



# RECOGNIZING RED FLAGS



FALL 2019

# BOUNDARIES

- ❖ A “boundary” is the edge of appropriate professional behavior which defines the expected and accepted psychological and social distance between faculty or staff members and students.<sup>1</sup>
- ❖ Create classroom, office, and syllabus policies you are comfortable with and willing and able to enforce.
- ❖ Adhere to your policies and mean “no” when you say it.
- ❖ Be **very clear** about your expectations, when and how students should contact you, what you are willing to discuss with students, and what you can and cannot do.
- ❖ Even if you are a licensed mental health professional, as a faculty or staff member of Collin College that is not your primary job duty. Do not attempt to counsel or diagnose a student.

<sup>1</sup>Guthiel, T.G., and Simon, R.I. (2002). Non-sexual boundary crossings and boundary violations: The ethical dimension. *Psychiatric Clinics of North America*, 25, 585-592.

# BOUNDARIES (CONTINUED)

- ❖ “I am no longer the best person to help.”
- ❖ “I will continue to care and be concerned.”
- ❖ **Don't promise confidentiality**, but do protect the student's privacy as much as possible.
- ❖ Beware: “I've never told anyone this before...” and “I want to tell you something, but you can't tell anyone else...”
- ❖ Keep your work/public and private lives separate.
- ❖ **Do not** give students your personal home or cell phone numbers.

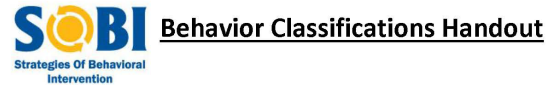
# SUICIDAL IDEATION AND NON-SUICIDAL SELF-INJURY

- ❖ Most people who have suicidal thoughts do not go on to attempt suicide, but suicidal thoughts are considered a risk factor.
- ❖ Past suicidal behavior or previous attempts are strongest risk factors for future attempts.
- ❖ Suicidal Ideation Assessment:
  - ❖ Non-Specific Active Suicidal Thoughts
  - ❖ Active Suicidal Ideation without Intent to Act
  - ❖ Active Suicidal Ideation with Some Intent to Act, without a Specific Plan
  - ❖ Active Suicidal Ideation with Specific Plan and Intent
- ❖ Risk Factors and Protective Factors That Impact Suicidal Behavior
- ❖ Non-Suicidal Self-Injury
- ❖ All of these topics are covered in detail in the “Behavioral Intervention in Turbulent Times” presentation.

# RECOGNIZING A STUDENT IN CRISIS

Outreach and Monitoring	Take Immediate Action
<ul style="list-style-type: none"><li>❖ Social withdrawal</li><li>❖ Hyperactivity/Rapid speech</li><li>❖ Requests for special consideration</li><li>❖ Changes in attendance</li><li>❖ Changes in academic performance</li><li>❖ Falling asleep in class</li><li>❖ Marked change in personal dress, hygiene, eating or sleeping routines</li><li>❖ Depressed or lethargic mood</li><li>❖ Unusual or exaggerated emotional response to events</li></ul>	<ul style="list-style-type: none"><li>❖ Overtly suicidal thought (referring to suicide as a current option)</li><li>❖ Homicidal threats (written or verbal)</li><li>❖ Destruction of property or other criminal acts</li><li>❖ Extreme anxiety resulting in panic reactions</li><li>❖ Inability to communicate (garbled or slurred speech, disjointed thoughts)</li><li>❖ Loss of contact with reality (seeing or hearing things that are not there)</li><li>❖ Highly disruptive behavior (e.g. hostile, aggressive, violent)</li></ul>

