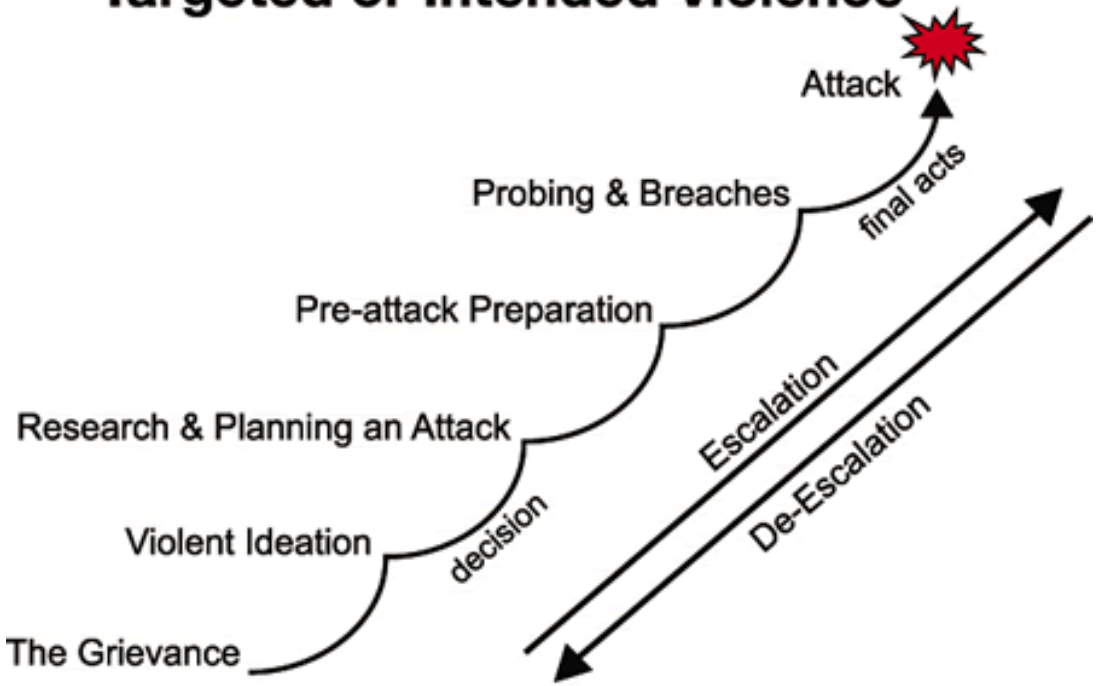
- Monitor the situation
- Engage the person
- Behavioral contract
- On-Campus and other interventions
- Voluntary leave of absence
- Interim suspension/involuntary withdrawal

Deisinger, G., Randazzo, M., & O'Neill, D., & Savage, J. (2008) & Dunkle (2002)

Core actions

1. Contact & engagement
2. Provide safety and comfort
3. Stabilization
4. Information gathering
5. Offer practical assistance
6. Connect to social support
7. Provide education and resources
8. Link to services and referrals

Pathway to Workplace Targeted or Intended Violence



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Red Folder/What to do

UC San Diego

FACULTY & STAFF 911 GUIDE

SEE SOMETHING? SAY SOMETHING.
Concerned about what you have witnessed in a student's behavior or class work?
Call for assistance or a consultation.

TELEPHONE NUMBERS AT A GLANCE
(all numbers in 858 area code)

EMERGENCY – **Life threatening situation:**

- From a campus phone: **Dial 911**
- From a cell phone, call UCSD Campus Police: **534-HELP (4357)**

PRINCIPAL ADMINISTRATORS (PA):

Revelle	534-3493	Marshall	534-4390	Roosevelt	534-2237
Muir	534-3587	Warren	534-1720	Sixth	822-5953

Office of Graduate Studies (OGS)	534-3871
School of Medicine (SOM)	534-3700
Skaggs School of Pharmacy & Pharmaceutical Sciences	822-5581

ADDITIONAL RESOURCES:

Counseling and Psychological Services (CAPS)	534-3755
Student Health Services (SHS)	534-3300
Student Policies and Judicial Affairs (SPJA)	534-6225
Student Sexual Assault Resource Center (SARC)	534-5793
Office for Students with Disabilities (OSD)	534-4382
International Center	534-3730
Office of the Ombuds	534-0777
Office of Sexual Harassment Prevention & Policy (OSHPP)	534-8298
Women's Center	822-1577
Lesbian, Gay, Bisexual, Transgender Resource Center	534-3456
Cross-Cultural Center	534-9689

If in doubt, call the UCSD Police Department 534-HELP (4357)

ASSISTING STUDENTS OF CONCERN

DISRUPTIVE STUDENT
A student whose conduct is clearly and imminently reckless, disorderly, dangerous, or threatening including self harmful behavior

GETTING HELP
If you are concerned for your/others' safety due to a student's disruptive and/or threatening behavior
Call 911 or the Campus Police

THEN REPORT TO:
For Undergrads:
The College Dean of Student Affairs (PA)
The Department Undergraduate Student Affairs Coordinator
For Grads and Professional Schools:
The Office of Graduate Studies (PA)
The School of Medicine (PA)
The Skaggs School of Pharmacy (PA)

CONSULTATION OR EMERGENCY COUNSELING
Call a PA, SPJA, CAPS, OSD, SHS or the Ombuds

DISTRESSED STUDENT
A student with a cluster of persistent behaviors who seems unduly anxious, sad, irritable, withdrawn, confused, lacking motivation and/or concentration, seeks constant attention or demonstrates bizarre, erratic behavior, or expresses suicidal thoughts

GETTING HELP
Consultation and Referrals
Call CAPS, OSD, SHS, Ombuds or a PA.
Administrative/Judicial Affairs:
Call a College Dean of Student Affairs, or the PA for the OGS, SOM, the Skaggs School of Pharmacy, SPJA
Academic Status
Call and consult
College Dean of Student Affairs
College Academic Advising
Dept. Undergraduate Student Affairs Coordinator
Graduate Department Chair
Graduate Advisor

IN CASE OF ILLNESS OR INJURY
Emergency medical situation: 911
Non-urgent: SHS

If a student is causing a disruption but does not pose a threat:

- Ensure your safety in the environment. Use a calm, non-confrontational approach to defuse/de-escalate the situation.
- Set limits by explaining how the behavior is inappropriate.
- If behavior continues, ask the student to stop and warn them that official action may be taken.
- If the disruptive behavior persists, notify the student that disciplinary action may be taken. Ask the student to leave. Inform them that refusal to leave may be a separate violation subject to discipline.
- If you believe there is a safety risk, contact campus police. Immediately report the incident to the appropriate PA (listed above).

‘FAU STUDENT GOES CRAZY IN CLASS’

- What to do before, during and after an incident.

1. Plan for your safety – code word.
2. Practice.
3. Go with your gut.
4. Call 911.

Questions?

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Sources

- Meloy and White, W*AVR-21 A Structured Professional Guide for the Workplace Assessment of Violence Risk.*
- *Campus Attacks: Targeted Violence Affecting Institutions of Higher Education. USSS/DOE/FBI. (2010)*

Thank you