

UNIVERSITY OF ARKANSAS AT PINE BLUFF BEHAVIOR INTERVENTION PLAN MANUAL

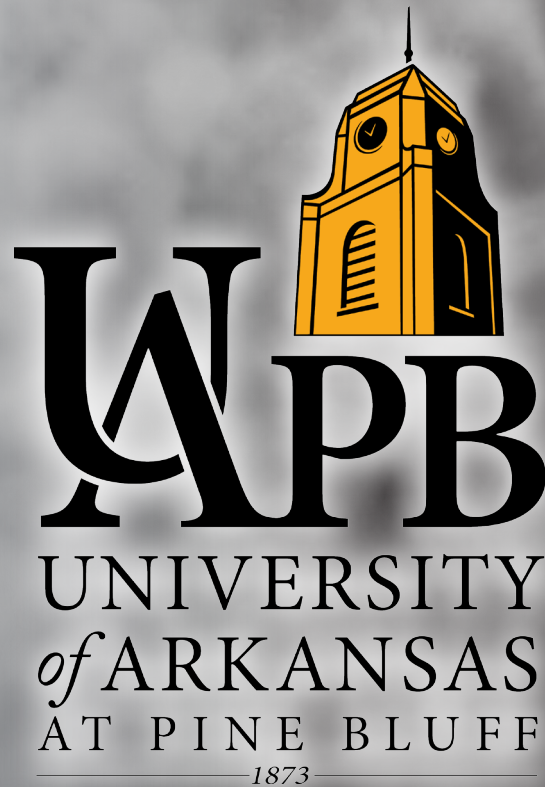


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Introduction

The Behavioral Intervention Team is designed to assist faculty, staff, and administration with students facing high levels of distress in their lives and those with behavior problems. The Behavioral Intervention Team is not an administrative, treatment or disciplinary body. It does not adjudicate, discipline, or impose sanctions against any member of the campus. In an effort to respond to the safety needs of the campus, the University of Arkansas at Pine Bluff has established the Behavioral Intervention Team.

The Behavioral Intervention Plan was developed in accordance with the College and University Behavioral Intervention Team (CUBIT) model that was introduced by the National Center for Higher Education Risk Management (NCHERM).

What is BIT?

BIT will assist in helping keep the university community safe and connect distressed students to available support services and present various seminars to students that have been disciplined through the student judicial process. BIT primary goal seeks to act preventively versus reactionary to students in distress.

What Does BIT Do?

- Provide consultation and support to members of the university community in assisting individuals who display concerning or disruptive behaviors;
- Respond to reports; gather information to assess situations involving individuals who display concerning or disruptive behaviors; engage reported individuals in a process aimed at correcting the disturbing behavior;
- Recommend appropriate intervention strategies;
- Connect individuals with available campus and community resources;
- Monitor ongoing behavior of individuals who have displayed disruptive or concerning behavior.

The committee is not intended to address random conduct matters that occur in the classroom but a consistent behavior problem/pattern that is noticeable in a student invited to participate on the Intervention Team as a Consultant.

Committee Members

BIT consists of a team of professionals from several university units including:

- Dean of Student Life
- Campus Police
- Student Counseling, Assessment and Development
- Residential Life
- Disability Services/Veteran Affairs
- Health Services
- Student Involvement and Leadership

A designee of the above may serve if a representative is absent or unavailable. The specific composition of the BIT depends on the nature of the behavior problem that is being addressed. Additional members from the campus community may be included in the BIT meetings as needed.

Meetings

The Behavioral Intervention Team meets regularly to address reported behaviors and intervention on campus. The team also focuses on developing situations and topics related to concerning behaviors and appropriate intervention. These discussions include trends and patterns in reported behavior, best practices in intervention, and available resources.

Additional meetings are held as needed to assess, intervene, and monitor concerns brought to the attention of the BIT.

Assistance and Consultation to the University Community

While interacting with individuals across the university, faculty, staff, and students may be confronted with situations in which an individual is disruptive or displays behavior that may be intimidating or threatening to others. A person may also behave in ways that signal other kinds of distress, such as tearfulness or withdrawal and isolation. The Behavioral Intervention Team is designed to assist in these situations by responding to reports with information gathering, assessment, consultation, and referral to resources. The BIT relies on the participation of the entire University community in its mission of preventing violence and responding to individuals in need of assistance.