# STUDENT BEHAVIOR CLASSIFICATIONS: WHEN TO REPORT AND TO WHOM



Classroom Management Issues (Handled by the professor in consultation with the program director, associate academic, dean and/or academic dean.)	Behaviors of Concern (Submit a <i>SOBI Referral</i> .)	Student Code of Conduct Violations (Submit a <i>Student Incident Report</i> to the Dean of Students Office.)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Grading concerns</li> <li><input type="checkbox"/> Inconsistent class attendance</li> <li><input type="checkbox"/> Infrequently arriving to class late and/or leaving early</li> <li><input type="checkbox"/> Falling asleep in class</li> <li><input type="checkbox"/> Staring blankly out classroom windows, rolling eyes, sighing, and/or not engaging in classroom discussions</li> <li><input type="checkbox"/> Repeatedly asking for special consideration or extensions</li> <li><input type="checkbox"/> Difficulty with studying and/or struggling to learn the material</li> <li><input type="checkbox"/> Use of cell phone, laptop, or any other media device not approved during class</li> <li><input type="checkbox"/> Outbursts and/or unusual comments or questions that are not offensive</li> <li><input type="checkbox"/> Frequent interruption of the professor while talking and asking non-relevant, off-topic questions</li> <li><input type="checkbox"/> Reading materials other than required textbooks in class (e.g., newspapers, novels, magazines, etc.)</li> <li><input type="checkbox"/> Questioning syllabus and classroom policies</li> <li><input type="checkbox"/> Lack of cooperation or argumentative</li> <li><input type="checkbox"/> Negative attitude to rules</li> <li><input type="checkbox"/> Self-disclosures that do not involve a threat of harm to self or others (e.g., "I have ADD/ADHD," "I'm bipolar," "I'm working with ACCESS," etc.)</li> </ul>	<p><b>Changes in Behavior:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistent class attendance (after consistent attendance)</li> <li><input type="checkbox"/> A severe drop in grades</li> <li><input type="checkbox"/> Falling asleep in class (if student has never done this previously)</li> <li><input type="checkbox"/> Noticeable weight and/or personal hygiene changes</li> <li><input type="checkbox"/> Changes in interactions with other students, faculty, and/or staff</li> </ul> <p><b>Bizarre Behaviors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strange, inappropriate, and/or offensive remarks or outbursts</li> <li><input type="checkbox"/> Repeated frequent interruptions of the professor while talking and asking non-relevant, off-topic questions</li> <li><input type="checkbox"/> Flat affect or extreme lack of responsiveness</li> <li><input type="checkbox"/> Unusual and/or exaggerated emotional responses</li> <li><input type="checkbox"/> Disjointed thinking</li> <li><input type="checkbox"/> Paranoia, loss of contact with reality, seeing or hearing things that don't exist</li> <li><input type="checkbox"/> Apparent lack of social norms</li> <li><input type="checkbox"/> Attempts to instigate fights</li> <li><input type="checkbox"/> Open defiance of rules</li> <li><input type="checkbox"/> Belief in conspiracy against the student</li> <li><input type="checkbox"/> Appearing detached, dazed, vacant, and/or eerily calm</li> </ul> <p><b>Threats to Self or Others:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writings that communicate or convey intentions to harm self or others</li> <li><input type="checkbox"/> Self-injurious behaviors (e.g., cutting, burning)</li> <li><input type="checkbox"/> Suicidal threats, ideation, or attempts</li> <li><input type="checkbox"/> Concerning online postings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Any violation of the <i>Student Code of Conduct</i></li> <li><input type="checkbox"/> Alcohol/drug use or overdose</li> <li><input type="checkbox"/> Assault (aggravated, physical, sexual, simple, etc.)*</li> <li><input type="checkbox"/> Classroom disruptions (e.g., interrupting lectures, consistently arriving late and/or leaving early)</li> <li><input type="checkbox"/> Criminal behavior of any type*</li> <li><input type="checkbox"/> Dating/domestic/relationship/sexual violence*</li> <li><input type="checkbox"/> Discrimination</li> <li><input type="checkbox"/> Disruptive use of cell phone, laptop, or any other media device during class</li> <li><input type="checkbox"/> Failing to comply with directions of Collin College officials</li> <li><input type="checkbox"/> Harassment/sexual harassment</li> <li><input type="checkbox"/> Hazing*</li> <li><input type="checkbox"/> Possessing and/or showing a weapon*</li> <li><input type="checkbox"/> Scholastic Dishonesty in any form (i.e., cheating, collusion, plagiarism, etc.)</li> <li><input type="checkbox"/> Stalking*</li> <li><input type="checkbox"/> Theft*</li> <li><input type="checkbox"/> Threatening words or actions (e.g., yelling, directing obscenities at others, intense anger)*</li> <li><input type="checkbox"/> Direct threats referring to bombs, ammunition, ordnance, and/or fire or firearms*</li> </ul> <p><small>*Note: These behaviors should also be <b>immediately</b> reported to the Collin College Police Department (CCPD) at 972.578.5555 or x5555. Additionally, medical emergencies (e.g., signs of overdose, loss of consciousness, etc.) should be <b>immediately</b> reported to <b>both 911 and the CCPD at 972.578.5555 or x5555.</b></small></p>

