



Strategies of Behavioral Intervention (SOBI)

Employee Guide for Addressing Student & Community Behavior

Today's SOBI Training...

- Why Are We Doing This?
- What Are We Doing?
- What Is Your Role?
- What's Next?

What We've Learned...

- Students in distress frequently leave signals across campus.
- Early and effective intervention can protect the campus and enhance student success.
- Challenge is to pull the pieces together to identify patterns of behavior and respond appropriately.

"If you see something...tell someone."

SOBI Mission

- The Alamo Colleges SOBI Team coordinated and developed the SOBI Employee & Student Guide as an institutional response to promote:
 - student well-being
 - •a thriving campus environment
 - successful academic experiences

through an active process of assessment and intervention.

Promoting Civility on Campus

- Teaching and learning, both inside and outside the classroom, are paramount.
- Respectful conduct and discourse are the foundation of learning.

District Initiative, College Implementation

The SOBI Guide and Training have been approved by the Alamo Colleges Board, Chancellor, Administration, Faculty Senate, Staff Council, and Student Representatives.

Alamo Colleges - Statement of Authority

SOBI Team recommendations do not supersede or substitute for the decision or disciplinary actions of the Alamo Colleges'

Vice President of Student Success/Affairs

SOBI is...

- •A Nation-wide initiative.
- •A structured process to
 - > identify
 - > report
 - > intervene / address students in distress, potentially disruptive, threatening or violent.
- •Alamo Colleges' commitment to a safe & supportive learning environment.

SOBI IS NOT:

- A substitute for . . .
 - classroom management
 - > the Student Code of Conduct / discipline
 - College & District policies
 - > federal, state and local law
- An emergency plan
- Intended to address employee behavior

The SOBI Guide is...

- A guideline for preventing and responding to incidents that are disruptive, threatening or violent.
- •A guide rather than an absolute model.
- •Continuously reviewed and improved.

The SOBI Team is...

- Comprised of College members representing multiple disciplines.
- A collaborative group seeking to prevent, identify, and address disconcerting behavioral issues of students.
- A centralized, coordinated point of contact and record keeping.
- A resource and support system for employees and students.

College SOBI Team

Vice-President for Student Affairs

(Serves as SOBI Team Chair)

Alamo College Chief of Police (or Designee)

Counselor(s)

Other Representatives:

- Faculty Member(s)
- Disability Specialist
- Staff Member(s)
- Administrator(s)

College Team Functions

- Provide consultation, education and support.
- Gather information and assess situations.
- Recommend appropriate intervention strategies.
- Connect students with needed campus and community resources.
- Monitor ongoing behavior of referred students.
- Meet regularly to review referrals and monitor trends.

District SOBI Team

Vice Chancellor for Student Success (Chair)

Associate Vice Chancellor for Student and Program Development

College SOBI Team Chair & Reps

General Counsel (or Designee)

Alamo College Chief of Police (or Designee)

Assoc. Vice
Chancellor for
Human Resources
(or Designee)

Risk Management

Ethics & Compliance
Officer

District Team Functions

- Convenes a minimum of once a semester to communicate and share information regarding behavioral incidences.
- Monitors trends in student behavior.
- Continuously explores best practices in intervention, as well as resources for the College District.

Your Role

- •As a representative of the Alamo Colleges, YOU are the authority in the classroom and in any events occurring outside the classroom.
- •Problems are best resolved by directly & promptly addressing the situation.
- •We must clearly communicate and consistently adhere to the definitions of, and sanctions for, disruptive behavior.

Identify and Report...

- To establish expectations of behavior.
- To recognize behaviors of distressed students (i.e., "cries for help").
- •Directly & promptly address behaviors
- Seek advice
- Report

Clear Statement of Expectations on Your Syllabus

Attendance and Classroom Decorum:

Attendance in this course is MANDATORY. Since most of what you will need to know in this course will be discussed, explained, and completed in class, attendance is critical.

This is a learning community which involves mutual respect, communication, disagreement, and fun. Any behavior that disrupts learning will not be tolerated.

Students are expected to be actively engaged in class. To achieve this, no headphones, cell phones, sleeping, etc. are permitted. Computers may be used for educational purposes only at times designated by instructor. The instructor reserves the right to request removal of any distractions impeding the learning environment.

What's Your "Syllabus"?

- Establish expectations of behavior in and out of the classroom.
- •Develop a departmental standard of behavioral expectations. (You don't play basketball in the Counseling Center.)
- Design a personal and departmental response plan.

