### What is the mission of the Threat Assessment Team?

New River Community College’s Threat Assessment Team will help develop policies and procedures for the prevention of violence on campus, including assessment and intervention with individuals or groups whose behavior poses a threat to the safety of the campus community.

### What are signs that a student may be in distress?

Students in distress may not be disruptive to others, but may exhibit behaviors which indicate something is wrong, show signs of emotional distress and indicate that assistance is needed. They may also be reluctant or unable to acknowledge a need for personal help. Behaviors may include:

1. **Serious grade problems or a change from consistently passing grades to unaccountable poor performance.**
2. **Excessive absences, especially if the student has previously demonstrated consistent attendance.**
3. **Unusual or significantly changed patterns of interaction, i.e., avoidance of participation, excessive anxiety when called upon, domination of discussions, etc.**
4. **Other characteristics that suggest the student is having trouble managing stress successfully, e.g., a depressed, lethargic mood; very rapid speech; swollen, red eyes; marked change in personal dress and hygiene; falling asleep during class.**
5. **Repeated requests for special consideration, such as deadline extensions, especially if the student appears uncomfortable or highly emotional while disclosing the circumstances prompting the request.**
6. **New or repeated behavior which pushes the limits of decorum and which interferes with effective management of the immediate environment.**
7. **Unusual or exaggerated emotional responses which are obviously inappropriate to the situation.**

### What are warning signs of disruptive student behavior that requires immediate attention?

Severely troubled or disruptive students exhibit behaviors that signify an obvious crisis and necessitate emergency care. These problems are the easiest to identify. Examples include:

1. **Highly disruptive behavior (e.g. hostility, aggression, violence, etc.).**
2. **Inability to communicate clearly (garbled, slurred speech; unconnected, disjointed, or rambling thoughts).**
3. **Loss of contact with reality (seeing or hearing things which others cannot see or hear, beliefs, or actions greatly at odds with reality or probability).**
4. **Stalking behaviors.**
5. **Inappropriate communications (including threatening letters, e-mail, messages, harassment).**
6. **Overtly suicidal thoughts (including referring to suicide as a current option in a written assignment).**
7. **Threats to harm others.**
8. **Appearance of being under the influence of drugs or alcohol.**
9. **Possession of a weapon.**

### What are the warning signs of alcohol and substance abuse that might lead you to refer a student?

#### Physical warning signs of drug abuse
- Bloodshot eyes or pupils that are larger or smaller than usual
- Changes in appetite or sleep patterns. Sudden weight loss or weight gain
- Deterioration of physical appearance and personal grooming habits
- Unusual smells on breath, body or clothing
- Tremors, slurred speech, or impaired coordination
- Has burned fingers, burns on lips, or needle track marks on arms
- Exhibits impaired coordination or unsteady gait (e.g. staggering, off balance)
- Speaks more rapidly or slowly than normal

#### Behavioral signs of drug abuse
- Drop in attendance and performance at work or school
- Unexplained need for money or financial problems. May borrow or steal to get it
- Engaging in secretive or suspicious behaviors
- Sudden changes in friends, favorite hangouts, and hobbies
- Frequently getting into trouble (fights, accidents, illegal activities)
- Has difficulty concentrating, focusing, or attending to a task
- Frequently appears distracted or disoriented
- Makes inappropriate or unreasonable choice
- Experiences short-term memory loss
- Often needs directions repeated
- Has difficulty recalling known details

#### Psychological warning signs of drug abuse:
- Unexplained change in personality or attitude
- Sudden mood swings, irritability, or angry outbursts
- Periods of unusual hyperactivity, agitation, or giddiness
- Lack of motivation; appears lethargic or ‘spacey out’
- Appears fearful, anxious, or paranoid, with no reason
- Experiences wide mood swings (highs and lows)
- Experiences general change in mood toward a more depressed and negative or critical outlook
- Appears fearful or anxious; experiences panic attacks
- Appears impatient, agitated, or irritable
- Experiences ongoing depression
- Has paranoid thoughts
## FACULTY AND STAFF ACTION GUIDE

### General Guidelines

1. **Confront a student about the behavior.**
2. **Document the behavior.**
3. **Consult with the student’s advisor.**
4. **Contact the Student Disability Services.**
5. **Contact the NRCC Security.**
6. **Contact the Behavioral Intervention Team.**
7. **Contact the Threat Assessment Team.**

### DANGER TO SELF

A student expresses (verbally or in writing) a willingness or desire to harm himself/herself or others.

- Behavioral Intervention Team
- NRCC Security Department
- Threat Assessment Team

### DANGER TO OTHERS

A student expresses (verbally or in writing) a willingness or desire to harm or kill others or a student demonstrates (in progress) or is attempting to harm or kill others.

- Behavioral Intervention Team
- NRCC Security Department
- Threat Assessment Team

### SUBSTANCE ABUSE

A student appears to be under the influence of alcohol or drugs in class, or is seen in possession of same.

- Behavioral Intervention Team
- NRCC Security Department
- Threat Assessment Team

### AGGRESSION

If you see, or are dealing with, aggressive or threatening behavior.

- Behavioral Intervention Team
- NRCC Security Department
- Threat Assessment Team

### EMOTIONAL BEHAVIOR

If you see, or are dealing with, a personal concern or is experiencing a psychological crisis.

- Behavioral Intervention Team

### ILLNESS OR INJURY

If you see or are dealing with a person who is injured, ill, or whose behavior seems erratic.

- Behavioral Intervention Team
- NRCC Security Department
- Threat Assessment Team

### DANGER TO SELF

A student demonstrates (in progress) an attempt to harm or kill himself/herself or has a specific plan to harm himself/herself.

- Behavioral Intervention Team
- NRCC Security Department

### IMPORTANT NUMBERS

- Campus Security: Dial Ext. 3646 or 540-674-3646.
- Advising Center: Ext. 3609
- Student Disability Services: Ext. 3619
- Student Resources: Ext. 3636
- Mishawaka: Ext. 3491
- Elkhart: Ext. 3619

### BEHAVIORAL INTERVENTION TEAM

- Deborah Kennedy Ext. 3690
- Gwen Houston Ext. 4408
- Lucy Howlett Ext. 3619
- Rod Reedy Ext. 4358
- chair: John Van Hemert Ext. 4238
- Melissa Anderson Ext. 4310
- Peter Anderson Ext. 4369
- Tom Ciappina Ext. 3655
- