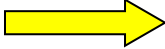




Guidelines for STUDENT BEHAVIOR

Hostility, verbal aggression, depression, isolation and withdrawal are key signals that should not be ignored. Disregarding early warning signs facilitates escalation.

Below are three categories of behavior and actions which need attention and a response. They are listed in order of increasing severity. Research suggests that acting-out and violent behavior may be diffused if these issues are addressed in the early levels of escalation.

<p style="text-align: center;">LEVEL I-WARNING SIGNALS</p> <ul style="list-style-type: none"> ● PRONOUNCED AND SUDDEN CHANGE IN ATTENDANCE PATTERNS Tardiness and increased absences, late for appointments ● CHANGE IN BEHAVIOR Withdrawn, irritable, confrontational, depressed, angry ● NEGATIVE CHANGE IN ATTITUDE Significant change in the way the student interacts with staff and/or students ● MINOR DISRUPTIVE BEHAVIOR 	<p style="text-align: center;"></p> <p style="text-align: center;">WHAT I SHOULD DO</p> <p>In a non-threatening and non-punitive fashion, comment on your observations and express your concern. Inquire as to what circumstances may be causing the changes in behavior. Reference the class syllabus and college catalog 'Standards of Conduct'. Invite the student to discuss problems that may be interfering with behavior. Make note of the behavior and share it with your supervisor.</p>
<p style="text-align: center;">LEVEL II- MODERATE RISK</p> <ul style="list-style-type: none"> ● NEGATIVE/HOSTILE ATTENTION SEEKING BEHAVIOR Behavior interferes with office or lab operations ● THREATS TO HARM SELF OR OTHERS DISCLOSED EITHER IN A DIRECT OR DISGUISED MANNER Jokes, sarcasm, hints, symbolic gestures, drawings, writing assignments ● WITHDRAWN BEHAVIOR OF INCREASING CONCERN Vacant stare, crying or deep sadness ● OPENLY CONFRONTATIONAL WITH STAFF AND/OR STUDENTS Agitation or intimidating behavior ● NO PARTICIPATION IN DISCUSSIONS AND ACTIVITIES WITH PASSIVE/AGGRESSIVE BEHAVIOR AND ACTING OUT 	<p style="text-align: center;"></p> <p style="text-align: center;">WHAT I SHOULD DO</p> <p>Brainstorm with your supervisor. Consider asking him/ her to join you with the student. Express your interest in the student's well-being. In an objective, firm and non-punitive fashion describe the problem behavior. Set clear guidelines regarding appropriate behavior. Complete an Advocate Incident Report Form OR contact a member of the Behavioral Assessment Resource Team {BART}: Carsbia Anderson, Arthur St. Laurent, Lara Shipley, Kelly Fletes, Kevin Raskoff, Christine Vincent, Daniel Phillips, Eddie Gil de Montes, Brian Streetman, Sandy Nee, Vicki Rhea</p>
<p style="text-align: center;">LEVEL III – EXTREME RISK</p> <ul style="list-style-type: none"> ● CONTINUED DEMONSTRATION OF ODD OR DISRUPTIVE BEHAVIOR THAT YOU HAVE PREVIOUSLY DISCUSSED ● AGGRESSIVE AND THREATENING BEHAVIOR OR GESTURES ● ESCALATING THREATS, RAISED VOICE ● VISIBLE AGITATION, PHYSICAL TENSION, TREMBLING 	<p style="text-align: center;"></p> <p style="text-align: center;">WHAT I SHOULD DO</p> <p>IMMEDIATELY CALL CAMPUS Security, (831) 646-4099 / (831) 760-2090 Remain calm, do not engage in argument. Keep distance between you and the student. Allow the student a way to exit, do not allow yourself to be trapped. Ask the student to leave. · If the student refuses to leave, and you are alone and the situation is dangerous, dismiss yourself from the area. Reduce noise, talking, questions, stimulation. Campus Security will notify appropriate College Administrator & BART member</p>

Other Tips:

Devise a code to alert colleagues to call Security.

Whenever you observe a colleague or student in trouble, call Security (646-4099). In event of power outage, (760-2090) will be activated.

Whenever there is a direct threat to your health and/or safety: Call 911.

Distributed by the Behavioral Assessment Resource Team- January 2013