

ACTION GUIDE FOR FACULTY & STAFF

Frequently Asked Questions About Dealing with Student Behaviors

Q. What is the mission of the Threat Assessment Team?

New River Community College's Threat Assessment Team will help develop policies and procedures for the prevention of violence on campus, including assessment and intervention with individuals or groups whose behavior poses a threat to the safety of the campus community.

Q. What are some signs that a student may be in distress?

Students in distress may not be disruptive to others, but may exhibit behaviors which indicate something is wrong, show signs of emotional distress and indicate that assistance is needed. They may also be reluctant or unable to acknowledge a need for personal help. Behaviors may include:

1. Serious grade problems or a change from consistently passing grades to unaccountable poor performance.
2. Excessive absences, especially if the student has previously demonstrated consistent attendance.
3. Unusual or significantly changed patterns of interaction, i.e., avoidance of participation, excessive anxiety when called upon, domination of discussions, etc.
4. Other characteristics that suggest the student is having trouble managing stress successfully, e.g., a depressed, lethargic mood; very rapid speech; swollen, red eyes; marked change in personal dress and hygiene; falling asleep during class.
5. Repeated requests for special consideration, such as deadline extensions, especially if the student appears uncomfortable or highly emotional while disclosing the circumstances prompting the request.
6. New or repeated behavior which pushes the limits of decorum and which interferes with effective management of the immediate environment.
7. Unusual or exaggerated emotional responses which are obviously inappropriate to the situation.

Q. How do I make a referral?

While many students go to counseling or to the Office of Student Services on their own, your exposure to students increases the likelihood you will identify signs and/or behaviors of distress in a student. What can you do?

- Recommend campus services to the student or complete a Referral Form for Student Services Intervention and forward the form to a member of the Behavioral Intervention Team.
- Determine the student's willingness to go to a helping resource. Reassure the student that it is an act of strength to ask for help.
- Dispute the myth that only "weak" or "crazy" people go for counseling or use others' help.
- Remind the student that counseling resources are affordable (often free or reduced for students) and are confidential.
- Offer to help make the initial contact with the helping resource.

Q. What are warning signs of disruptive student behavior that requires immediate attention?

Severely troubled or disruptive students exhibit behaviors that signify an obvious crisis and necessitate emergency care. These problems are the easiest to identify. Examples include:

1. Highly disruptive behavior (e.g. hostility, aggression, violence, etc.).
2. Inability to communicate clearly (garbled, slurred speech; unconnected, disjointed, or rambling thoughts).
3. Loss of contact with reality (seeing or hearing things which others cannot see or hear, beliefs, or actions greatly at odds with reality or probability).
4. Stalking behaviors.
5. Inappropriate communications (including threatening letters, e-mail, messages, harassment).
6. Overtly suicidal thoughts (including referring to suicide as a current option in a written assignment).
7. Threats to harm others.
8. Appearance of being under the influence of drugs or alcohol.
9. Possession of a weapon.

Q. What are the warning signs of alcohol and substance abuse that might lead you to refer a student?

Physical warning signs of drug abuse

- Bloodshot eyes or pupils that are larger or smaller than usual
- Changes in appetite or sleep patterns. Sudden weight loss or weight gain
- Deterioration of physical appearance and personal grooming habits
- Unusual smells on breath, body or clothing
- Tremors, slurred speech, or impaired coordination
- Has burned fingers, burns on lips, or needle track marks on arms
- Exhibits impaired coordination or unsteady gait (e.g. staggering, off balance)
- Speaks more rapidly or slowly than normal

Behavioral signs of drug abuse

- Drop in attendance and performance at work or school
- Unexplained need for money or financial problems. May borrow or steal to get it
- Engaging in secretive or suspicious behaviors
- Sudden changes in friends, favorite hangouts, and hobbies
- Frequently getting into trouble (fights, accidents, illegal activities)
- Has difficulty concentrating, focusing, or attending to a task
- Frequently appears distracted or disoriented
- Makes inappropriate or unreasonable choice
- Experiences short-term memory loss
- Often needs directions repeated
- Has difficulty recalling known details