# RESPONDING TO IMMEDIATE THREATS

- ❖ An “immediate threat” involves a direct threat of physical harm to self or others, which endangers any member of the Collin College community (e.g., assault, brandishing a weapon, sexual assault, etc.).
- ❖ Off-Campus Reporting Procedure: Call **911**
- ❖ On-Campus Reporting Procedure: Call the Collin College Police Department at **972.578.5555** or **x5555** (from a campus phone)
- ❖ Give the dispatcher important information such as your name, the location of the incident, a description of the incident, and a phone number where you can be reached.
- ❖ If the incident involves a direct threat of **harm to others**, submit a *Student Incident Report* at <https://bit.ly.2Rs60jT> once the situation has stabilized.
- ❖ If the incident involves a direct threat of **harm to self**, contact Counseling Services at 972.881.5126 or file a *SOBI Referral* at <https://bit.ly/2uhYeyc> once the situation has stabilized.

# *FERPA* CONSIDERATIONS

- ❖ Under certain circumstances, prior consent is not required to disclose a student's personally identifiable information. *FERPA* exceptions include:
  - ❖ "...to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have **legitimate educational interests**." (Emphasis added)
  - ❖ "...to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the **health and safety** of the student or other individuals." (Emphasis added)
- ❖ **Don't promise confidentiality**, but do protect the student's privacy as much as possible.
- ❖ Once a case is closed, the reporter will receive a SOBI Referral Resolution Form. However, additional information regarding the outcome of a SOBI referral may not be shared unless:
  - ❖ The student involved gives direct written consent **or**
  - ❖ The situation falls under one (1) of the *FERPA* exceptions listed above



# CONNECTING THE DOTS: THE ALCHEMY OF THREAT ASSESSMENT

- ❖ Behavioral intervention and threat assessment are very mercurial processes. There are no definitive, predictive, or easy answers.
- ❖ Many instances of unconventional or bizarre student conduct are ignored or dismissed as an isolated occurrence. These observed behaviors, which may foreshadow an escalation of more disturbing conduct, often go unreported and untracked.
- ❖ SOBI connects the dots by collecting, assessing, responding to, and tracking concerning behaviors or “red flags” that allow for a more complete and holistic picture of a given student’s problematic behavior.
- ❖ SOBI analyzes each incident of concerning behavior on a case-by-case basis while taking into account the safety and security of the entire Collin College community.



# SOBI CONTACT INFORMATION

- ❖ SOBI Referral: <https://bit.ly/2uhYeyc>
- ❖ Website: <https://www.collin.edu/studentresources/SOBI/>
- ❖ Email: [sobi@collin.edu](mailto:sobi@collin.edu)
- ❖ Collin College Police Department: **972.578.5555**
- ❖ Dean of Students Office: 972.881.5604 or [dos@collin.edu](mailto:dos@collin.edu)
- ❖ Counseling Services: 972.881.5126 or [personalcounseling@collin.edu](mailto:personalcounseling@collin.edu)