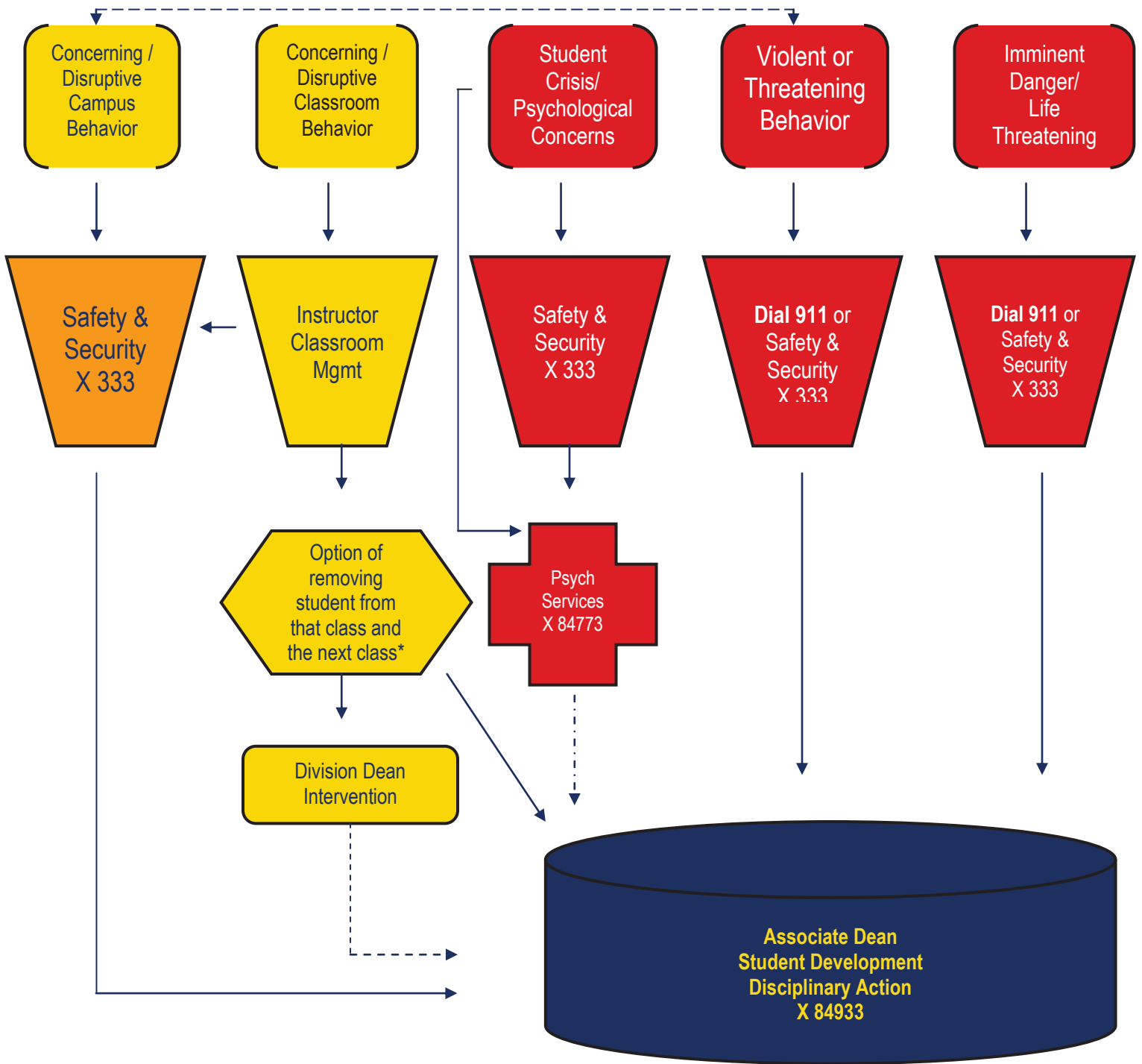


Managing Students of Concern



Safety and Security

Ext. 333 (or from non-campus phone [714] 628-4730): emergencies, evenings and weekends—24 hours a day.

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*Education Code 76032/BP 5201—An instructor may remove a student from his/her class for up to two consecutive class sessions. The instructor shall immediately report the removal to the respective division Dean and the Associate Dean, Student Life X 84933.



A Guide for Handling Students with Behavioral Issues

VERBALLY AGGRESSIVE/COMBATIVE STUDENT	DO	HOW TO ADDRESS STUDENT (EXAMPLES)	DO <u>NOT</u>
	<ul style="list-style-type: none"> Prevent frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, offering assistance, and reducing stimulation by guiding the student to a quiet place away from other students. Allow them to ventilate, get the feelings out, and tell you what is upsetting them. Be directive in a firm but calm manner about the behaviors you will or will not accept to help contain the student. Help the person problem solve and deal with the real issues when they become calmer. If the student is not responding appropriately, you will need to contact Campus Safety. If possible, ask a nearby staff or faculty member to contact Safety & Security while you continue to talk with the student. Otherwise, you will need to let the student know you need to call Safety & Security. 	<ul style="list-style-type: none"> "I can see that you're really upset, and I would like to help you. Let's go to my office (or, step into the hallway) so we can talk with more privacy." Listen carefully and use language to convey understanding of their feelings initially before problem solving: "I can understand why that is upsetting you", or "that must be very frustrating (or difficult) for you." "Please stand back; you're too close." "I cannot listen to you when you are yelling; please lower your voice." "Let's step outside to discuss this further." Respond to issues raised with realistic options and offers to assist, if appropriate. "It seems that I have not been able to help you as much as I had hoped." (Or if they did not respond to requests to modify their behavior: "I am afraid we cannot continue this conversation because you are still too upset at the moment). I am going to call Safety & Security now to help out." (You could add "so that I can return to teaching class" or resume whatever task was interrupted, if that is the case). 	<ul style="list-style-type: none"> Get into an argument or shouting match. Become hostile or punitive, e.g., "You can't talk to me that way!" Press for explanations for their behavior. Ignore the situation. Touch the student. Ignore warning signs that the person is about to explode, e.g., yelling, screaming, clenched fists, threats, etc. Threaten or corner the student.

