DELTA COLLEGE

Behavioral Intervention

Review Board Handbook

2024

In case of emergency, contact the Public Safety Office, 9111. If located at a Delta learning center, contact 911 for local law enforcement and then Delta's Public Safety Office.

Revised April 2024

Delta College
Behavioral Intervention Review Board Handbook

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THE BEHAVIORAL INTERVENTION REVIEW BOARD

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INTRODUCTION

While interacting with students across the College, faculty and staff may be confronted with situations in which a student is disruptive or displays behavior that may be intimidating or threatening to others. The Behavioral Intervention Review Board Handbook is designed to assist faculty, staff and administration in responding to this behavior. In addition, the Handbook provides a plan to formalize the College's processes for greater communication, collaboration and coordination of concerns regarding student behavior.

The overall goal of the Behavioral Intervention Review Board is to promote a safe environment for all students, faculty and staff.

The Behavioral Intervention Review Board Handbook was developed in accordance with the *College and University Behavioral Intervention Team (CUBIT)* model introduced by the National Center for Higher Education Risk Management in response to the Governor's Panel Report on the Virginia Tech shootings and the *Assessment-Intervention of Student Problems (AISP)* model introduced by Ursula Delworth.
In addition, this handbook reflects recommendations in *The Handbook for Campus Threat Assessment & Management Teams.*

BEHAVIORAL INTERVENTION REVIEW BOARD

The Behavioral Intervention Review Board is a multidisciplinary team that meets regularly to serve seven major functions for the College:

1. Provide consultation and support to faculty, staff and administration in assessing students who display threatening or disruptive behaviors
2. Gather information to assess situations involving students who display threatening or disruptive behaviors
3. Recommend appropriate intervention strategies or disciplinary sanctions
4. Connect students with needed campus and community resources
5. Monitor ongoing behavior of students who have displayed highly disruptive or threatening behavior
6. Review outcomes and improve practices and procedures
7. Recommend and plan training of faculty, staff and Review Board members

Review Board Membership
The Behavioral Intervention Review Board membership is composed of leaders, or their designees, from five critical areas of the campus community and includes:
> Academic Administration
> Counseling/Advising Office
> Disability Resources
> Faculty
> Public Safety
> Student Success

Additional members from the campus community are included in meetings of the Review Board as necessary. The Review Board reports to the Vice President of Student Empowerment and Success. 4

Meetings
The Behavioral Intervention Review Board meets regularly to discuss topics related to student behavior and intervention. These discussions include information such as trends in student behavior, best practices in intervention and available resources.

Additional meetings are held to assess, plan and monitor interventions in regard to behavioral concerns brought to the attention of the Review Board.

ASSISTANCE AND CONSULTATION FOR FACULTY AND STAFF

The Behavioral Intervention Review Board Handbook, including reporting information, is published and available to all faculty and staff on Delta College's intranet. Appendix A provides guidelines for faculty and staff in responding to inappropriate student behavior or a pattern of inappropriate behavior.

If, after reviewing the Behavioral Intervention Review Board Handbook on Delta's intranet, more information or assistance is needed, the staff or faculty member should contact their supervisor or Associate Dean and a member of the Review Board for consultation and support. The Review Board member may recommend specific strategies for the staff or faculty member to address with the student or may recommend submission of a *Report an Incident form* for further assessment and follow-up by the Review Board.

REPORTING PROCESS

The overall goal of the Behavior Intervention Review Board Handbook is to promote a safe college environment. By encouraging all members of the campus community to report behaviors that are of concern, the Review Board will be able to reach out to students to intervene, provide support and/or connect them with resources that can assist them. The Review Board asks that the campus community report "red flag" behaviors.

"Red Flag" Behaviors
A "red flag" behavior is a questionable, suspicious or inappropriate behavior that may be presented through a student's manner, spoken or written words, or specific actions. Behaviors include, but are not limited to:
- Behaviors which substantially interfere with classroom or college environment or management
- Overly aggressive behaviors toward others.
- A pattern of inappropriate or strange behavior, which negatively impacts relationships in the classroom or on campus.
- Written, oral, video or electronic endorsements of violence or evidence of pre-occupation with violence.
- Anger management problems.
- Direct or indirect threats to others.

