



THE NATIONAL CENTER FOR
CAMPUS PUBLIC SAFETY

Community-based Resources for Preventing, Intervening in, and Recovering from Incidents Involving Students Experiencing Mental Health Concerns

*Prepared by the National Center for Campus Public Safety
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General Resources

[Creating a Successful CIT Program](#), *National Institute of Mental Health (NAMI)*

A Crisis Intervention Team (CIT) often begins with the good intentions and the hard work of a few dedicated individuals. Whether you are a law enforcement officer, mental health provider, someone personally affected by mental illness or a concerned community member, you can be the catalyst for CIT in your community. In order to be successful in the long term, this effort needs to be supported by the broader community, including law enforcement agencies, mental health service providers—community mental health services, state psychiatric hospitals and hospital emergency rooms—and mental health advocacy groups. Here are some steps to building that much-needed support and ensuring your program starts strong.

[Psych Crisis Resources Kit](#), *Treatment Advocacy Center*

The Psychiatric Crisis Resources Kit is a collection of tools and information for responding to - and helping others respond to - mental illness emergencies.

Organizations

[CIT International](#)

CIT International is a non-profit membership organization whose primary purpose is to facilitate understanding, development and implementation of Crisis Intervention Team (CIT) programs throughout the United States and in other nations worldwide in order to promote and support collaborative efforts to create and sustain more effective interactions among law enforcement, mental health care providers, individuals with mental illness, their families and communities and also to reduce the stigma of mental illness.

[HBCU Center for Excellence \(CFE\) in Behavioral Health](#)

The HBCU-CFE in Behavioral Health was established as a result of the accomplishments of the HBCU National Resource Center (HBCU-NRC) for Substance Abuse and Mental Health Infrastructure Development and the HBCUCFE in Substance Abuse and Mental Health, also funded by SAMHSA. The goals of the HBCU-CFE are to:

- Promote student behavioral health to positively impact student retention
- Expand campus service capacity with a focus on culturally appropriate behavioral health resources
- Facilitate best practices and dissemination
- Foster student leadership and behavioral health workforce development

[Mental Health America](#)

Mental Health America (MHA) – founded in 1909 – is a leading community-based nonprofit dedicated to addressing the needs of those living with mental illness and to promoting the overall mental health of all Americans. Our work is driven by our commitment to promote mental health as a critical part of overall wellness, including prevention services for all, early identification and intervention for those at risk, and integrated care and treatment for those who need it, with recovery as the goal.

[National Alliance on Mental Illness \(NAMI\)](#)

The nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness.

[National Institute of Mental Health \(NIMH\)](#)

The National Institute of Mental Health is the lead federal agency for research on mental disorders.

Publications (PDF)

[A Strategic Primer on College Student Mental Health](#), *NASPA: Student Affairs Administrators in Higher Education*, *the American Council on Education (ACE)*, and *the American Psychological Association (APA)*

This report is the product of a year-long partnership between NASPA: Student Affairs Administrators in Higher Education, the American Council on Education, and the American Psychological Association focusing on student mental health issues. Responding in part to President Obama's call to launch a national conversation to increase the understanding and awareness about mental health, the partnering organizations, in collaboration with the lead authors, advisory committee, editorial group, and the organizations and institutions they represent, reviewed trends in college student mental health and sought out examples of practice that contribute to student well-being. Mental health continues to impact students in course learning and campus engagement. It is our collective hope that through increased

awareness and collaboration, institutions of higher education can continue to serve all students and support their learning and development.

[Building Safer Communities: Improving Police Response to Persons with Mental Illness](#), Bureau of Justice Assistance (BJA), International Association of Chiefs of Police (IACP), JEHT Foundation, and Substance Abuse and Mental Health Services Administration (SAMHSA)

The IACP selected "Building Safer Communities: Improving Police Response to Persons with Mental Illness" as the focus for its May, 2009 National Policy Summit. The goal of the summit was to begin a dialogue resulting in recommendations for local, state, federal, and tribal organizations that will improve the safety of community members and law enforcement officers when responding to crisis calls involving a person with mental illness. The resulting recommendations are intended to reduce trauma, injury, or death during mental health crisis calls and to promote dialogue between law enforcement, community providers, and partners that will sustain short and long term improvement in crisis call response, treatment, and recovery around the United States.