Appendices A and B provides guidelines for faculty and staff in responding to inappropriate student behavior and for reaching out to distressed/difficult students. While these guidelines provide general information and guiding principles, the BIT is available for in depth consultation about any troubling situation.

Reporting Process

The overall goal of the Behavior Intervention Plan is to promote a safe environment for all students, faculty, staff, and administration and to focus on student learning and student development. By encouraging all members of the campus community to report behaviors that are concerning; BIT will be able to reach out to intervene, provide support and connect them with resources that can assist them. As such, BIT asks that the campus community report concerning “red flag” behaviors.

Examples of “Red Flag Behaviors”

A “red flag behavior” is a questionable, suspicious or inappropriate behavior that may be presented through an individual’s appearance, spoken or written words, or specific actions. Examples of “red flag behaviors” include:

- Behavior(s) which regularly interfere with classroom environment or management
- Notable change in academic performance – poor or inconsistent preparation
- Notable change in behavior or appearance
- Impairment of thoughts – verbally or in writing
- Aggressive behaviors toward others; inability to set limits or re-direct focus
- Poor decision making and coping skills

- Inappropriate or strange behavior
- Low frustration of tolerance
- Overreaction to circumstances
- Lack of resiliency
- Writings and comments endorsing violence; unusual interest in violence
- Indirect or direct threats in writings or verbalizations
- Lack of empathy and concern for others; inability to care
- Anger management problems
- Threats to others
- Appearance of being overly nervous, tense or tearful
- Expression of suicidal thoughts or feelings of hopelessness
- Withdrawal and isolation
- Appears to have an alcohol or drug use or dependency

Incident Report

The Incident Report (See form in Appendix E) is designed to enable faculty, staff and students to voluntarily report “red flag behaviors” that may raise concerns and incidents of misconduct at the University of Arkansas at Pine Bluff. An incident, in this context, is an event that does not warrant immediate intervention. In the event of an emergency that requires immediate intervention please call UAPB Campus Police at 870-575-8102.

The Incident Report will provide a mechanism for responding to individual incidents and will document patterns of disruptive behavior. It will also provide aggregate data on the nature and frequency of disruptions at UAPB. This report provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns.

There is also a Behavioral Intervention Incident Report Form at www.uapb.edu.

In accordance with the UAPB Student Code of Conduct, information provided in the Behavior Intervention Incident Report Form may also be considered in determining appropriate disciplinary action through the Office of Dean of Student Life.

ASSESSMENT

Assessment Process

While there is no single set of warning signs that will reliably predict behavior or campus violence, the assessment process looks for behavioral evidence that someone is planning or preparing to act out inappropriately or carry out some type of threat. Assessment will attempt to distinguish between threatening and non-threatening cases in order to ensure the safety of the distressed person and any others potentially involved as well as to resolve concerns that initiated the inappropriate behavior.

Assessment assists in early identification of situations that may pose a threat to others, creates a baseline of information against which to assess future behavior, and provides a means for implementing interventions to increase the likelihood of a positive and safe resolution.

Information Gathering

Once an Incident Report has been received by BIT, the team implements the assessment process. The most appropriate time to include the individual in the process will be considered on a case-by-case basis.

In general, BIT will gather preliminary information regarding the concern and then a team member may interview the referred person as part of the initial assessment process. The interview will provide the opportunity for the individual to share their concerns about the situation and ask for needed assistance in solving it. Information collected in this initial interview will be helpful in determining appropriate intervention strategies.

That process may include any of the following data gathering processes:

- Interviews with all available parties with information about the situation
- Interview with the person alleged to have displayed inappropriate/concerning behavior
- Assessment by Student Counseling, Assessment and Development /mental health professional/drug or alcohol professional
- Interview with any identified potential targets of inappropriate/concerning behavior
- Contacting a student's parents or family member
- Review of a student's academic and disciplinary history
- Implementation of the Threat Assessment Checklist (Appendix F) and other threat assessment models appropriate to the situation.

