
University of Central Arkansas

**Behavioral
Intervention
Plan**

A Guide to Risk Assessment and Reporting

Approved by the President
November 2011

Introduction

While interacting with students across the university, university employees may be confronted with situations in which a student is disruptive or displays behavior that may be intimidating or threatening to others. By providing information and assistance, this Behavioral Intervention Plan is designed to assist faculty, staff, and administration in responding to this behavior.

The Behavioral Intervention Plan was developed around implementation of a Behavioral Intervention Team (BIT). The overall goal of the BIT is to promote a safe environment, for all students and staff, focused on learning and student development. The BIT, in its procedures and actions, also seeks to protect the rights of the individuals who may go through the process.

Overall, the Behavioral Intervention Plan seeks to formalize the university's processes for greater communication, collaboration, and coordination of concerns regarding student behavior. **The Behavioral Intervention Plan does not represent set university policy but it does provide valuable guidelines for processes and practices.**

Center, Chief of Police, Dean of Students, and a fourth member selected on the basis of connectedness to the case)

I. Reporting Process

When to Report

1. Faculty, staff, and administration (FSA) should be familiar with some of the common signs that a student is (a) distressed and/or (b) might be a danger to self or others. These signs are included in “Recognizing the Distressed Student” (Appendix A) which is posted on the Counseling Center, Police Department, Dean of Students, Human Resources, and Provost Office Web pages. Further, the Counseling Center will offer training for Resident Assistants, and other front-line university personnel, who have frequent contact with students.
2. If (a) only, then the FSA is encouraged to arrange to meet privately with the student and seek to facilitate a referral for counseling. In some cases, the FSA may want to first contact the Counseling Center for some coaching on how to approach the student. “Responding to the Distressed Student” (Appendix B) and “How to Make a Referral” (Appendix C) are also posted on the previously identified Web pages.
3. If any indications of (b), then the FSA should call a member of the BIT for direction. The FSA may be advised to complete a Behavioral Incident Report (BIR).

Where to Report

The BIR can be found at the following web address

K W W S X F D H G X S R O L F H F R Q W D F W X V E H K D Y L R U D O L Q F L G H

appeals panel, but it shall ensure

APPENDIX A

Recognizing the Distressed Student

Your Role in Assisting Students

You can play an important role in helping students to get the assistance they need. Students often turn to those close to them, including faculty and staff, for support and advice. The relationships you form with students, in the university environment, enables you to get to know them in more than their role as students; you learn about them as persons.

You are not expected to provide psychological counseling, make evaluations, or formulate diagnoses; that is our work in the Counseling Center. However, you can serve as a bridge to us. That bridge is used often as each year we find that 18%-20% of the students we see in the Counseling Center indicate they were referred by a faculty or staff member.

How Distressed Students May Come to Your Attention

There are several ways that you might learn that a student is experiencing some emotional or psychological issues.

*A classmate, roommate, friend, or parent of the student communicates with you. What you may hear is, "I'm concerned about my friend, son/daughter."

*The student sends you an email or makes a phone call that suggests or directly expresses that he/she is having personal problems.

*You directly observe the student's behavior or responses in or outside the classroom; this may come in the form of the student's written work.

*The student approaches you and directly or indirectly communicates to you that he/she has some personal issues they are experiencing.

When any of these contacts occur, you are in a position to decide if/how you want to respond. You may be uncertain about how to proceed; you want to do something but don't know how or what. There may be some questions you will want answered before you talk with a student about personal problems. For example, some common questions are:

*Here's what I've learned, heard, or seen about a student. Should I be concerned?

*What do I say to the student?

*Can someone in the Counseling Center contact the student?

You can certainly call the Counseling Center, in advance of any meeting with a student, and a staff member can offer some guidance for you. We often serve like "coaches" under these circumstances.

The student is likely to have a relationship with you and our advice is for you to talk with the student. We find that students are more likely to act on a referral when it comes from someone they know personally. One action we will not take is to make a "cold contact" of a student as a substitute for your approaching the student first. On occasion, we might make a direct call to a student but we will want to use your name, when we reach the student, as the basis for our call. Also keep in mind that the Counseling Center cannot require anyone to come to us for counseling.

Student Problems at UCA

Each of the last two years we have seen over 500 students for one or more counseling sessions. They present a wide range of concerns.

The five most frequent concerns for students, based on a 64-item checklist that they complete at the Counseling Center, are:

1. Feeling depressed
2. Worrying too much
3. Unhappiness
4. Sleep problems
5. Nervousness

"Feeling depressed" is reported by 65% of the students we see in the Counseling Center and 1/3 of these students also report that they had recent thoughts of suicide. Approximately 40% of students report that the issues they are dealing with are having "much" to a "major" effect on

Physical

Changes in personal hygiene, appearance

Ongoing appearance of sleepiness including falling asleep in class or at work

Restlessness, frequent body movements

Dramatic weight loss or gain

APPENDIX B

Responding to the Distressed Student

Your care, concern, and assistance will often be

some signs to look for in your feelings that may suggest the assistance of a professional is warranted:

- You feel yourself feeling responsible for the student
- You feel pressure to solve their problems
- You feel you are over-extending yourself in helping the student
- You feel stressed-out by the student's issue(s) or behavior
- You see a behavioral pattern repeating itself in your interaction with the student
- You feel that the problems a student brings to you are more than you can handle
- You feel anxious when the student approaches you

APPENDIX C

How to Make a Referral

Guidelines for Referral

The basic goals for you, in visiting with a student, are to (a) communicate your care and concern for the student, (b) make the student aware of the Counseling Center and the services we provide, and (c) inform the student about how he/she can access the Counseling Center.

1. Learn the names of staff members in the Counseling Center. This will tend to increase your comfort in making referrals.
2. Use a direct approach with the student and express your concern for his or her welfare. Do not attempt to deceive or trick the student into seeking counseling. Make it clear that this recommendation represents your best judgment based on your understanding of his/her particular problem(s). Be specific regarding the behaviors that have raised your concerns, and avoid making generalizations about the individual.
3. Anticipate student concerns and fears about seeking counseling. Be prepared to address them. Some typical issues ar

the student emphatically says “no” then respect that decision, and again leave the situation open for possible rec

frustration for faculty/staff who want some basic information. We do encourage students to let the referring faculty/staff member know that he/she kept an appointment. Students are not bound by the promise of confidentiality and are therefore free to disclose any information they wish to share with whomever they want to share it.

Counseling records/information are not part of a student's educational records.

APPENDIX D
Behavior/Threat Assessment Checklist

This checklist is designed to be used by the University's Behavioral Intervention Team in assessing a student who has made a threat (verbally or in writing) to a person who is suspicious enough that a reasonable person might be that the student may be prone to violence. This checklist will be used with other assessment and intervention to

Student Last Name First Middle Initial Student ID or Bth date

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 she was perceived to be unfairly treated
- ^
