



CCC CARE Teams

BOARD UPDATE

What is a Behavioral Intervention Team?

BAT
SCAT
ACTS
CARE

...a multi-disciplinary group that helps detect early indicators of potential disruptive conduct, self-harm, and violence to others. The team uses an established protocol to assess risk and to intervene with support.

History of the BIT

- April 16, 2007 tragedy at Virginia Tech University
- Senior student Seung-Hui Cho
- Spurred a national movement and a shift in how colleges approach the well-being of their campus community
- NABITA formed in response to this event



Purposes of CCC CARE Teams

Safety/Well-being

Caring, preventive, early intervention with students exhibiting behaviors that are disruptive or concerning

Retention

Leveraging resources to help retain students who face significant barriers or obstacles that can impede their success

How CCC CARE Teams Work



- Three teams – Student Services, faculty representatives, Director of Counseling, and other key members
- Meet weekly to discuss students who have been reported
- Trained in best practices – NABITA standards

Functions of CARE Teams

- Consultation
- Assessment
- Resources
- Education



Consultation

- Address concerns regarding the safety and well-being of students by drawing upon professional expertise within the team and from the information gathered
- Promote and encourage consistent communication among all CCC staff, faculty, and offices
 - *CARE reports can be submitted by employees, students, and the general public*



Assessment

- Assess and determine the safety of and/or the risk of harm to the campus community.
 - CCC utilizes the NABITA Risk Rubric
 - Risk Levels – Mild, Moderate, Elevated, Critical
- Determine referred student's need for emotional, psychological or physical support and refer to appropriate resources.

Resources

- Identify resources available both on campus and in the community and foster positive, collaborative relationships with them.
- Take action to provide student with referrals to appropriate and prompt resources
 - *To ensure their academic success and overall well-being*



Education

- Provide professional development and training opportunities for faculty/ staff to ensure effective response to students in distress (ex: suicide prevention).
- Promote and advocate for students' overall mental well being.



On September 24, 2022, at 2:15 PM, I received a phone call from Amy Jensen, DRL, stating that Jane Smith (Greeley RA) called her about a student cutting themselves in the Greeley lobby. I walked over to Greeley Hall, and when I entered the building, I was met by Mary Jones (Greeley resident) and John Miller (Greeley resident). John had been cutting himself with a pair of scissors, and Mary took them away prior to my arrival. I led John and Mary to my office so we could chat in private. John stated that he was cutting himself because he was overwhelmed with school, homework, and his personal life (specifically, his heart condition). I asked John if he was having thoughts of killing himself, and he said "yes". I asked him if he had a method or plan to kill himself, and he said "no". He also mentioned that his father has physically abused him in the past, and noted that it still happens, occasionally, when he goes home. After learning of this information, I called Sean Griffin (ADS) and filled him in on the situation. After speaking with Sean, I called 911 and asked for a police officer to come to Greeley Hall to do a wellness check on John. I then called CCC campus security to fill them in as well.

Jessica does not seem to engage in any activities. She seems depressed in ways and one can tell she is struggling. She recently has had an injury and a family event that happened just before the school year started. She is very closed off from her roommates and other friends.

Cindy expressed to me that she is feeling very overwhelmed lately. She has a full schedule and is trying to get in her practicum hours while also working lots of hours and dealing with family issues. She has missed many rehearsals for the play. We talked and she decided to not participate in the play this spring so she could remove that stressful factor. She still is struggling and feeling overwhelmed so I told her I would fill out a CARE team report so she could talk to someone.

CARE Cases – data trends

| YEAR | Columbus | Grand Island | Hastings | TOTAL |
|-----------|----------|--------------|----------|-------|
| 2021-2022 | 114 | 248 | 236 | 598 |
| 2020-2021 | 108 | 232 | 202 | 542 |
| 2019-2020 | 96 | 164 | 236 | 496 |
| 2018-2019 | 76 | 156 | 211 | 443 |
| 2017-2018 | 68 | 160 | 161 | 389 |

Common CARE Issues Reported – Fall 2022

Academic Difficulty *

Bizarre behavior/disjointed thoughts

Changed Mood/Appearance

Concern that student may be missing

Death of Family Member

Depressed/displays persistent sadness/unexplained crying

Displays anger/negative emotions inappropriately

Excessive Absences from Class *

Excessive anxiety *

Financial Issue

Injury/Illness *

Personal Wellness *

Social Adjustment/Involvement

Suicidal tendencies/self-injurious behavior

Threat to Oneself

Impact of CCC CARE Teams



Most students
engage with
Case Managers
and want
support and
assistance



More precise
analysis to be
done on specific
academic
outcomes of all
students

Questions or Comments