Levels of Risk

Based on all data gathered, BIT utilize the following information to determine the level of risk that the behavior/situation poses to the individual and to others.

- **Mild risk** – There is no serious threat to the person of concern or others. At this level, any concerns between individuals can generally be resolved by addressing the conflict or dispute between the parties involved. Counseling and follow-up support may be recommended. Generally, in this situation, the individual can acknowledge the inappropriateness of the behavior and engage in behavior to make amends with the other party. These individuals may be experiencing mental health or substance abuse problems but their conduct is not generally in violation of the University's Student Code of Conduct.
- **Moderate risk** At this level, there may be a threat to self or others that could be carried out although there is no evidence that the person has taken preparatory steps. These individuals may be experiencing mental health or substance abuse problems and displaying disruptive behaviors.
- **Extreme risk** – At this level, there appears to be an imminent and serious danger to the safety of the person of concern or others. It appears that specific steps have been taken or will be taken to carry out a plan to harm.

Intervention Strategies

Based on the behavior displayed by the individual and the assessment by the Behavioral Intervention Team, the BIT may make any of the following recommendations for intervention. Recommendations are made in consultation with the appropriate university department or administrator who takes any final action.

Mediation/Guidance — For behaviors that do not violate the University Student Code of Conduct, the BIT and/or the Dean of Students may intervene to provide guidance, support and mediation of disputes, and resolve situations and prevent escalation.

Referral to University and/or Community Resources — The BIT may refer an individual to the Student Counseling, Assessment and Development Center for services and connection with appropriate university and community resources.

Voluntary Withdrawal from Classes — Based on discussion with a counselor or member of the BIT, a student may choose to temporarily take time away from the university to deal with other concerns. The student may re-enter the university during any future semester, in accordance with UAPB policy.

Referral to Disciplinary Process — The BIT will make this referral to the Dean of Students Office when it is determined that student behavior may be in violation of the University Student Code of Conduct.

Immediate Interim Suspension — The BIT may recommend to the Dean of Students that students determined to be at high risk for danger to self or others be temporarily barred from the university based on imminent safety concerns. The procedures for Immediate/Interim Suspension are outlined **in the ROAR handbook**. Other measures may be imposed as needed.

Involuntary Administrative Withdrawal of Students—The BIT may recommend to the Dean of Students that a student determined to be at high risk for danger to self or others be required to participate in a mandatory assessment by a mental health consultant. The mental health consultant will conduct an assessment of direct threat, provide assistance in gaining access to emergency care for the student as needed, assist the student in establishing ongoing treatment as needed, and provide feedback and recommendations to the BIT. Physiological assessment is paid by student's insurance or personal payment.

In extremely high risk situations, the BIT may find it necessary to recommend to the Dean of Students an Involuntary Withdrawal for a dangerous student who will not comply with the requests of the BIT or agree to a voluntary withdrawal. Involuntary Withdrawals will be determined based on the opinion of the mental health consultant that the student poses an imminent risk of serious harm to self or others. The length of withdrawal and conditions for re-enrollment at the college will be determined by the Dean of Students at the time that the withdrawal is imposed.

Appeal Process- Students who have been **Involuntary Administratively Withdrawn** from the university by the Dean of Student Life will have the right to appeal to an **appellate committee**. The committee will be **appointed by the Vice Chancellor for Student Affairs**.

Criminal Charges — Individuals who have engaged in behavior that may be in violation of local, state, or federal law may be referred for criminal prosecution. University Police will ensure that a comprehensive investigation is conducted and determine whether probable cause exists for the filing of criminal charges.

Follow-Up and Monitoring — In addition to any of the specific intervention strategies described previously, the BIT will determine a plan for follow-up monitoring of concerning behavior. This may include checking with faculty and staff regarding student behavior and periodic meetings between the individual and a BIT member.

Feedback to Referring Individual

The BIT may provide feedback to the referring individual to inform them of resolution of the situation and any ongoing follow-up in which they may need to be involved. All feedback regarding students will be in accordance with FERPA (**Family Education Rights and Privacy Act**) guidelines.

Record Keeping

All records of the Behavioral Intervention Team will be stored in a confidential database in the office of Dean of Student Life.