Psychological warning signs of drug abuse:

- Unexplained change in personality or attitude
- Sudden mood swings, irritability, or angry outbursts
- Periods of unusual hyperactivity, agitation, or giddiness
- Lack of motivation; appears lethargic or 'spaced out'
- Appears fearful, anxious, or paranoid, with no reason
- Experiences wide mood swings (highs and lows)
- Experiences general change in mood toward a more depressed and negative or critical outlook
- Appears fearful or anxious; experiences panic attacks
- Appears impatient, agitated, or irritable
- Experiences ongoing depression
- Has paranoid thoughts

FACULTY AND STAFF ACTION GUIDE

CONCERN FOR STUDENT

Incidents observed that provoke concern but require no emergency response

↓

Behavioral Intervention Team

EMOTIONAL BEHAVIOR

If you see, or are dealing with, a student who "needs to talk to someone" about a personal concern or is experiencing a psychological crisis.

↓

Behavioral Intervention Team

AGGRESSION

If you see, or are dealing with, aggressive or threatening behavior.

↓

NRCC Security Department,
Behavioral Intervention Team
and/or
Threat Assessment Team

ILLNESS OR INJURY

If you see or are dealing with a person who is injured, or ill, or whose behavior seems erratic.

↓

NRCC Security Department
and/or
Behavioral Intervention Team

DANGER TO SELF

A student expresses (verbally or in writing) a willingness or desire to harm or kill himself/herself with no specific plan

*In this situation, the danger is not imminent and only involves the person.

*Example: A student may write about or discuss a sense of desperation or hopelessness with death as a solution.

↓

Behavioral Intervention Team
and/or
NRCC Security

OR

DANGER TO SELF

A student demonstrates (in progress) an attempt to harm or kill himself/herself or has a specific plan to harm himself/herself.

*Here the danger is imminent or in progress.

*Example: A student advises that he/she has taken pills, has a weapon, has cut self or that when he/she leaves, he/she is going to implement his/her suicide plan.

↓

NRCC Security Department,
Behavioral Intervention Team
and/or
911

DANGER TO OTHERS

A student expresses (verbally or in writing) a willingness or desire to harm or kill others or a student demonstrates (in progress) or is attempting to harm or kill others.

↓

NRCC Security Department
and/or
Threat Assessment Team

SUBSTANCE ABUSE

A student appears to be under the influence of alcohol or drugs in class, or is seen in possession of same.

↓

NRCC Security Department
and/or
Behavioral Intervention Team

SEXUAL ASSAULT

A student reports he/she is a victim of ongoing or very recent physical or sexual abuse at the hands of a relative, guardian, caretaker, spouse, boyfriend, girlfriend, or unknown.

↓

Title IX Coordinator, Deborah Kennedy
Ext. 3690, Rm. 268, Rooker Hall
Deputy Title IX Coordinator, John Bowler
Ext. 4418, Rm 115, NRV Mall Site
and/or
911

DISABILITY

If you see or are dealing with a person with a disability who is in difficulty, ask if you may contact:

↓

Student Disability Services, Lucy Howlett,
Ext. 3619, Rm. 275, Rooker Hall

General Guidelines

1. Remain calm and know whom to call. See referral numbers below.
2. Remember that it is **NOT** your responsibility to provide professional help needed for a severely troubled/disruptive student. You need only make the necessary call and request assistance.
3. When students express a direct threat to themselves or others, or acts in a bizarre, highly irrational or disruptive way, immediately call Security ext. 3646 or 540-674-3646.

IMPORTANT NUMBERS

Campus Security:
Dial Ext. 3646 or 540-674-3646.

