Forming a Behavioral Consultation Team to Address Concerning Behaviors on Campus

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Learning Objectives

Attendees will...

- learn how the Behavioral Consultation Team (BCT) at IUPUI was designed.
- gain the knowledge to begin thinking about the creation or modification of a similar team at their campuses.
- be able to compare and contrast their own campus approach/team with that of IUPUI and identify potential areas for change.
- using case studies, attendees will practice evaluating risk based on reported behaviors.
- leave the presentation with an understanding of the importance of behavioral intervention teams.

Campus Threat Assessment

- The [threat assessment] process is not, by default, adversarial in nature. The threat assessment and management process, where possible, attempts to help people, not punish them. Indeed, if the Team is informed early enough, it can get involved long before an individual may have done any wrongdoing, and prevent such incidents from ever occurring.

  – (The Handbook for Campus Threat Assessment & Management Teams, p. 25)

Behavioral Intervention Teams

...tracks "red flags" over time, detecting patterns, trends, and disturbances in individual or group behavior...receives reports of disruptive, problematic or concerning behavior or misconduct, conducts an investigation, performs a threat assessment...determines the best mechanisms for support, intervention, warning/notification and response...deploys its resources and resources of the community and coordinates follow-up (NABITA).

Some teams may focus only on student behavior, while others may include faculty and staff behaviors as well.

The IUPUI Context

- Indiana's premier urban public research university
- Over 250 degrees from either Indiana or Purdue University
- 22,100 undergraduates, 8,200 graduate/professional students
- 1350 residential students
- 89% are in-state, 11% are out-of-state
- 58% Female, 42% Male (63% under the age of 25)
- 15.6% of students are classified as an ethnic minority
- 4.5% are international students
- 600 International Scholars

Behavioral Consultation Team (BCT)

Mission

The BCT is designed for early intervention regarding behavioral issues to help support the health, safety and success of the IUPUI community.

Behavioral Consultation Team (BCT)

Purpose

The BCT is a campus wide team that

- provides consultation,
- makes recommendations for action, and,
- coordinates campus resources

in response to reports of disruptive or concerning behavior displayed by students, staff or faculty.

Behavioral Examples

Examples of such instances include, but are not limited to:

- Behavior that appears to be dangerous or threatening to oneself or others.
- Bizarre or strange behavior such as acting “out of touch” with reality.
- Angry, hostile or abusive behavior.
- Other behavior that is inappropriate, worrisome or disruptive.

BCT Members

- Dean of Students*
- IUPUI Police*
- Academic Affairs*
- Human Resources*
- Counseling & Psychological Services*
- Student Rights*
- Legal Counsel
- Adaptive Ed Services
- Ofc for Veterans & Military Personnel
- Student Advocate
- International Affairs
- Emergency Preparedness
- Graduate School
- Ofc of Equal Opportunity
- Housing & Residence Life
- Student Health
- Ad Hoc Member(s) When Necessary

The Role of International Affairs

- The addition of the Office of International Affairs to the BCT.
- **International Affairs:** This team member is instrumental in consultations regarding behavioral issues that may involve individuals within IUPUI's international community (students, faculty, and staff). This team member is also responsible for interpreting policies and procedures related to the matriculation of international students.
- Immigration Status/Considerations
- Cultural Factors

Differing Perspectives

- Conduct
- Cultural Factors
- Disabilities
- Mental Health
- Special Populations
- Legal Issues

Focus on behaviors –
through different lenses

Student Case Study 1

- A professor the Department of Computer Science reports that a student from China –Jun -- is complaining of “sounds” transferring his thoughts and source code to other students during exams.
- Jun e-mails an International Student Advisor asking how he can purchase a gun. He mentions that he wants it for self-protection because he knows of other students living in a different apartment complex have been robbed. In the same e-mail, he mentions the names of several other students whom he says have treated him badly and threatened him.
- The advisor informs Jun that as a foreign citizen, he is not authorized to purchase a gun, and advises him on safety measures to take.

Student Case Study 1 (cont.)