Intervention Seminars

Description

The seminars are designed to challenge students to explore the context of learning how to make smart decisions and to provide useful skills for future choices. The program empowers students to engage each other in discussion regarding different scenarios that they may encounter on and off campus. It is a **one** (1) hour interactive seminar used as an educational tool for students who have been involved in a variety of policy violations and students that have not been discipline through the student judicial system but were referred to by BIT because of behavioral issues. The material provided to students will allow them an opportunity to reflect on the information they have received, explore the impact of their decisions, and create strategies for improvement.

BIT Intervention Program

Students that are discipline through the Office of Dean of Student Life and Office of Residential Life are required to participate in the intervention program designed to educate about the behaviors they have exhibited and those they may encounter while a student at the university. The seminars will consist of alcohol awareness, drug awareness, conflict management, sexual harassment and assault, Domestic Abuse, Firearms and Weapons, Fire Prevention and others if needed. Students in the program will be required to attend the program through its entirety. If a student doesn't finish the program the student may be suspended from the institution for the semester. If students are suspended for not completing the intervention program and were placed in the program for drugs, alcohol, or assault offenses they must provide proof that they have receive treatment from an external treatment center before re-enrolling at the institution.

Steps to Completing the Intervention Seminars:

1. REGISTER for the Seminars
2. Attend the Seminars
3. Complete Reflection Paper
4. Complete the brief Post-Seminar Questionnaire

Location

All seminars are held on Tuesday and Thursday at 5pm in Caldwell Hall Cross/Phipps Auditorium. For directions, please contact the Office of Dean of Student Life at 870-575-8360.

Expectations

Notification: The student must provide the Associate Dean of Students for Residential Life or the Dean of Students **within twenty-four (24)** hours' notice if **they** are unable to attend the seminar for which **they** have been enrolled in and discuss with them a time to reschedule the seminar. The Associate Dean of Students for Residential Life can be contacted at 870-575-7257 or the Dean of Students at 870-575-8360.

Excuse Absences: Students placed in the intervention seminars are only allowed two absences per semester. If students violate the excuse absence policy, they will be removed from the program and other forms of disciplinary action may occur.

Tardiness: The seminar begins promptly at the time indicated, so **the student** should plan to arrive at least **ten (10)** minutes prior. It is important that **students** are on time and stay for the full duration of the seminar. If the student is late or leaves early, the student will not receive credit for attending the seminar and will need to re-register for another session. The seminar is **one (1)** hour in length.

Participation: Participation during the seminar will be a consideration for meeting the requirements of **student** sanction. Participation is defined as actively engaging with the participants, speaking during the session, completing written/oral exercises and respecting other group members. If **the student** chooses not to participate in the seminars they will be found in violation of their sanction.

Cooperation: The student must cooperate with the facilitator and comply with the following or they will be asked to leave the seminar:

1. **Student must come** with an open mind that is necessary to process the information introduced in the seminar.
2. **Students** presence in the seminar is based on the behaviors that they have exhibited. If students have problems concerning their situation or reasons for being in the seminar, they must visit with the individual who assigned them to the seminar. Students will not use the seminar as a platform to blame someone else for their involvement in a situation.
3. **Students will** not come to the seminar under the influence of alcohol and/or any other drug.
4. **Students** must participate cooperatively in all activities of group work.

Confidentiality: Confidentiality is vital for creating an environment where students can share personal information. Any breach of confidentiality will be considered a violation of the program and may require additional disciplinary actions.

Reflection Paper: Often, students are required to complete a reflection paper after the completion of the seminar, describing what was learned and gained from the seminar and return it to the Office of Dean of Student Life Room 201 Caldwell Hall within one week of completion. The office will provide more specific details about the length and what the reflection paper should cover.

Completion: Finally, **students** will receive an email approximately five (5) days after the seminar with a questionnaire and it must be completed in order to receive credit for the seminar.

Disability Related Accommodations

If, a **student requires** disability related accommodations to participate in the seminars, they must contact Michael Bumpers at 870-575-8089.

Appendices

Appendix A

Responding to Student Misconduct: Guidelines for Faculty and Staff

UAPB recognizes the important role faculty members have in setting the educational tone of their classrooms. Setting clear guidelines for behavior and following clear protocols for classroom disruption can go a long way toward ensuring a safe and productive learning environment. In addition, the BIT is a resource for dealing with concerning or problematic behavior.