The Behavioral Intervention Review Board will evaluate reports and respond to student behavior or a pattern of behaviors, which raise a concern about risks to others or negatively impact on others while on campus. Students displaying strange responses, odd behaviors or indications of distress which do not raise concerns about a threat to others, should be referred to the Counseling/Advising Office in D 102 (Ext. 9330) for further assessment and assistance.

Behavioral Incident Report
The Delta College *Report an Incident* form is designed to enable faculty, staff and students to voluntarily report "red flag" behaviors when a student's behavior or pattern of behavior raises concerns about the safety of others on Delta's campus sites. The Report an Incident form should not be the only or initial response to an event or pattern of behavior that warrants immediate intervention. ***In the event of an emergency, call Delta's Public Safety Office at 9111. If at a Delta College Learning Center contact the Center's on-duty Public Safety Officer. If no officer is on-duty at the Center, call 911 for local law enforcement and then Delta's Public Safety Office.***

Reports cannot be submitted anonymously. ***This form is available on the Forms page under Report an Incident - Concerning, Worrisome or Threatening Behaviors (BIRB. This form can be completed and submitted electronically. All BIRB board members receive copies simultaneously and the reporting party is directed to notify their supervisor or Associate Dean.***

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

In accordance with Delta College's Students Rights and Responsibilities and Conduct code information provided in the Behavioral Incident Report may also be considered in determining appropriate disciplinary action with students. Information in regard to student conduct, disciplinary action and hearing rights is located in Delta's Catalog and on Delta's website.

Student Concerns about Students
Any student with a concern about another student may submit a Report an Incident form to the College. The student filing the report must identify themselves in the report. A student who is reporting about another student is encouraged to discuss their concerns with a counselor prior to submitting the report. Report an Incident forms are available to students on Delta's website.

ASSESSMENT BY THE BEHAVIORAL INTERVENTION REVIEW BOARD

While there is no single set of warning signs to reliably predict student behavior, the assessment process looks for behavioral evidence that a student is planning or preparing to act out inappropriately or carry out some type of threat. Assessment is designed to distinguish between threatening and non- threatening cases in order to ensure the safety of the student of concern and others. In addition, this assessment helps to identify steps to resolve the concerns that underlie 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 an individual's future behavior, and provides a means for implementing interventions to increase the likelihood of a positive and safe resolution.

Information Gathering
Once a Behavioral Incident Report has been received by the Behavioral Intervention Review Board, the Review Board will meet to implement the assessment process. The most appropriate manner for involving the student in the process will be considered on a case-by-case basis.

In general, the Review Board will gather preliminary information regarding the concern and determine what further action is indicated. A Review Board member may interview the student as part of the initial assessment process. The interview will provide the opportunity for the student to share his/her concerns about the situation and ask for needed assistance in solving it. Information gleaned in this initial interview will be helpful in determining appropriate intervention strategies.

This process includes any of the following data gathering processes:
- Interviews with all parties having information about the situation.
- Interviews with the person alleged to have displayed inappropriate/threatening behavior.
- Assessment by counselor/mental health professional.
- Interview with any identified potential targets of inappropriate behavior.
- Contacting others, including friends and family, if necessary.
- Review of student's academic and disciplinary history.
- Legal/criminal background check.
- Implementation of the Threat Assessment Checklist (Appendix B) and other threat assessment models appropriate to the situation.

Levels of Risk
Based on all data gathered, the Behavioral Intervention Review Board will utilize the following scale to determine the level of risk that the behavior/situation poses to the student and to others.

Low risk – There is no serious threat to the student 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 student can acknowledge the inappropriateness of the behavior and then engage in safe behavior.

These students may be experiencing mental health problems but their conduct is not generally in violation of the College's student code of conduct.

Moderate risk **-** At this level, there may be a threat to others that could be carried out, although there is no evidence that the student has taken preparatory steps.

High risk **–** At this level, there appears to be an imminent and serious danger to the safety of others. It appears that specific steps have been planned or carried out with intent to harm others.

INTERVENTION STRATEGIES

Based on the behavior displayed by the student and the assessment by the Review Board, the Review Board may make any of the following recommendations for intervention. Recommendations are made in consultation with the appropriate college department or administrator. The Vice President of Student Empowerment and Success is responsible for implementing all final recommendations. The student will be advised of the appropriate processes to appeal the recommendations/decision of the Review Board.