- Two days later, Jun confides in the International Student Advisor that his roommate, a student from Korea, is trying to make him spy against China.
- Another professor reported that he was giving Jun a ride, and during the trip, Jun became so distressed that he had to stop the car and let Jun get out and walk around.
- Despite the issues of concern, Jun's academic department states that he is doing well in his studies and making progress towards completion of his thesis

Student Case Study 2

- An academic advisor notices that an international student – Krishna - is behaving irrationally. During a conversation with Krishna, he indicates that he may hurt another student.
- The International Student Advisor learns that Krishna has been stalking a female student – Rita - and acting aggressively towards her and a group of her friends. Krishna believes that Rita is in danger of being assaulted and that he needs to protect her. He moves out of his apartment and into her off-campus apartment building. Rita is afraid of Krishna but is not willing to come forward as a witness. One of the students went to the same high school as Krishna in their home country, and reports that he had disruptive psychological issues there.

Student Case Study 2 (cont.)

- An American student reports that he witnessed Krishna attempting to purchase a gun.
- One of the students comes forward (on record) with specific threats Krishna has made against other students.
- Police contact Krishna and search his backpack, and find an illegal weapon.
- Krishna is arrested and taken for psychiatric evaluation and placed under 72-hour mandatory hold.

Scholar Case Study 3

- A professor reports that an international research scholar in his engineering lab – Jie -- becomes frustrated at another student in the lab. In anger, he throws a computer mouse on the floor and breaks it. The professor requests assistance in helping to deal with the scholar's anger management issues.
- A student reports to the International Student Advisor that she is the only female sharing an apartment with Jie and two other male students. She reports that Jie appears to be under significant pressure in his work. He complains constantly about his supervisor and talks about other Chinese persons who have killed their colleagues in other states. He also reports that he has been fired. She feels that he is taking out his frustrations on her because she is the only female in the apartment, and she is afraid of him.

Scholar Case Study 3 (cont.)

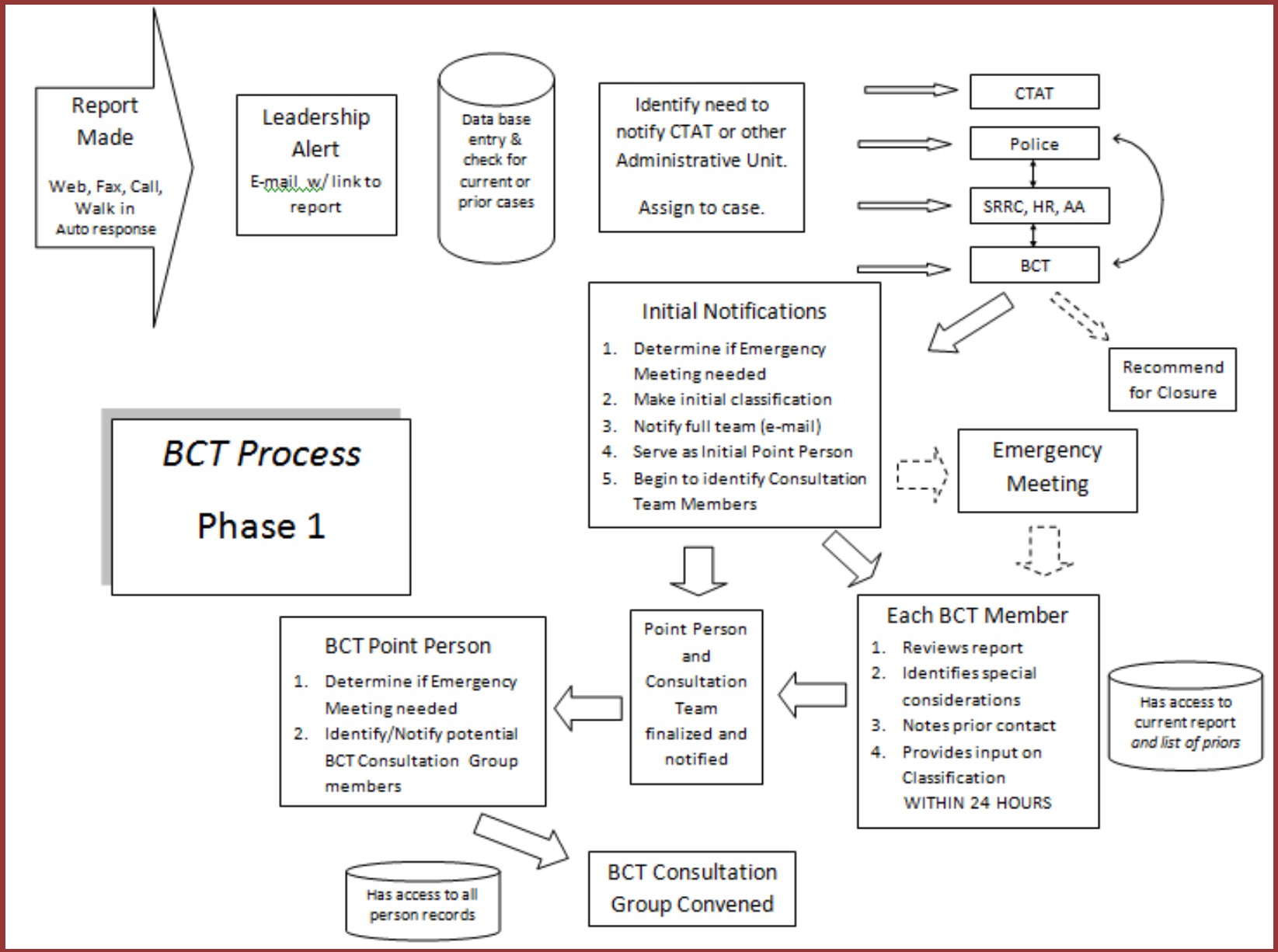
- Jie's supervisor indicates that he has not fired Jie, but has informed him that he will not be extending his employment beyond the initial year offered, which will expire in two months.