Your Role – Modeling a Culture of Civility

You can't teach culture.
You have to live it.
You have to experience it.
You have to share it.
You have to show it.

Brent Harris Nordstrom's national merchandise manager for shoes

Your Role – Maintaining a Culture of Civility

- •To create a welcoming and comfortable learning environment.
- Personally model behaviors expected of students.
- Firmly, fairly, and consistently address disruptive behavior.

When in doubt, ACT!

Students view faculty and staff as their support system.

It's better to risk offending a student than to <u>not</u> respond to distressing behavior.

Behaviors Faculty & Staff Must Address

- Intimidating or harassing behaviors
- Inappropriate or disrespectful behavior toward others
- Threats / challenges (even if joking)
- Use of obscene or profane language on campus or transmitted electronically
- Disrespectful use of personal electronic devices (cell phone, MP3)
- Refusal to comply with directions

What Does a "Distressed Student" Look Like?

- Nervous
- Tearful
- Withdrawn
- Changes in appearance
- Impaired speech

Identifying the Distressed Student, Continued

- Expresses desire to harm self or others, including disturbing writing (See SOBI Guide; Pages 26-27).
- Desire to harm
- Bizarre behavior
- Aggressive / abrasive behavior
- Blames others

No list of maladaptive behaviors is exhaustive. Report anything suspicious.



Intervention Strategies

Refer to the SOBI Guide, Pages 28-40, for Guidance on Working with the Following:

- Depressed Student
- Suicidal Student
- Anxious Student
- Student Experiencing Delusions or Confusion
- Verbally Aggressive Student
- Violent Student
- Demanding, Passive-Aggressive or Manipulative Student
- Student Under the Influence
- Suspicious Student
- Sexually Harassed Student

First (Non-Emergency) Incident with a Student...Give a Warning

- Speak privately with the student
- Clarify expectations
- State the consequences
- Document behavior & intervention(s):
- Report to Chair
- Behavioral Incident Report



When Meeting to Discuss Student Behavior . . .

- Be specific in stating observations and reasons for your concern.
- Listen carefully and try to see issue from student's perspective.
- Attempt to identify concerns and explore alternatives.
- Flexibility with strict procedures may be helpful.
- When in doubt, consult and refer. Know your limits.

Avoid Escalating the Behaviors . . .

Don't...

- Minimize the student's feelings or make light of the situation.
- Judge, criticize or use sarcasm
- Allow personal biases to interfere
- Chastise the student

When Meeting to Discuss Student Behavior . . .

Don't...

- •Assume the student has told anyone else
- Allow the student to intimidate you
- Take behavior personally
- Become argumentative
- Ignore the situation

Meeting with an Aggressive Student

- Develop a plan
- Arrange meeting
- Have an officer nearby
- Keep door open
- Avoid challenging body language
- Terminate meeting if necessary



Responding to an Immediate Threat to Safety SAY SOMETHING!

Dial 9 - 911 from a campus phone

(Monitored by the Alamo College Police Department.)

or

911 from a cell phone



Procedures for Crisis Intervention

IMMEDIATELY CALL:

- Alamo Colleges Police at 9-911 from a campus phone or 911 from a cell phone.
- Counseling Services (psychological crises only).

UNTIL HELP ARRIVES:

- Solicit help from others nearby.
- Listen; allow the individual to talk. Do not touch the individual.
- Provide a quiet atmosphere, minimize stimulation, give the individual space, and ask who they want you to contact.

SOBI Reporting

Report anything that "sends up a Red Flag," including:

- Suspicious behaviors or actions.
- Information regarding incidents that could cause harm.
- High risk behaviors, including alcohol or drug use.
- Disturbing / violent images or writing.
- Feelings of depression; suicidal thoughts.

If you see something...tell someone!



Reporting Procedures

Behavioral Incident Report Form

- Must be completed for all students of concern then submitted (electronically or in person) to the VPSS.
- Available online via the SOBI, VPSS/SA, Counseling, and ACPD websites.

http://www.alamo.edu/district/admin/vcss/programs-initiatives.aspx

Completing the Behavioral Incident Report Form

- Detailed description of the incident:
 - > Focus on observable behaviors
 - **▶** Use concrete, specific observations.
 - ➤ Avoid providing judgments, assessments or opinions.
- · Describe conversations and any action you have taken .
- Submit the completed form to the Vice-President of Student Success/Affairs.