Referral to College and/or community resources - The Review Board may refer the student to Counseling Services for intervention and connection with appropriate College and community resources.

Voluntary withdrawal from classes – Based on discussion with a counselor or member of the Review Board, the student may choose to temporarily take time away from the College to deal with concerns. The student may be re-admitted to the College after conferring with the Vice President of Student Empowerment and Success to determine the conditions of their return. This may include meeting with professionals on campus or in the community.

Referral to disciplinary process – The Review Board will make this referral to the Vice President of Student Empowerment and Success when it is determined that the student behavior may be in violation of the student code of conduct.

Mandatory direct threat/safety assessment – The Review Board may recommend to the Vice President of Student Empowerment and Success that students determined to be at high risk for danger to others be required to participate in a mandatory assessment by a Psychologist or mental health consultant approved by the College (at no cost to the student). The mental health consultant will conduct an assessment to determine the level of 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 Review Board.

Interim suspension – The Review Board may recommend to the Vice President of Student Empowerment and Success that students determined to be at high risk for danger to self or others be temporarily removed from the College based on imminent safety concerns. Generally, the interim suspension will require a mandatory direct threat/safety assessment evaluation prior to return.

Involuntary withdrawal from classes – In high-risk situations, the Review Board may find it necessary to recommend to the Vice President of Student Empowerment and Success an involuntary withdrawal for a

dangerous student who will not comply with the requests of the Review Board or agree to a voluntary withdrawal. Involuntary withdrawals may 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 Vice President of Student Empowerment and Success at the time that the withdrawal is imposed.

Involuntary Removal from Campus- In high-risk situations, the Review Board may find it necessary to recommend to the Vice President of Student Empowerment and Success an involuntary removal of a student from campus, together with written notice to the student. He/she may not return until specific conditions have been satisfied.

Criminal Charges - Students who have engaged in behavior that may be in violation of local, state or federal law may be referred for criminal prosecution. The Public Safety Director will ensure a comprehensive investigation is conducted and determine whether probable cause exists for the filing of criminal charges. If probable cause is established, the Review Board will consider prosecution as an intervention option.

Follow-Up and Monitoring - In addition to any of the specific intervention strategies described previously, the Review Board will determine a plan for follow-up monitoring of each student. This may include checking with faculty and staff regarding student behavior and periodic meetings of the student and an assigned counselor or Review Board member.

RETALIATION

In some instances, it may be necessary for the Review Board to remind individuals involved in the situation, investigation and follow up that threats or retaliation against anyone involved are inappropriate and may give rise to legal liability.

FEEDBACK TO THE REPORTING PARTY

Following assessment and intervention with the student of concern, the Review Board will provide feedback to the referring individual to inform them of resolution of the case and any ongoing follow-up in which they may need to be involved, to the extent permitted by FERPA and other applicable privacy laws.

RECORD KEEPING

Records of the Behavioral Intervention Review Board pertaining to students are the responsibility of the office of the Vice President of Student Empowerment and Success. Records will be maintained for a period of ten years*.* These records will be maintained under the control of the Vice President of Student Empowerment and Success. Records may be retained in digital format in the College's designated conduct management system.

CONFIDENTIALITY

Each year Delta College informs students of the Family Educational Rights and Privacy Act of 1974 as amended. This Act is to protect the privacy and of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings. For additional information see *Record Access and Confidentiality* provided on Delta's website.

FERPA permits disclosure to appropriate persons in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or other persons. See 20 USCS 1232g (b)(1)(I), 34 CFR 99.31(10), 34 CFR 99.36.

FERPA also permits disclosures, limited by regulations, in connection with disciplinary proceedings. See 34 CFR 99.31(a)(14).

Members of the Review Board will maintain confidentiality to the extent it is consistent with safety and the requirements of law, and will counsel others involved in the process regarding their duty to maintain confidentiality. The President of Delta College will be notified by a member of the Behavioral Intervention Review Board of any reports received. The Review Board may provide information to other staff and faculty on case-by-case basis within the above guidelines.

Appendix A
Responding to the Disruptive Student:
Guidelines for Faculty and Staff

Student Rights and Responsibilities and Conduct
- The *Student Rights and Responsibilities and Conduct* policies, including *Disruptive Student Policies and Procedures*, are posted online on Delta's website.

