Hello and welcome to today's TODD – who is on the team using the collaborative 5/7 model. Team membership is a critical issue for teams to wrestle with when they're either being first created or in a position where they've been around for a while looking for changes and adaptations. The best research we see in this area looks to anthropological studies and how teams and groups work well, even outside behavioral intervention, CARE or threat modeling. The arguments that we hear are somewhere between 10 and 12 members are really ideal in terms of practical application. We find the seven to eight people typically make up that sweet spot for teams functioning.

Larger teams and having so many people involved on the team that it creates a bit of a chilling effect in terms of what's shared moving forward during the meetings. Having teams with 15 or 20 people also leads to some inconsistencies when it comes to who's attending the meetings, how regularly they attend the meetings, and if they're able to participate in a meaningful way.

Some schools have moved towards very small models, where we might have three or four people on the team, and actually run into different problems there as well. The problems with a very small team tend to focus more on having a quorum or enough people to actually move forward with a good active discussion. And then the issue of diversity comes up fairly quickly in terms of team functioning. Having just a few folks on the team, by definition, really impacts a diverse kind of discussions that we want to really emphasize and a collaborative model in terms of team best practice.

The other way to think about this is teams really should divide it in half between those who have the power and the control to make decisions to access budget money to really make some big difference in terms of moving forward, with those individuals who have, shall we say, their finger on the pulse of the larger community in their ability to work together with the gathering of data and then the moving forward with the interventions.

NABITA has conducted ten years of surveys, this is the National Association of Behavioral Intervention and Threat Assessment, doing about ten years of surveys on the issues of behavioral intervention teams, CARE teams and threat teams. What you see here on the screen is their 2020 overview. This is a public document that they made available and this infographi that you see here talks about the common members that we see on a team of about eight. Another way to look at this, and I think this is the real core of the primary secondary model, is having this model where we have these core members who are really here for every meeting, who really need to be part of almost every school's core care team. Then we have secondary members who in some ways looking at this as like an elective for a college course. These are options to bring other folks in.

So for the primary five in a college space, we're really looking at someone from counseling, perhaps case management as well, depending on the structure of your school, someone from student conduct or a dean of student positions, sometimes those are blended, someone from police security or campus safety. We often have leadership from administration, vice president of student affairs. And if the school has a residential life component, we see residential life director present there, or we might see someone from human resources.

In the secondary seven, this is where we really have some other options to bring some folks into the team. There's no requirement to bring all seven of these in. But commonly what we see is someone from the Title IX space or related to sexual assault advocacy. What I find with these folks is they might not have a high percentage of cases that come to the team in this exact space, but often their deliberations and

their focus on due process can be really helpful for a team that's looking for structure and conversations. Similarly, having access to folks in the career space or in academic counseling really leans into the importance of being able to gather appropriate data, as well as being in a place to lean back into them around interventions and tasking them essentially to help with that team function of not only analyzing the threat or risk, but being able to move forward in a way to help the student, which is really critical to all the work that we do. Having someone aware of the ADA and 504 disability services space is also critical. This makes up a number of cases that come to the team in terms of accommodations and difficulties that might attach here. Some schools have very large sorority and fraternity groups and considering having an advisor or someone in that space connected to the team, both as a liaison and someone to share some information about that close community could be really helpful. Again, other schools have very large athletic programs, and they'd be remiss to not have someone from the athletic department present on the team, given the reach and the expansion into the athletic space. This accounts for issues that happened before the full school year starts before everyone's returning to campus. It can be really important to have a good athletic buy in. Similarly, retention services are a really powerful place to consider bringing them onto the team. In fact, retention services overlap very strongly with most CARE team missions. The idea of connecting individuals forward, bringing together as a group and sharing this movement to keep students performing in an academically positive direction. So much of the best CARE team, and even to some degree threat team, work is about keeping students, faculty, staff, whatever the team scope is focused moving forward on that positive behavior in the academic space. And then finally, having a faculty member on the team often helps in terms of some of those liaison functions, being able to talk more directly with faculty, particularly if your school has some tension between student affairs and the faculty. Having a really good faculty member on the team to serve in that kind of liaison position can also be helpful.

In the K through 12 space, what we see is very similar to the college space, the positions, the names have changed a bit. Instead of student conduct, we might see student discipline instead of the, again, the student conduct office or you might see a vice principal. Counseling and guidance tend to be used a little differently in the K through 12 space. High school space and school resource officer typically replaces police or security officers or campus safety. The principal and school psychologist are also parallels, I would argue, to a VP, say a dean of students or someone in the counseling department. Local social services are great to use on the secondary portion of the team having access to these. If there's a number of reports around issues related to child welfare and the like. Bringing in library or academic tutoring support can also be helpful. Again, if this is a hub and a K through 12 space, this is another piece that we might want to consider. The school nurse, again, might be a very critical piece of that communication and collaboration that we're seeing in that K through 12 space facilities, as well as the principal or the superintendent, I think could also be brought in in that space.

So, you know, one of the things to think about when you're creating a team and considering membership really is the unique nature of every single school, whether it's a school, workplace, college, community college, residential college, understanding that everyone is going to see things a little differently. You're going to have key members that are going to be connected to the team that are very helpful. Other times there might be a key member that typically and statistically might be connected to a team. But for your school, it doesn't make a lot of sense. There's a disconnect there between that person or

the department's more separated out and away from that space. So there's a bit of an art and science to team membership.

As I bring this time to a close, one of the things to consider is having a good number really is critical. Somewhere between that seven to eight. If you start to creep up past ten or twelve, I think we start to get into some big team problem areas again. If you start moving below, say, five, that's where we get into those small team areas critical to the team is having a diverse membership and we talk about diversity. This has to be in the most diverse way possible. If I can say it this way, we think about team diversity, we don't want to just think about positional diversity, but instead we want to see this more expansive. Think about the idea of gender identity, sexual orientation, political affiliation, religious affiliation. All of these different factors can create silos. If we don't have that person on the team where we're going to miss gathering data and be less effective in our interventions. So these good teams have this balance, again, between the decision makers, those

with power – and by power, I mean the authority and the budgetary support to make big decisions – but also having people who have, again, their finger on the pulse of that community become critical. Last thought here as we're coming to a close is making sure the teams remain relatively static. Good teams as membership develops, certainly we have new people coming on board, there will be transitions times to look at backups and other folks that might want to train. But the idea here is having a good centralized team that gets to know each other, that engages in ongoing training and opportunities to learn how each other communicates best. We'll talk about this in a different time, but the importance of training the team, but also understanding how each team member, whether as part of their training and department, where their personality brings forward decision making, brings forward how they analyze a particular case and come up with interventions. The more diverse and collaborative we can be among those different diverse positions, the more successful our team membership is going to be. Thanks for taking time on today's TODD.