Tips for Preventing Misconduct in the Classroom

Set clear standards for behavior in your classroom. Just as faculty members determine academic standards and evaluate student performance according to those standards, it is recommended that faculty members determine and clearly communicate social conduct standards for their classroom (no chatting in class, reading newspapers, sleeping, using cell phones, etc.). For courses with online components, it is recommended that expectations regarding electronic communications be included. Provide specific information in the syllabus regarding your classroom expectations in addition to a reference to the Student Conduct Code. Taking these steps not only sends a message to potentially disruptive students but also communicates to all other students that you will ensure a classroom environment free from disruption.

Recommendations for Responding to Misconduct in the Classroom

Please note that progression through these steps depends upon the level and repetition of misconduct. Ideally, most incidents of misconduct will be remedied at Step 1 or Step 2.

Step 1: Provide an oral warning to student at the time that inappropriate behavior occurs. Consider reminding the entire class regarding your expectations.

Step 2: Talk to the student individually after class or ask them to schedule a meeting with you. If you are not able to talk with the student individually prior to the next class period, you may contact the student by phone, e-mail, or letter. During the discussion with the student, clarify your expectations for classroom conduct and seek the student's cooperation in meeting those expectations. Indicate that further incidents may result in the student being asked to leave class and that if such response is necessary, a report will also be submitted to the Dean of Students Office for further disciplinary action. DOCUMENT all information relevant to the student's misconduct. You may wish to file a behavior concern and fill out a behavior report form for those behaviors that raises "red flags" beyond ordinary classroom disruptions.

NOTE: Step 1 and 2 may both occur during a single class period if a student fails to correct the behavior after being warned by the instructor.

If the oral warning does not remedy the situation and the inappropriate behavior continues:

Step 3: If the behavior persists beyond the oral warning or is so disruptive that immediate action is necessary, ask the student to leave the class for the remainder of the class period. If the student refuses to leave the class, call University Police 870-575-8102. If necessary, temporarily adjourn until University Police arrive. If continued exclusion from the class is deemed necessary by the instructor, a conference between the instructor, Department Chair, and student must be held as soon as possible to determine if further action is warranted. DOCUMENT all relevant information. Provide a copy of the documentation to the Department Chair and to the Dean of Students. File a Report of the Incident or Concern with the Dean of Students.

Step 4: Upon receipt of the behavior report form, the BIT will investigate the incident and make recommendations. In addition to review by the Behavioral Intervention Team, the investigation may include meetings with the student, faculty member, and Department Chair. The faculty member and Department Chair will be informed of the results of the investigation. If disciplinary action is to be taken, a student has the right to a formal hearing on the charges and actions through the Office of Dean of Student Life.

Meeting with an Angry or Potentially Threatening Student

Do not meet alone with a student whom you feel may be a threat to your personal safety. Instead of asking to meet after class, schedule a specific appointment so that you have time to prepare for the meeting. You may call a member of the Behavioral Intervention Team for consultation or assistance prior to the meeting.

Alert and confer with your Department Chair and/or colleagues as to when the student will be meeting with you, and ask one of them to either be on standby or to join in the meeting.

A Note on Due Process

To be in compliance with a student's right to due process regarding disciplinary actions, it is important that the university:

1. Provide information describing the nature of the misconduct including information on what section of the Student Code of Conduct the student has violated;
2. Provide the student a reasonable opportunity to correct the behavior;
3. Provide a procedure to appeal the assessment of the conduct and any disciplinary actions taken.

Student Code of Conduct: The Student Code of Conduct is designed to clarify expectations for student conduct on campus (academic and social). Faculty and staff should be aware of the Student Conduct Code and feel comfortable referring to it. The Code is available in the Student Handbook and online at <http://www.uapb.edu>.