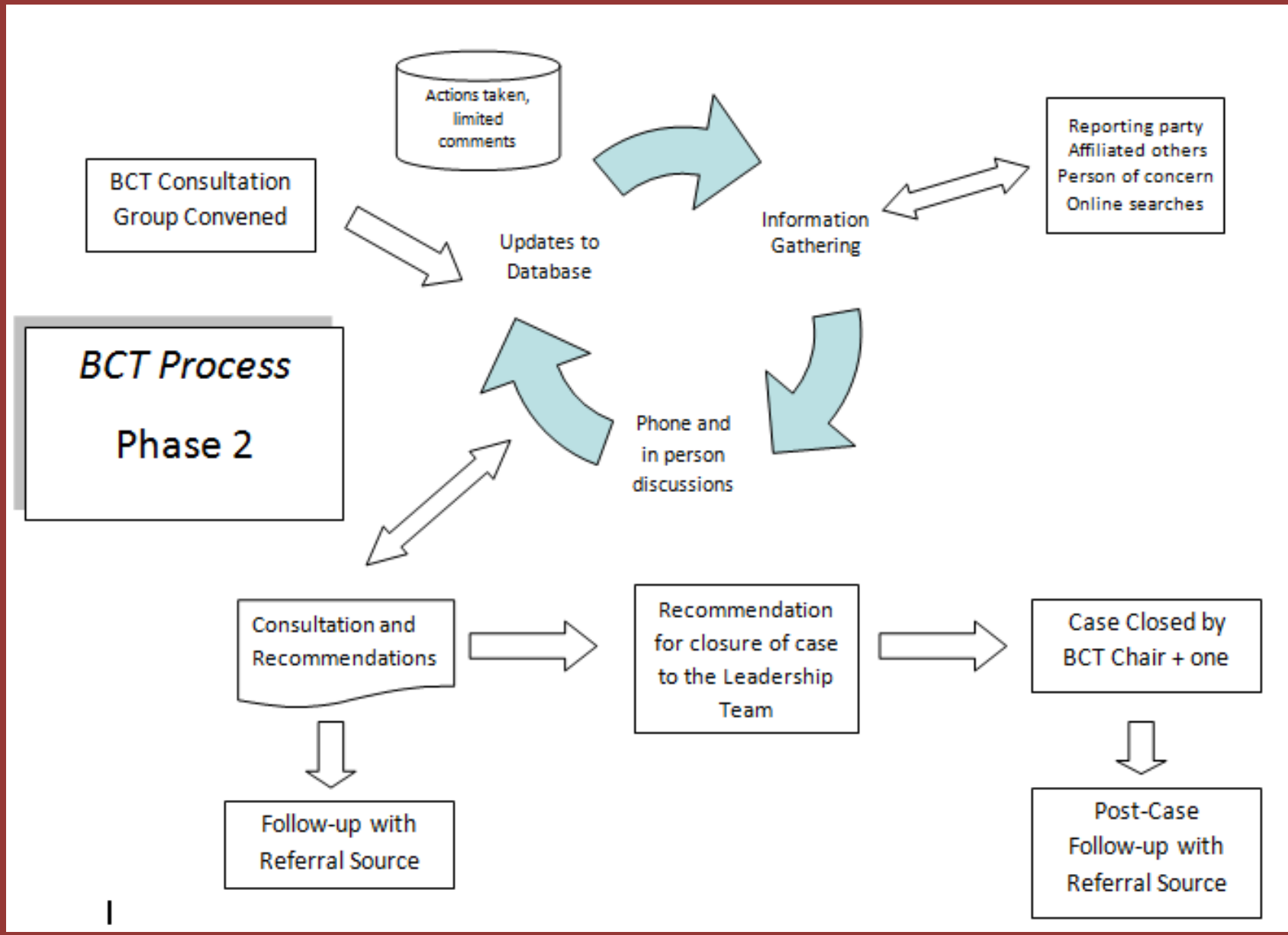
Resources

- CUBIT model
  - National Center for Higher Education Risk Management and the Center for Aggression Management
  - www.ncherm.org
- Campus Threat Assessment
  - Margolis, Healy and Associates.
  - www.campusthreatassessment.org
- The Handbook for Campus Threat Assessment & Management Teams
  - Applied Risk Management
  - www.arm-security.com

Referral Process

- BCT Website – http://bct.iupui.edu
- Completion of a Concerned Persons Referral Form


Report Made
Web, Fax, Call, Walk in
Auto response
Leadership Alert
E-mail w/ link to report
Data base entry & check for current or prior cases
Identify need to notify CTAT or other Administrative Unit.
Assign to case.
CTAT
Police
SRRC, HR, AA
BCT
Recommend for Closure
Initial Notifications
1. Determine if Emergency Meeting needed
2. Make initial classification
3. Notify full team (e-mail)
4. Serve as Initial Point Person
5. Begin to identify Consultation Team Members
Emergency Meeting
BCT Process
Phase 1
Each BCT Member
1. Reviews report
2. Identifies special considerations
3. Notes prior contact
4. Provides input on Classification WITHIN 24 HOURS
Has access to current report and list of priors
Point Person and Consultation Team finalized and notified
BCT Point Person
1. Determine if Emergency Meeting needed
2. Identify/Notify potential BCT Consultation Group members
Has access to all person records
BCT Consultation Group Convened


Actions taken, limited comments
BCT Consultation Group Convened
Updates to Database
Information Gathering
Reporting party
Affiliated others
Person of concern
Online searches
BCT Process
Phase 2
Phone and in person discussions
Consultation and Recommendations
Recommendation for closure of case to the Leadership Team
Case Closed by BCT Chair + one
Follow-up with Referral Source
Post-Case Follow-up with Referral Source

Our thoughts on success…

- Create a strong and purposeful team.
- Expect team membership to change and grow over time – adapt to your specific needs.
- Designate a back-up for each team member.
- Include different perspectives.

- Clearly identify purpose, processes, and procedures.
- Consider privacy and confidentiality issues.
- Scales can be very helpful but ultimately the process should be guided by team judgment.

Our thoughts on success...

- Create a manual and practice case studies.
- Have consistent and formalized meetings.

- Create an FAQ about the team and process.
- Publicize the existence of your team and how to make referrals - outreach and marketing materials/website are very important.

- Plan for budgetary concerns...

Companion Session

- Tuesday Session VII: 10:30a-11:30a (Milwaukee)
- Advising on the Edge: Assisting International Students with Mental Health Disorders

Thank You

Questions & Answers