[Campus Threat Assessment Case Studies: A Training Tool for Investigation, Evaluation, and Intervention](#), Office of Community Oriented Policing Services

This guide will allow threat assessment team members to explore and practice threat assessment through small and large group exercises using pre-developed case studies. This guide will also strengthen team members' comprehension and application of the threat assessment principles proscribed in "Campus Threat Assessment Training: A Multidisciplinary Approach for Institutions of Higher Education," a program developed and delivered nationwide by Margolis Healy & Associates and funded by the COPS Office.

[Law Enforcement Responses to People with Mental Illnesses: A Guide to Research-Informed Policy and Practice](#), Council of State Governments (CSG) Justice Center and the John D. and Catherine T. MacArthur Foundation

Interactions between officers and individuals with mental illnesses are infrequent and can be complex in nature. These calls for service are often time-consuming and difficult to resolve, and, on relatively rare occasions, result in tragic injuries or deaths. Such cases typically involve repeat contacts with the same individuals, who live in the community with unresolved mental health needs. Law enforcement-based specialized response programs have been shown to improve officer safety; increase access to mental health treatments, supports, and services; decrease the frequency of these individuals' encounters with the criminal justice system; and reduce certain costs incurred by law enforcement agencies. To ensure law enforcement policies and practices related to people with mental illnesses are data driven and well informed, this guide summarizes the available research on law enforcement encounters with people with mental illnesses and strategies to improve these interactions.

[Improving Officer Response to Persons with Mental Illness and Other Disabilities](#), International Association of Chiefs of Police (IACP)

This document serves as a guide for law enforcement leaders and covers the topic areas: understanding the issue, why law enforcement leaders must take action, positioning chiefs as

leaders to influence others, partnerships: law enforcement cannot do this alone, implementing proven strategies and designing a program for your jurisdiction.

[Improving Responses to People with Mental Illnesses: Strategies for Effective Law Enforcement Training](#), *Bureau of Justice Assistance (BJA), Council of State Governments (CSG) Justice Center, and Police Executive Research Forum (PERF)*

This publication is one in a series that was developed by the Council of State Governments (CSG) Justice Center, in partnership with Police Executive Research Forum (PERF) and supported by the Bureau of Justice Assistance (BJA), to address how law enforcement responds to people with mental illnesses. This training resource guide is written for law enforcement personnel and staff at other agencies who are planning a training initiative that will support a crisis intervention team, co-response, or other type of specialized law enforcement–based response program, as well as for individuals looking to enhance an existing training initiative. The guide reviews common challenges experienced by several jurisdictions that have developed training for officers encountering people with mental illnesses, and synthesizes the key lessons they learned that could be of benefit to others.

[Improving Responses to People with Mental Illnesses: Tailoring Law Enforcement Initiatives to Individual Jurisdictions](#), *Bureau of Justice Assistance (BJA), Council of State Governments (CSG) Justice Center, and Police Executive Research Forum (PERF)*

This publication is one in a series that was developed by the Council of State Governments (CSG) Justice Center, in partnership with Police Executive Research Forum (PERF) and supported by the Bureau of Justice Assistance (BJA), to address how law enforcement responds to people with mental illnesses. This study explores the program design process for a variety of Specialized Policing Responses (SPR) and includes detailed examples from several communities from across the country. It is meant to assist initiative leaders and agents of change who want to select or adapt program features from models that will be most effective in their communities. Quotes from practitioners and examples from several communities from across the country are included, along with detailed lessons learned from four jurisdictions selected for on-site study: Akron, OH; Fort Wayne, IN; Los Angeles, CA; and New River Valley, VA.