Appendix B

Responding to Students in Distress: Guidelines for Faculty and Staff

The college years can be very stressful for many. In the contemporary climate of competition and pressure, some students adequately cope with these stresses, but others find that stress becomes unmanageable and interferes with learning. The UAPB faculty and staff play an especially important role in being aware of and responsive to students who may appear to have challenges. You have an important relationship with each of your students: this relationship can be a powerful vehicle that you can use to encourage someone to seek help. At the same time, without mental health training, many may feel unprepared to address signs of distress or problematic behavior in their students. The following is intended to provide helpful guidelines for dealing with such situations. In addition, the Behavioral Intervention Team welcomes your questions on any issues regarding behavior that concerns you. Please contact the Office of Dean of Student Life at 870-575-8361.

Students in Distress

All of us experience problems and usually it takes only a short time to recover and develop a more positive attitude and have the ability to cope with whatever situation has presented itself. Sometimes however, the problem persists and we begin to see signs of ongoing distress and poor coping. These signs may include the following:

- Drop in grades or performance
- excessive procrastination
- Disappearance from class or regular activities
- Excessive weight gain or loss
- Withdrawal and isolative behavior
- Focus on suicide or harmful behaviors
- Neglect of appearance or hygiene
- Strange or bizarrely inappropriate behavior
- Inappropriate dependency
- Impaired speech or disjointed thoughts
- Unstable mood, including depression, irritability, anxiety, tearfulness

These behaviors may be related to ongoing depression or anxiety and may be due to problems in relationships, past trauma, addictions, eating disorders, grief and loss, etc.

In any emergency situation, call UAPB Campus Police at 870-575-8102.

What to Do

When you observe behavior that points to ongoing distress, addressing it with the student can go a long way toward supporting and encouraging the person to get the help they need. Don't assume that someone else in the student's life will intervene. You are always welcome to contact the BIT or the Office of Student Counseling, Assessment and Development about your concerns before you meet with your student. The Office of Student Counseling, Assessment and Development can assess the appropriate referral needed for the student.

Communicate your concerns: If appropriate, talking with your student in private about what is upsetting to them may help them feel comfortable and more open with you. Be direct about your concerns, focusing on the student's behavior and your concerns for their welfare. Listen to the student's concerns while acknowledging the limits on your ability to help. You must also be aware of your own comfort level. Some faculty members might feel very comfortable talking with a student about the loss of a loved one or some other distressing situation. Others panic at the sight of tears and don't know what to do to be helpful. Know your own boundaries and refer to the Counseling Center when necessary. Let your student know that additional help is available through the Counseling Center.

Refer to the Student Counseling, Assessment and Development:

When one of your students' shares difficulties that is beyond your ability to help, or when a student's behavior suggests serious emotional problems, it may be best to refer the student to the Counseling Center.

Let your student know that you are concerned about his or her welfare, but that the problem is beyond your field of expertise. Indicate that counseling may help him or her deal with the situation more effectively. Finally, suggest an initial meeting with a counselor to see if it may be useful. You can't force a student to seek help, but your expression of concern can be a powerful influence on your student's choice.

Sometimes simply giving someone a name to call is sufficient; at other times, actually making a call to the Counseling Center while you are meeting with a student is effective. If you aren't sure that the student will follow through, you may want to call and arrange a meeting with a counselor, walking the student to the counselor for the first time. Your goal is to ensure that the student and the counselor make contact.

You may walk your student to the Counseling Center at any time during regular business hours while your student is with you encourage them to make an appointment or call Joyce Bracy Vaughan at 870-575-8290 or Shawn Linton at 870-575-8292 for an appointment.

Refer to the BIT:

You may feel that talking with and encouraging a distressed student provides the boost that the student needs. You may find that a student is grateful to know about services in the Counseling Center. You may find that the student follows through on your referral and you observe a positive change in them.

On the other hand, you may encounter situations that continue to concern you: where students are not responsive to your concern, the behavior persists or escalates, and your own internal "red flags" are raised. In any of these situations, contact the BIT (www.uapb.edu). The BIT is here to assist you in these problematic situations or in situations where you are uncertain.

What to Do

When you observe behavior that points to ongoing distress, addressing it with the individual can go a long way toward supporting and encouraging the person to get the help they need. Don't assume that someone else in the person's life will intervene. You are always welcome to contact the BIT or the Office of Student Counseling, Assessment and Development about your concerns before you talk with the individual. The Office of Student Counseling, Assessment and Development may also be able to link the individual with other on-campus services.