Advising Center: Ext. 3609

Student Disability Services:
Ext. 3619

Disruptive Student Behavior

The Student Handbook outlines the standards and expectations of students' conduct and behavior. Examples of disruptive behavior are as follows:

Conduct Disruptive to the College Community
Conduct that is disruptive to the college's educational objectives, to its operations, or to its officials, staff, and faculty in the performance of their work, or to any other aspect of its mission. Such conduct includes, but is not limited to:

1. Disruption of a class, college activity, or any other normal activity held on college property at a college location.
2. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to benefit from the instructional program.
3. Actions causing physical injury or endangering one's own health or safety.

Causing Physical or Other Harm to Any Person

1. Conduct causing physical injury or endangering another's health or safety, which includes, but is not limited to, acts of physical violence, assault, and relationship or domestic violence.
2. Actions causing physical injury or endangering one's own health or safety.

Sexual Assault and Sexual Misconduct

1. Sexual Assault. Any sexual act or attempt to engage in any sexual act with another person without the consent of the other person or, in circumstances in which the person is unable, due to age, disability, or chemical or other impairment, to give consent.
2. Sexual Misconduct. Any intentional intimate touching of another without the consent of the other person or, in circumstances in which the person is unable, due to age, disability, or chemical or other impairment, to give consent.

Harassment

1. Harassment or Threats—Verbal or written abuse, threats, harassment, coercion or any other conduct that places another individual in reasonable fear for his or her safety through words or actions directed at that person, or substantially interferes with the working, educational, or living environment of the individual, including stalking and racial harassment.
2. Sexual Harassment—Unwelcome sexual advances, requests for favors, and/or other verbal or physical conduct of a sexual nature when:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or status in a college activity or;
 - b. Submission to, or rejection of, such conduct by an individual is used as the basis for employment or decisions affecting such individual's employment or status in a college activity, or;
 - c. Such conduct has the purpose or effect of interfering with an individual's work or academic performance or creating an intimidating, hostile, or

Q. How should I respond when a student is disrupting my class?

Faculty members have broad authority to manage their classrooms and establish reasonable guidelines for class discussions that ensure everyone has an opportunity to participate in an orderly manner. If you believe a student's behavior is inappropriate, consider a general word of caution rather than singling a student out or embarrassing the student. If the behavior in question is irritating, but not disruptive, try speaking with the student after class. Most students are unaware of distracting habits or mannerisms and have no intent to be offensive or disruptive. There may be rare circumstances where it is necessary to speak to a student during class about this behavior. Correct the student in a manner indicating that further discussion can occur after class. Examples of disruptive behavior include interrupting or monopolizing classroom discussion, interrupting instruction, and using inappropriate language.

If a student's behavior reaches the point that it interferes with your ability to conduct the class or the ability of other students to benefit from the class, the student should be asked to leave the room for the remainder of the class period. The student should be provided with a reason for this action and an opportunity to discuss the matter with you as soon as is practical. In such situations, consultation and referral to NRCC Security, the Behavioral Intervention Team, or the Threat Assessment Team may be appropriate. Faculty members should exercise sound judgment regarding the immediacy of the need and act

BEHAVIORAL INTERVENTION TEAM

Deborah Kennedy Ext. 3690
Gwen Houston Ext. 3647
Lucy Howlett Ext. 3619
Rod Reedy Ext. 4358

Title IX Coordinators

Dr. Deborah Kennedy Ext. 3690
Title IX Coordinator for Students
John Bowler Ext. 4418
Deputy Title IX Coordinator for Students
Melissa Anderson Ext. 3660
Title IX Coordinator for Employees

THREAT ASSESSMENT TEAM

Chair: Peter Anderson Ext. 4369
Melissa Anderson Ext. 3660
Brian Bolling Ext. 4375
Tom Ciappina
Angie Covey Ext. 3655
Ronnie Nichols Ext. 3639
Fritz Streff Ext. 3637
Joey Williams Ext. 3646
Anthony Wilson
Mike Worrell