Tips for Preventing Misconduct in the Classroom
- It is recommended that faculty determine social conduct standards for their classroom. For courses with online components, it is recommended that expectations regarding electronic communications be included.
- Faculty should provide specific information in the syllabus regarding classroom expectations in addition to a reference to the *Student Rights and Responsibilities and Conduct* section of the catalog. This not only sends a message to potentially disruptive students but also communicates to all other students that a classroom environment free from disruption is insured.

Meeting with an Angry or Potentially Threatening Student
Faculty/staff should not meet alone with a student who it is felt may be a threat to personal safety. If the threat is imminent, the faculty/staff should contact Public Safety immediately. If time and the situation permit, the faculty/staff should alert and confer with the Division Chair/Supervisor and with a member of the Review Board. A plan will be developed to ensure faculty/staff safety and the safety of others.

Due Process
To be in compliance with a student's right to due process regarding disciplinary actions, it is important that the College:
1. Provide a warning describing the nature of the misconduct including information on what section of the *Rights and Responsibilities and Conduct* section the student has violated.
2. Provide the student a reasonable opportunity to respond to and correct the behavior.
3. Provide a procedure to appeal the assessment of the conduct and any disciplinary actions taken. See *Student Rights and Responsibilities and Conduct* section posted on Delta's website and in the catalog.
4. Take necessary steps as needed, during due process. For example, a student may or may not be allowed to remain on campus or in their class.

Appendix B
Behavior/Threat Assessment Checklist

This checklist is designed to be used by the College's Behavioral Intervention Review Board in assessing risks for potential violence by a student who has made a threat (verbally or in writing) or whose actions are suspicious enough that a reasonable person might believe that the student may be prone to violence. This checklist will be used in conjunction with other assessment and intervention tools.

_____

Student Last Name   First   Middle Initial   Student ID or Birthdate

Observed or known behaviors:
    Stated Threats
- ❐ has made recent threats to act out violently
- ❐ has provided evidence of making plans to act out violently, named a specific target for violence
- ❐ identifies contingencies that would provoke an act
- ❐ has obtained weapons or materials related to carrying out a stated threat
- ❐ Warnings to others of impending act of violence

    Weapons
- ❐ 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

    Emotional Stability/ Personal Stressors
- ❐ is brooding over an event or events in which he/she perceives him/herself to have been unfairly treated
- ❐ expresses unreasonable feelings of being persecuted by others
- ❐ has experienced a recent life stressor or event
- ❐ has suffered a recent, significant, loss of relationship
- ❐ displays an attitude of superiority/ sense of entitlement
- ❐ does not show concern for legal or personal consequences
- ❐ appears to lack appropriate empathy or remorse
- ❐ anger management issues
- ❐ is observed with signs of agitation (pacing, clenched fists, etc.)
- ❐ reveals feelings of depression, hopelessness, despair
- ❐ refuses to communicate
- ❐ externalizes blame
- ❐ low tolerance for frustration
- ❐ exhibits a pattern of suicidal talk or behavior
- ❐ reports prior suicide attempts and self-infliction of injuries
- ❐ has thought insertion, someone putting thoughts into their head
- ❐ reports auditory, command, or visual hallucinations
- ❐ exhibits diminished self-care (dirty, disheveled, poor hygiene)
- ❐ has a psychiatric disorder diagnosis
- ❐ identifies with offenders, praises other school violence events

    Criminal Behavior/ Substance Abuse
- ❐ history of arrests/convictions for violent acts
- ❐ there are indications of abuse of alcohol or to use illicit drugs
- ❐ has engaged in property damage
- ❐ creates fear in another student/staff/faculty
- ❐ stalking behavior
- ❐ is a member of a gang

❒   other:
_____

Behavioral Intervention Review Board Assessment:
    ❒   High Risk
    ❒   Moderate Risk
    ❒   Low Risk

