What is the CARES Team?

- Campus, Assessment, Response, Education and Safety (CARES)
  - Established in Fall 2021
  - Chair- No‘eau Keopuhiwa
  - Vice Chair- Isaiah Ka‘auwai
- Our college’s version of a Behavioral Intervention Team (BIT)
  - BIT(s) were established on many colleges after the Virginia Tech Shooting
- However the team can help with much more...
Mission Statement

The Kaua‘i Community College CARES Team takes a multidisciplinary approach to proactively and collaboratively identifying and assessing students experiencing academic, emotional, and psychological challenges by providing holistic support services. The team provides early intervention and management of situations that may pose a threat to the safety and well-being of our campus community.
CARES Team Membership

- The multidisciplinary team is comprised of representatives from the following:
  - VCSA
  - Title IX Coordinator
  - Case Manager
  - Student Affairs Counselor Representative
  - Campus Security Representative
  - Campus CCMT PIO (Public Information Officer)
  - Mental Health and Wellness
  - Human Resources Director
  - Instructional and Non-Instructional Faculty Representatives
  - OCET/Non-Credit
  - IT
  - Student Life Coordinator
The CARES Process

01 Identify person of concern

02 Gather information and investigate

03 Assess information and situation

04 Manage the person or situation
KAUA'I COMMUNITY COLLEGE

Our Mission Statement
Campus Map
College Policies
Consumer Information and Disclosure
Cost of Attendance
General Catalog
HEERF Report
LGBTQ+
Strategic Plan 2023-2029
Title IX (Sex Discrimination and Sexual Misconduct)
Veterans

INSTITUTIONAL EFFECTIVENESS

Accreditation
Grant Development
Institutional Effectiveness
Institutional Research
Marketing & Outreach
Prior Learning Assessment (PLA)
Program Review APRU & CPR
University Center

ADDITIONAL RESOURCES

Alumni
Campus Safety
Evacuation Areas
Job Opportunities
Report a Person of Concern
Sign up for Alerts
Title III Grants
UH Community Colleges
UH Foundation
UH System
Not sure if you need to submit or just prefer to “talk story”? 

Let’s talk about it (In Person)

One Stop Center
- No‘eau Keopuhiwa
- Isaiah Ka‘auwai

Library (Hale Mālama)
- LaRise Nebre
- Brian Kohatsu
- Jie Shen
Gathering Information

- CARES Report
- Social Media Platforms
- Public Records
- Student’s Transcript
- Emails to campus
  - FERPA Violations?
How do we assess?

National Association for Behavioral Intervention and Threat Assessment (NaBITA) Risk Rubric

Behavioral Threat Assessment and Management (BTAM)
NABITA Risk Rubric

D-SCALE
Life Stress and Emotional Health

OVERALL SUMMARY

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 rational, high-risk substance dependence, collapse anger, self-harm, or other severe behavior or treatment plan. There may be a major impact on the student's academic, social, and peer interactions. The individual has a clear target for their threats and alliances, access to lethal means, and a history of prior threats, or a recent emotional breakdown or suicide attempt that is still ongoing.

Actual effective, impulsive violence or serious threats of violence such as:
- Repeated, severe attack-while-intoxicated; broadening or escalating dangerousness and impulsive behavior that present a physical danger

DETERIORATING

- Destructive actions, screening or aggressive or harassing communications, repeated or odd speech, extreme isolation, stark decrease in social contact
- Responding to violence, extremely odd speech, high risk substance abuse, hostility, threatening behavior, paranoid/schizoid/schizotypal themes, increasingly dangerous manifestations
- Suicidal thoughts that are not lethal in themselves or non-life-threatening self-injury
- Threats of violence, impulsive, poorly planned, and/or economically driven violence
- Vague but direct threats or specific but indirect threats, explosive language, escalating behaviors that do not cause physical harm, but are desensitizing and concerning

DISTRESSED

- Disenfranchised individuals engage in behavior that concerns others, and have an inability to manage their emotions and actions. Possible presence of stressors such as:
  - Managing chronic mental illness, multifaceted substance abuse/skewness, disordered eating
  - Situational stressors that cause disruption in mood, social, or academic迎来
  - Difficulties coping/adjusting to stressors/environment; behavior may stabilize when stressor is removed or trauma is addressed/processed
  - If threat is present, the threat is vague, indirect, impulsive, and lacks detail or focus

DEVELOPING

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

E-SCALE
Hostility and Violence to Others

EMERGENCE OF VIOLENCE

- Behavior is moving towards a plan of targeted violence, remove 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 firearms or other means of attack
- Clear fixation and focus on an individual target or group, feels justified in actions
- Attack plan in credible, repeated and specific; may be shared, may be hidden
- Increased research on target and attack plan, employing covert surveillance, in-depth knowledge of the victim, a sense of invincibility to the plan
- Linking of attack plans on social media or telling friends and others to avoid locations

ELABORATION OF Threat

- Fixation and focus on a singular individual, group, or department; dehumanization of target, intending to leave their ability to advocate for safety
- Seeking others to support and empower future threatening actions; may find estimates leading to illegal vulnerability, encouraging violence
- Threats and ultimatums may be vague or direct and be motivated by a hardened view; 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 thought 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 talk on social media
- Argues with others who intent to embarrass, shame, or shut down
- Physical violence, if present, is impulsive, non-lethal, and brief; may even result in the threat of violence, but driven here by a hardened perspective rather than mental health and/or environmental stress

EMPOWERING THOUGHTS

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

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Managing the situation

- Person of concern is receptive to the support given and changes are made/noticed
- Person of concern is not receptive to the support and behavior continues
  - What does this look like and what can you do?
    - Baseline behavior
      - Your norm vs. my norm
    - Disruptive behavior
- The report does not have enough information so it is stored as a FYI or “breadcrumb”
Majority of the time, the person submitting the report will only get a confirmation message from the team stating that you received the report, it is unlikely that the team will communicate what happened next

...so let's talk about this
Common Misconceptions

- I was not informed if someone reached out to the student and assumed nothing happens because things like this happened before
- The student is still here and I don’t know why
- This person still acts the same way, submitting was a waste of time
- The college only cares about the student, they are not concerned with my safety or sanity
- I don’t want to submit because I don’t want to get that person in trouble
- I just think that person had a bad day, I didn’t want to rat her out
Mahalo for helping us create a safe space for everyone to thrive!