[Improving Responses to People with Mental Illnesses: The Essential Elements of a Specialized Law Enforcement–Based Program](#), *Bureau of Justice Assistance (BJA), Council of State Governments (CSG) Justice Center, and Police Executive Research Forum (PERF)*

This publication is one in a series that was developed by the Council of State Governments (CSG) Justice Center, in partnership with Police Executive Research Forum (PERF) and supported by the Bureau of Justice Assistance (BJA), to address how law enforcement responds to people with mental illnesses. This report serves as the centerpiece of this series. It articulates 10 essential elements for any specialized law enforcement–based mental health response program. The elements are derived from recommendations made by a broad range of practitioners and other related experts and provide practitioners and policymakers with a common framework for program design and implementation that will promote positive outcomes while being sensitive to every jurisdiction’s distinct needs and resources.

[Peer Educators in Behavioral Health: Getting Involved on Your Campus](#), *HBCU Center for Excellence in Behavioral Health*

In April 2008, the HBCU National Resource Center (HBCU-NRC) for Substance Abuse and Mental Health, located at Morehouse School of Medicine, hosted the first National HBCU Peer Educators Leadership Summit on Suicide Prevention. In August 2011, the HBCU Center for Excellence (HBCU-CFE) in Mental Health and Substance Abuse, also located at Morehouse School of Medicine, hosted a second event, the National HBCU Peer Educators in Behavioral Health Leadership Summit. Both events were well attended and well received. Students were trained on suicide prevention, behavioral health promotion, and leadership skills. Students shared ideas and experiences as peer educators, and skills and strategies for promoting and supporting peer educators were discussed. The HBCU-CFE has now organized recommendations from both Summits into TIPS: Techniques and Interventions for Peer Educators to Succeed.

[Postvention: A Guide for Response to Suicide on College Campuses](#), *Higher Education Mental Health Alliance (HEMHA)*

This resource is intended for use by colleges and universities that are affected by and/or want to be prepared for campus crises and campus deaths. This resource defines specific areas of consideration and planning and offers suggestions for best practices. Planning and implementation of postvention efforts rely heavily on using an interdisciplinary approach that utilizes the skills and resources of administrators, practitioners and the greater campus community. These disciplines will ideally collaborate in the postvention planning and coordination, implementation of postvention efforts, clinical services, communication efforts, and decisions about holding memorials and other related events with the goal of helping the community return to a normal routine.

[Practice Guidelines: Core Elements in Responding to Mental Health Crises](#), *Substance Abuse and Mental Health Services Administration (SAMHSA)*

The guidelines presented here were developed by a diverse expert panel and define appropriate responses to mental health crises across variables. This report of the panel's findings is not intended to be an exhaustive resource on crisis services and best practices, but rather an explanation of factors essential to any response to mental health emergencies.

[Promoting Behavioral Health on Historically Black Colleges and Universities \(HBCU\) Campuses: A Blueprint for Success](#) and [Promoting Behavioral Health on Historically Black Colleges and Universities \(HBCU\) Campuses: A Blueprint for Success – Revised Edition](#), *HBCU Center for Excellence in Behavioral Health and the Morehouse School of Medicine*

These reports provide an in-depth look at the steps involved in promoting behavioral health on HBCU campuses from conceptualization to completion.

[Statewide Law Enforcement / Mental Health Efforts: Strategies to Support and Sustain Local Initiatives](#), *Bureau of Justice Assistance (BJA), Council of State Governments (CSG) Justice Center, and Police Executive Research Forum (PERF)*

This publication is one in a series that was developed by the Council of State Governments (CSG) Justice Center, in partnership with Police Executive Research Forum (PERF) and supported by the Bureau of Justice Assistance (BJA), to address how law enforcement responds to people with mental illnesses. Specialized Policing Responses (SPR) to people with mental illnesses, which prioritize treatment over incarceration when appropriate, are planned and implemented in partnership with community service providers and citizens. The two most prevalent SPR approaches are Crisis Intervention Teams (CIT) and police-mental health co-responder teams. Coordinating SPR efforts statewide can facilitate regional pooling of resources, which helps ensure that smaller or rural agencies can implement this type of program, and has the potential to significantly increase the number and quality of SPR programs in the United States. This paper describes how statewide coordination efforts are structured in Connecticut, Ohio, and Utah and synthesizes their successes and challenges in coordinating this work. Program examples from five other states with established initiatives are included.