Appendix C

Complying with FERPA

FERPA Compliance Information

The Family Education Rights and Privacy Act, otherwise known as FERPA, provides students' rights of access to their education records and insures that such records will not be disclosed to others without their prior written consent. Implicit in FERPA is the high value students are entitled to place both on their private education records and also upon their freedom to choose when to make public their own records. FERPA protection, however, is not absolute.

Recently enacted changes to FERPA give University officials greater flexibility in releasing student information in the case of a health and safety emergency. The changes to FERPA clarify disclosures in a health and safety emergency, removing strict construction of this exception, and allowing disclosure if there is an articulable and significant threat to the health or safety of a student or other individual. In health and safety emergencies, FERPA permits sharing of information amongst University officials and with outside entities in order to protect the health or safety of the student or other individuals. Since the BIT is responsible for identifying, responding to, and supporting at risk students, please be advised that health and safety emergencies may require disclosure of student education records to protect the health or safety of the student or other individuals.

Please know that student privacy is a high priority of the BIT. Records and proceedings of the BIT are kept confidential and shared only on a "need to know" basis in a manner that is consistent with FERPA and University policy and procedures. These changes also require the University to record information concerning the circumstance of the emergency and list of State and local educational authorities and Federal officials and agencies that may make further disclosure of the student's education record without consent.

Appendix D

Victims of Alcohol or Drug Related Crime

Even though certain individuals may not be the person using alcohol or drugs, or violating the law, they can certainly be a victim of an alcohol or drug-related crime. In fact, millions of people each year are victims of alcohol or drug related crime, including millions of young people.

- Each year, more than 600,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking.
- 95% of all violent crime on college campuses involves the use of alcohol by the assailant, victim or both.
- 90% of acquaintance rape and sexual assault on college campuses involves the use of alcohol by the assailant, victim or both.
- Every day, 36 people die, and approximately 700 are injured, in motor vehicle crashes that involve an alcohol-impaired driver. Drinking and drugged driving is the number one cause of death, injury and disability of young people under the age of 21.

Top 10 Types of Drug Abuse on College Campuses

According to the U.S. Department of Education, 35% of the new freshmen population will comprise the bulk of new drug users and potential drug abusers on college campuses. 43% of the overall college student body has either tried or is currently addicted to at least one of the top ten drugs found on college campus. The accessibility alone makes it much easier to experiment with a variety of controlled substances. Listed below are the most common drugs used on college campuses and their effects.

- Alcohol also referred to as liquor, booze, wine and beer is the widest controlled substance used on college campuses. The most prominent effect of alcohol is dependency and according to national statistics 15% of college freshmen are alcoholics or enrolled in an AA program ending their freshman year. The symptoms of alcohol intoxication include but are not limited to slurred speech, blurred vision, awkwardness or loss of coordination, poor judgment and highly volatile behavior.
- Today, stimulants or uppers are both abundant and widely used among college students and are probably of the most volatile of the drugs available on college campuses. Most college students who abuse stimulants do it to avoid sleep and study for long periods of time but other reasons can include increased energy, heightened sexual stimulation and to lose weight. Some side effects of stimulates include increased heart rate, irritability, insomnia, psychosis, paranoia, loss of appetite and migraines. More severe conditions associated with prolonged use of stimulants include strokes, convulsions, muscle tremors and heart attacks to name a few. Here are four common stimulants used at college: Amphetamines, aka uppers, speed, bumble bees, black beauties, and pep pills can be taken orally, injected, snorted or smoked.