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DO	HOW TO ADDRESS STUDENT <i>(EXAMPLES)</i>	DO <u>NOT</u>
DEPRESSED/SUICIDAL STUDENT	<ul style="list-style-type: none"> Let the student know you're aware she/he is feeling down and you would like to help. Reach out and encourage the student to discuss how she/he is feeling. Be available to listen but also refer the student to Psychological Services or a community hotline. If the student mentions feeling suicidal, take the student seriously- 80% of suicides give warning of their intent. If they don't mention it, directly ask if the student is wants to hurt him or herself, if she/he has a plan and if she/he has the means to carry out that plan. If the student has a plan to commit suicide, you MUST call Safety & Security. 	<ul style="list-style-type: none"> Be afraid to ask whether the student is suicidal if you think that she/he may be. Challenge or agree with any mistaken or illogical beliefs. Minimize the student's feelings, e.g., "Don't worry." "Everything will be better tomorrow;" OR let student minimize the feelings (e.g., "I'm fine; I'm really okay"). Bombard the student with "fix it" solutions or advice.

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	DO	HOW TO ADDRESS STUDENT (EXAMPLES)	DO <u>NOT</u>
STUDENT IN POOR CONTACT WITH REALITY	<ul style="list-style-type: none"> Respond with warmth and kindness, by acknowledging their concerns and indicating your desire to be of assistance. Remove extra stimulation from the environment, (turn off the radio, and step outside of a noisy classroom). Acknowledge their feelings or fears without supporting the misperceptions. Acknowledge your difficulty in understanding them and ask for clarification or restatement. You may need to be firm in your reasoning, even as you offer support. 	<ul style="list-style-type: none"> "I can see that you are upset. I would like to see if I can help you." "Let's talk where it is a little more quiet....let's go outside (or to my office, etc.)" "I understand you think someone is following you, but I don't see anyone and I believe you're safe now." "It must be scary to think that someone is following you (or whatever their stated concern may be)." "I am not sure that I understand your concern. Can you tell me a little more about ____?" "I can see that it is hard for you to (sit still, not talk during class, etc.) when you have these concerns, but I need you to ____ so that we can continue with class." 	<ul style="list-style-type: none"> Argue or try to convince them of the irrationality of their thinking as this commonly produces a stronger defense of the false perceptions. Play along, e.g., "Oh yeah, I hear the voices (or see the devil)." Encourage further discussion of the delusional processes. Demand, command, or order. Expect customary emotional responses.

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	DO	HOW TO ADDRESS STUDENT (EXAMPLES)	DO <u>NOT</u>
STUDENT UNDER THE INFLUENCE	<ul style="list-style-type: none"> Confront the student with their behavior that is of concern. Address the substance abuse issue if the student is open and willing. Offer support and concern for the student's overall well being, and see if they are open to a referral for professional help. 	<ul style="list-style-type: none"> “I have noticed that you often don’t seem to be yourself lately, and that you have not been able to (pay attention, or whatever the behavior is) in class. Can we talk about what might be going on with you?” “I have wondered if you are sometimes on something during class, or that you have been drinking. Is this part of the problems you are having in school?” “I want to help you be successful in school, but I am most concerned about behavior you are engaging in that could be very harmful to you. Have you thought about getting some help with this?” 	<ul style="list-style-type: none"> Convey judgment or criticism about the student's substance abuse. Make allowances for the student's irresponsible behavior. Ignore signs of intoxication in the classroom.

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Safety Tips:

1. Know your surroundings, be alert and pay attention to abnormal behavior.
2. Know Safety and Security's number and program it into your speed dial.
3. Get to know staff members/instructors located near you for support in emergencies.

Contacts for Campus Resources

Admissions and Records	X 84900
Campus Safety	X 333
Cashiers Office	X 84727
Disabled Students Programs and Services	X 84860
Extended Opportunity Program and Services	X 84915
Financial Aid	X 84876
Student Health and Wellness Services	X 84773
Student Conduct	X 84933
Tutorial Learning Center	X 84791
Veterans Resource Center	X 84793

Threat Assessment Team—T.A.T.

- Purpose
 - Monitor and consult as a group on student concerns/issues related to misconduct and safety.
 - Assess conduct related issues across the campus.
 - Increase awareness of potentially serious incidents.
 - Address policy gaps and recommend protocols when needed.
- Meetings
 - Meets two to three times per semester and as needed.
- Group composition:
 - Alistair Winter – Director Safety & Security, TAT coordinator
 - John Hernandez, Ph.D.— Vice President of Student Services
 - Aracely Mora, Ed.D. – Vice President of Academic Affairs
 - Loretta Jordan – Dean of Student Conduct
 - Melissa Campitelli-Smith, Psy.D.— Psychological Services
 - Martin Stringer – Dean of Math & Sciences

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