[Threat Assessment Teams for Troubled Students: Putting the Pieces Together](#), *United Educators*

Discussions with administrators and other staff at dozens of colleges and universities reveal that many practices are commonly used to help team members identify, intervene with, and manage distressed, disruptive, or potentially violent students. This document includes highlights from these discussions with deans of students, heads of counseling, campus law enforcement officers, legal counsel, risk managers, and officials involved with student discipline and student medicine. These personnel offered practical suggestions and reflections in four areas critical to the success of an institution's student threat assessment team: forming a threat assessment team, reporting student behavioral concerns, assessing and intervening with students of concern, and sharing and documenting information.

[Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates](#), *Department of Education (ED) and Secret Service*

This publication is the product of an ongoing collaboration between the Secret Service and the Department of Education. The focus is on the use of the threat assessment process pioneered by the Secret Service as one component of the Department of Education's efforts to help schools across the nation reduce school violence and create safe climates. This guide sets forth a process for identifying, assessing, and managing students who may pose a threat of targeted violence in schools. The guide also includes suggestions for developing a threat assessment team within a school or school district, steps to take when a threat or other information of concern comes to light, consideration about when to involve law enforcement personnel, issues of information sharing, and ideas for creating safe school climates.

Training

[Applied Suicide Intervention Skills Training \(ASIST\)](#), *Living Works*

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of

suicide and work with them to create a plan that will support their immediate safety. Although ASIST is widely used by healthcare providers, participants don't need any formal training to attend the workshop—anyone 16 or older can learn and use the ASIST model.

[Behavioral Threat Assessment on Campus: What You Need to Know](#), *NCCPS*

Does your campus have the ability to address threatening behavior from students, employees, or external sources? Does your process meet current best practices for campus violence prevention? Campus behavioral threat assessment relies upon collaboration and partnerships in the community to identify and respond to at-risk behaviors. In this archived webinar, Dr. Randazzo provides an overview of best practices in campus threat assessment, components of effective campus threat assessment programs, and steps in the threat assessment process to guide your campus to success. This webinar is appropriate for college and university administrators, faculty members, staff members, campus law enforcement and security professionals, mental health professionals, risk managers, and university counsel.

[Mental Health First Aid](#), *National Council for Behavioral Health and Missouri Department of Mental Health*

Mental Health First Aid is an 8-hour course that gives people the skills to help someone who is developing a mental health problem or experiencing a mental health crisis. The evidence behind the program demonstrates that it does build mental health literacy, helping the public identify, understand, and respond to signs of mental illness. Mental Health First Aid is intended for all people and organizations that make up the fabric of a community including hospitals, school and college leadership, faith communities, friends and family of individuals with mental illness or addiction, or anyone interested in learning more about mental illness and addiction. Participants learn a single 5-step strategy that includes assessing risk, respectfully listening to and supporting the individual in crisis, and identifying appropriate professional help and other supports.

[QPR Institute](#)

QPR stands for Question, Persuade, and Refer – the three simple steps anyone can learn to help save a life from suicide. The QPR Institute states that QPR, like CPR, is an emergency response to someone in crisis and can save lives. The QPR Institute offers online and in-person QPR Gatekeeper Training for individuals and organizations as well as advanced suicide prevention training, extended learning, and training for professionals such as veterans, law enforcement, firefighters and EMS professionals, doctors and physician assistants, school health professionals, nurses, and occupational and physical therapists.

[Voices from the Field: Lessons Learned from Law Enforcement Mental Health Partnerships](#), *The Council of State Governments*

In this archived webinar, presenters discuss the unique challenges that law enforcement and mental health service providers face on college campuses, strategies for engaging campus stakeholders such as students, faculty, administration and community residents, and information sharing. The webinar highlights two particularly successful learning sites: The University of Florida Police Department and the Madison Police Department (Wisconsin).