- Methamphetamine is taken orally, snorted, injected or smoked. It is also sometimes referred to as: meth, crystal, crank, fire, ice, croak, crypto, glass and white cross.
- Ecstasy or herbal ecstasy is considered a sexual stimulant and is commonly found at "raves" or large trance dance parties and taken in pill form. It's also known on the streets as: XDC, Xphoria, X, Rave energy, or cloud 9, herbal X, sexstacy and Adam.
- Cocaine, crack, codeine and V are all either, snorted, smoked, injected or taken orally. Cocaine or crack has also been known to be mixed among other drugs such as marijuana to create a substance called a "Primo". Other names for cocaine or crack include: crank, snow and nose candy.
- Hallucinogens such as LSD, PCP and mushrooms are all controlled substances. Most hallucinogens can be taken orally, snorted, smoked and even drunk in tea. Students abusing hallucinogens will display signs of very low motor function including but not limited to: droopy eyes, constant smacking of the lips, maintaining a sluggish gait and frequently nodding off. Additionally students report that they have frequent out of body experiences on the drug and often experience extreme panic attacks.
- Finally, marijuana or Mary Jane, which is also referred to by nicknames such as chronic, blunt, weed, bud or herb is considered to be the second most widely used drug on college campuses. Aside from alcohol, nearly 65% of student drug abusers smoke or otherwise imbibe in marijuana. Marijuana can be mixed with other controlled substances also commonly used on college campus. For example, dipping the marijuana joint into PCP creates what is called on the streets a "A lovely" Or "lovely joint". Commonly, marijuana is known to increase appetite causing what many refer to as the "munchies". Additionally, students may have blood shot eyes, dry mouth, loss of coordination and short term memory loss just to name a few of the attending symptoms.

Appendix E

Behavior Intervention Report Form

University of Arkansas at Pine Bluff Behavior Intervention Incident Report Form

This form is to report a concern about a student. Please email form to dsl@uapb.edu or fax to 870-575-4952. It will be reviewed within one business day. If this is an emergency, please contact UAPB Campus police at 870-575-8102.

Background Information

Full Name _____ Position/Role _____

Phone Number _____ Email Address _____

Date of Incident _____ Location of Incident _____

Student of Concern Information

Name _____ ID Number _____

Phone Number _____ Email Address _____

Details Regarding Concerning Behavior

Type of concern

Behavioral Personal Issue Health Financial Other _____

What is your relationship to the student?

Classmate Roommate Friend Teammate Family Member Faculty Member

Staff Member Other

How long have you been concern about the behavior?

How frequently has this issue come to your attention?

One Time Two or Three Times Multiple times and it seems to be escalating

Have you addressed your concern directly to the student? Or have you taken any other action thus far?

Appendix F

Behavior/Threat Assessment Checklist

This checklist may be used by BIT in assessing risks for potential violence by someone who has made a threat (verbally or in writing) or whose actions are suspicious enough that a reasonable person might believe that the person may be prone to violence. This checklist will be used in conjunction with other assessment and intervention tools.

Last Name	First	Middle Initial	Student ID
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Observed or known behaviors:

- Has access to weapons
- Appears to have fascination with weapons or explosives
- Is knowledgeable about or has used weapons
- Has history of bringing weapon to school
- Has made recent threats to act out violently
- Has provided evidence of making plans to act out violently, named a specific target for violence
- History of arrests/convictions for violent acts
- Identifies contingencies that would provoke an act
- Is brooding over an event in which he/she was perceived to be unfairly treated
- Expresses unreasonable feelings of being persecuted by others
- Has experienced a recent life stressor or event
- Appears to be a loner and reveals having no close friends
- Has a history of being bullied or teased
- Does not show concern for legal or personal consequences
- Appears to lack appropriate empathy or remorse
- Has threatening and/or loud speech, disorganized speech
- Is observed as maintaining prolonged stares
- Is observed with signs of agitation (pacing, clenched fists, etc.)
- Reveals feelings of depression, hopelessness, despair
- Refuses to communicate
- Known to abuse alcohol or to use illicit drugs
- Constantly blames others and refuses to take responsibility
- Identifies with offenders, praises other school violence events
- Engaged in property damage
- Other students/staff/faculty are afraid of this student
- Says they have no options or there is no way out for them
- Appears suicidal
- Prior suicide attempts and self-infliction of injuries
- History of obsessively following or stalking others
- Has thought insertion, someone putting thoughts into their head
- Auditory, command, or visual hallucinations
- Diminished self-care (dirty, disheveled, poor hygiene)

- Psychiatric disorder diagnosis
- Gang membership

Behavioral Intervention Team Assessment:

- High Risk
- Moderate Risk
- Low Risk

Behavioral Intervention Team

Date

Checklist provided by Threat Assessment Team, John Wood Community College, Spring 2008.
Revised by Lake Land College Behavioral

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