_____
Behavioral Intervention Review Board   Date

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

NaBITA Risk Rubric

D-SCALE
Life Stress and Emotional Health

OVERALL SUMMARY

E-SCALE
Hostility and Violence to Others

DECOMPENSATING

- ▲ Behavior is severely disruptive, directly impacts others, and is actively dangerous. This may include life-threatening, self-injurious behaviors such as:
  - ▲ Suicidal ideations or attempts, an expressed lethal plan, and/or hospitalization
  - ▲ Extreme self-injury, life-threatening disordered eating, repeated DUIs
  - ▲ Repeated acute alcohol intoxication with medical or law enforcement involvement, chronic substance abuse
  - ▲ Profoundly disturbed, detached view of reality and at risk of grievous injury or death and/or inability to care for themselves (self-care/protection/judgment)
  - ▲ Actual affective, impulsive violence or serious threats of violence such as:
    - ▲ Repeated, severe attacks while intoxicated; brandishing a weapon
    - ▲ Making threats that are concrete, consistent, and plausible
    - ▲ Impulsive stalking behaviors that present a physical danger

DETERIORATING

- ■ Destructive actions, screaming or aggressive/harassing communications, rapid/odd speech, extreme isolation, stark decrease in self-care
  - ■ Responding to voices, extremely odd dress, high risk substance abuse; troubling thoughts with paranoid/delusional themes; increasingly medically dangerous binging/purging
  - ■ Suicidal thoughts that are not lethal/imminent or non-life threatening self-injury
- ■ Threats of affective, impulsive, poorly planned, and/or economically driven violence
  - ■ Vague but direct threats or specific but indirect threat; explosive language
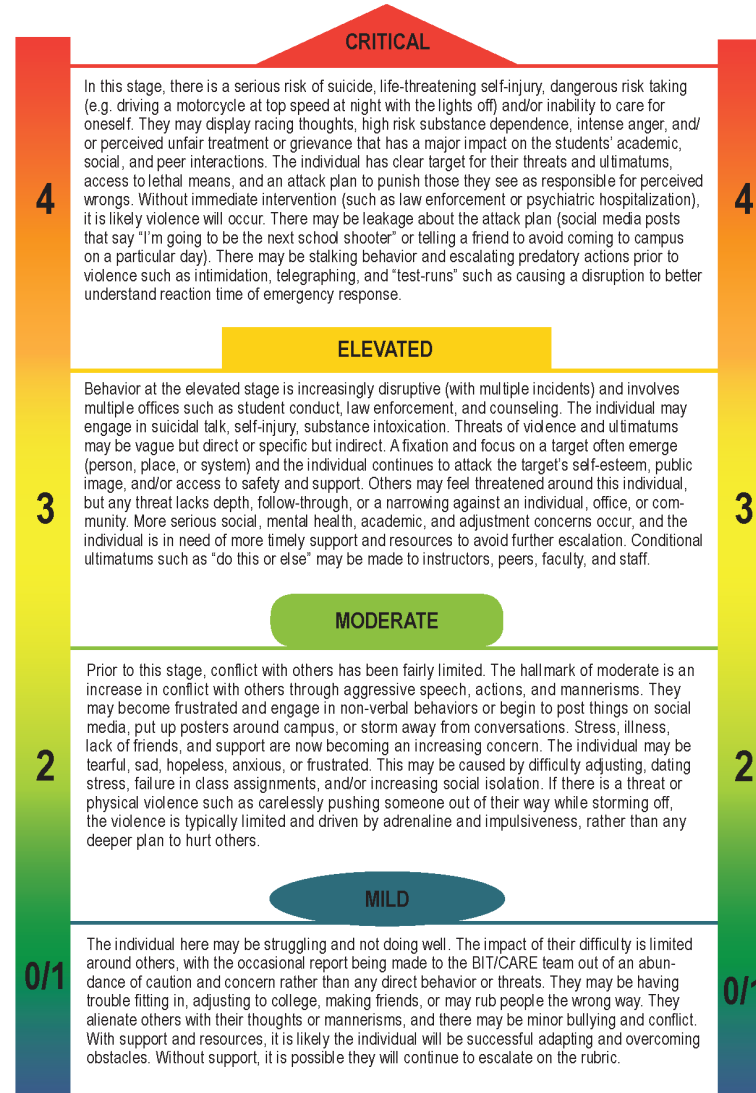 - ■ Stalking behaviors that do not harm, but are disruptive and concerning

