

## Part 1. Characteristics of Team Members

**ACTIVITY ONE:** *Reflecting on what you know about the behavior intervention team on your campus, provide a summary rating of your team on the factors listed below.*

Weak    ->>>>>    Strong

1. Does your team include representatives from departments that are critical for <u>learning about</u> incidents or individuals of concern?	1	2	3	4	5
2. Do your individual team members have a <u>positive reputation</u> for their work on campus?	1	2	3	4	5
3. Does your team include persons who are <u>respected by faculty</u> and able to work effectively with faculty?	1	2	3	4	5
4. Does your team include persons who are <u>respected by students</u> and able to work effectively with students?	1	2	3	4	5
5. Do <u>supervisor / subordinate relationships</u> among team members facilitate open discussion?	1	2	3	4	5

**ACTIVITY TWO:** *Reflecting on the composition of your team and its impact on your team's performance, briefly describe any strengths and / or weaknesses. Discuss with your partner.*

*Developing Skills and Competencies for Behavior Intervention Teams and Team Members*  
**Team Self-Evaluation Exercise**

## Part 2. The Team Process

**ACTIVITY ONE:** *Reflecting on what you know about the behavior intervention team on your campus, provide a summary rating of your team on the factors listed below.*

Weak    ->>>>>    Strong

1. Does your campus have a reliable method for team members to become <u>aware of and informed</u> about incidents and/or individuals raising a concern?	1	2	3	4	5
a. How well do you learn from faculty ?	1	2	3	4	5
b. How well do you learn from students?	1	2	3	4	5
c. How well do you learn from staff?	1	2	3	4	5
d. How well do you learn from campus law enforcement?	1	2	3	4	5
e. How well do you learn from other sources?	1	2	3	4	5
2. Do you have effective <u>internal communication</u> within the team?	1	2	3	4	5
3. Does your team have an effective method for <u>assessing information</u> received about a student of concern?	1	2	3	4	5
4. Does your team have clear and effective <u>decision rules</u> for deciding whether and how to respond?	1	2	3	4	5
5. Does your team include members who are skilled at conducting <u>investigations and interviewing</u> students?	1	2	3	4	5
6. Does your team <u>provide feedback</u> to those who report students of concern about how your team is responding to their report?	1	2	3	4	5

**ACTIVITY TWO:** *Reflecting on the processes used by your team and their impact on your team's performance, briefly describe any strengths and/or weaknesses. Discuss with your partner.*

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### Part 3. Ongoing Operational Concerns

**ACTIVITY ONE:** *Reflecting on what you know about the behavior intervention team on your campus, provide a summary rating of your team on the factors listed below.*

Weak    ->>>>>    Strong

1. Does your team have a recognized <u>leader</u> and does that individual have sufficient <u>authority within the team</u> to be effective in this role?	1	2	3	4	5
2. Is there a history of <u>internal cooperation</u> among the offices and members represented on your team?	1	2	3	4	5
3. Does your team use an effective method for <u>tracking incidents</u> involving students of concern over extended periods of time?	1	2	3	4	5
4. Are your team members able to <u>allocate time</u> for follow up actions required?	1	2	3	4	5
5. Does your team have ways to <u>hold members accountable</u> for follow-up actions agreed upon during team meetings?	1	2	3	4	5
6. Does your team or your team leader have sufficient <u>administrative authority</u> to decide actions required in response to a student of concern?	1	2	3	4	5
a. Can your team gain <u>access to authorities</u> whose approval is needed in a timely manner?	1	2	3	4	5
7. Does your campus have an effective method for <u>informing the campus community</u> about the team and the need to report students of concern?	1	2	3	4	5
8. Does your team <u>meet frequently</u> enough to keep informed of new reports and follow-up actions?	1	2	3	4	5

**ACTIVITY TWO:** *Reflecting on operational concerns that affect your team's performance, briefly describe any strengths and / or weaknesses. Discuss with your partner.*

## Part 4. Working with Key Constituent Groups

**ACTIVITY ONE:** *Reflecting on what you know about the behavior intervention team on your campus, provide a summary rating of your team on the factors listed below.*

Weak    ->>>>>    Strong

1. Does your campus have a <u>culture that encourages reporting</u> of students of concern?	1	2	3	4	5
a. How strong is that culture among faculty, including part-time faculty?	1	2	3	4	5
b. How strong is that culture among students?	1	2	3	4	5
c. How strong is that culture among staff?	1	2	3	4	5
2. Does your team provide effective <u>support for faculty or staff</u> who continue teaching or working with a student of concern during your team’s investigation and response?	1	2	3	4	5
3. Does your team provide effective <u>support for students</u> who continue to live or attend classes with a student of concern during your team’s investigation and response?	1	2	3	4	5
4. Does your team have effective ways to <u>persuade faculty</u> your team is an appropriate resource they should use?	1	2	3	4	5
5. Does your team have effective ways to <u>inform campus leadership</u> of the results of your efforts?	1	2	3	4	5

**ACTIVITY TWO:** *Reflecting on your team’s work with key constituent groups, briefly describe any strengths and/or weaknesses. Discuss with your partner.*

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## Part 5. Developing Team Performance

**ACTIVITY ONE:** *Reflecting on what you know about the behavior intervention team on your campus, provide a summary rating of your team on the factors listed below.*

Weak    ->>>>>    Strong

1. Does your team conduct <u>team development retreats</u> or similar programs?	1	2	3	4	5
2. Does your team bring in <u>outside experts</u> to help address key topics of concern to the team?	1	2	3	4	5
3. Are team members supported in attendance at <u>seminars and conferences</u> like NaBITA?	1	2	3	4	5
4. Does your team use <u>webinars</u> to address special topics of concern?	1	2	3	4	5
5. Does your team encourage <u>review of its effectiveness</u> as needed during regular meetings of the team?	1	2	3	4	5
6. Are members of your team encouraged to obtain <u>training in skills</u> specific to certain aspects of your team's performance (i.e. database management, investigative interviewing, etc.)?	1	2	3	4	5

**ACTIVITY TWO:** *Reflecting on your team's methods for developing team performance, briefly describe any strengths and/or weaknesses. Discuss with your partner.*