Uses for the Behavioral Incident Report Form

- Identify and report "Red Flag" Behaviors.
- Respond to student through appropriate interventions
- Standardized method for recording observations and for alerting staff.
- Reveals nature, frequency and patterns of disruptions.

Feedback to Referring Individual

•Anonymous reports will be accepted but may hamper the Team's ability to seek follow-up information.

•Referring sources will be notified that the referral has been received and that action is being taken.

•Due to FERPA, specific findings and actions by the SOBI Team or Administration may not be disclosed.

SOBI Quick Guide

- Process for Handling Disruptive Individual(s)
- Guide for Preventing Disruptive & Violent Behavior
- Resources for Consultation & Referral
- Behavioral Incident Report Form
- Campus SOBI Teams

PREVENTING DISRUPTIVE AND VIOLENT BEHAVIOR BEGINS WITH NOTICING STUDENT BEHAVIOR

Hostility, verbal aggression, depression, isolation and withdrawal are key signals that should not be ignored. Disregarding early warning signs facilitates escalation. It's better to offend a student by "over-reacting" and apologize, than to fail to act in the interest of everyone's safety.

Below is a behavioral alert chart developed by Ventura College, California, that includes three categories of behavior and actions that require attention and a response. Each level designates increasing severity of risk. Research suggests that inappropriate, disruptive or violent behavior may be diffused if these issues are addressed early.

LEVELS	LEVELI: LOWRISK	LEVELII: MODERATE RISK	LEVELIII: HIGH RISK
WARNING SIGNS	PRONOUNCED AND SUDDEN CHANGE IN ATTENDANCE PATTERNS: •Tardiness •Increased absences CHANGE IN BEHAVIOR: •Withdrawn •Irritable •Confrontational •Depressed •Angry NEGATIVE CHANGE IN ATTITUDE: •Significant change in the way the student interacts with or students.	NEGATIVE/HOSTILE ATTENTION SEEKING BEHAVIOR IN CLASSROOM. THREATS TO DO HARM TO SELF OR OTHERS DISCLOSED EITHER IN A DIRECT OR DISGUISED MANNER: •Jokes •Sarcasm •Hints •Symbolic gestures •Drawings •Writing assignments	CONTINUED DEMONSTRATIONS OF ODD OR PECULIAR BEHAVIOR. AGGRESSIVE / THREATENING BEHAVIOR. ESCALATING THREATS, RAISED VOICES. VISIBLE AGITATION, PHYSICAL TENSION, TREMBLING.
WHATTO DO	1.Make time to meet with the student one-on-one. 2.In a non-threatening and non-punitive fashion, comment on your observations of specific behaviors and express your concern.	1.Meet with the student one-on-one if you feel safe. 2.Express your interest in the student's well-being. 3.In a firm and non-punitive fashion, describe the problem behavior.	1.Remain calm don't engage in an argument. 2.Keep distance between you & student. Call Alamo Colleges Police Department (9-911) IMMEDIATELY!

Resources for Consultation & Referral

	Dept Chair/ Supervisor/ VP	Alamo Colleges Police	Counseling Services	VP Student Success	Disability Support Services	Health Center / Nurse
Working with an individual who exhibits any of the following behaviors:	Alan					
Possesses an immediate threat to self or others.		X				
Writes or verbalizes a direct threat to another person.	X	X	Х	X		
Displays anger or hostility inappropriately.	X		X			
Sleeps in class.	X		X			X
Causes disruptions using cell phone and pager.	x					
Exhibits behavior that seems bizarre or out of touch with reality.		X	Х	X	X	X
Shows signs of alcohol or drug abuse.	X		X	X		X

General Guidelines

- Appropriate action for disruptive students should be determined by the severity and frequency of the student's behavior.
- Do not ignore or avoid addressing behavior.
- Involve Chair, VPSS, Counselor or ACPD (after hours or for emergencies).
- Refer to VPSS for disciplinary measures.
- Document all behaviors, exchanges, and meetings.
- Submit Behavioral Incident Report to VPSS.

References & Appreciation

Alamo Colleges expresses its sincere appreciation to those who granted the Alamo Colleges permission to borrow resources which were created and developed by their institutions.

What's Next?

- College-specific Reference Sheet
- Fall 2010 Training for Faculty and Staff
- Consultation (ongoing)
- Begin using the Behavioral Incident Report Form
- Certificate of Completion of SOBI Training

Questions