DISTRESSED

- ● Distressed individuals engage in behavior that concerns others, and have an impaired ability to manage their emotions and actions. Possible presence of stressors such as:
  - ● Managing chronic mental illness, mild substance abuse/misuse, disordered eating
  - ● Situational stressors that cause disruption in mood, social, or academic areas
  - ● Difficulty coping/adapting to stressors/trauma; behavior may subside when stressor is removed, or trauma is addressed/processed
- ● If a threat is present, the threat is vague, indirect, implausible, and lacks detail or focus

DEVELOPING

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

CRITICAL
4

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 racing thoughts, high risk substance dependence, intense anger, and/or perceived unfair treatment or grievance that has a major impact on the students' academic, social, and peer interactions. The individual has clear target for their threats and ultimatums, access to lethal means, and an attack plan to punish those they see as responsible for perceived wrongs. Without immediate intervention (such as law enforcement or psychiatric hospitalization), it is likely violence will occur. There may be leakage about the attack plan (social media posts that say "I'm going to be the next school shooter" or telling a friend to avoid coming to campus on a particular day). There may be stalking behavior and escalating predatory actions prior to violence such as intimidation, telegraphing, and "test-runs" such as causing a disruption to better understand reaction time of emergency response.

ELEVATED
3

Behavior at the elevated stage is increasingly disruptive (with multiple incidents) and involves multiple offices such as student conduct, law enforcement, and counseling. The individual may engage in suicidal talk, self-injury, substance intoxication. Threats of violence and ultimatums may be vague but direct or specific but indirect. A fixation and focus on a target often emerge (person, place, or system) and the individual continues to attack the target's self-esteem, public image, and/or access to safety and support. Others may feel threatened around this individual, but any threat lacks depth, follow-through, or a narrowing against an individual, office, or community. More serious social, mental health, academic, and adjustment concerns occur, and the individual is in need of more timely support and resources to avoid further escalation. Conditional ultimatums such as "do this or else" may be made to instructors, peers, faculty, and staff.

MODERATE
2

Prior to this stage, conflict with others has been fairly limited. The hallmark of moderate is an increase in conflict with others through aggressive speech, actions, and mannerisms. They may become frustrated and engage in non-verbal behaviors or begin to post things on social media, put up posters around campus, or storm away from conversations. Stress, illness, lack of friends, and support are now becoming an increasing concern. The individual may be tearful, sad, hopeless, anxious, or frustrated. This may be caused by difficulty adjusting, dating stress, failure in class assignments, and/or increasing social isolation. If there is a threat or physical violence such as carelessly pushing someone out of their way while storming off, the violence is typically limited and driven by adrenaline and impulsiveness, rather than any deeper plan to hurt others.

MILD
0/1

The individual here may be struggling and not doing well. The impact of their difficulty is limited around others, with the occasional report being made to the BIT/CARE team out of an abundance of caution and concern rather than any direct behavior or threats. They may be having trouble fitting in, adjusting to college, making friends, or may rub people the wrong way. They alienate others with their thoughts or mannerisms, and there may be minor bullying and conflict. With support and resources, it is likely the individual will be successful adapting and overcoming obstacles. Without support, it is possible they will continue to escalate on the rubric.

EMERGENCE OF VIOLENCE

- ▲ Behavior is moving towards a plan of targeted violence, sense 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 costume for attack
- ▲ Clear fixation and focus on an individual target or group; feels justified in actions
- ▲ Attack plan is credible, repeated, and specific; may be shared, may be hidden
- ▲ Increased research on target and attack plan, employing counter-surveillance measures, access to lethal means; there is a sense of imminence to the plan
- ▲ Leakage of attack plan on social media or telling friends and others to avoid locations

ELABORATION OF THREAT

- ■ Fixation and focus on a singular individual, group, or department; depersonalization of target, intimidating target to lessen their ability to advocate for safety
- ■ Seeking others to support and empower future threatening action; may find extremists looking to exploit vulnerability; encouraging violence
- ■ Threats and ultimatums may be vague or direct and are motivated by a hardened viewpoint; 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 thoughts 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 troll on social media
- ● Argues with others with intent to embarrass, shame, or shut down
- ● Physical violence, if present, is impulsive, non-lethal, and brief; may seem similar to affective violence, but driven here by a hardened perspective rather than mental health and/or environmental stress

EMPOWERING THOUGHTS

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

TRAJECTORY?

TRAJECTORY?

BASELINE

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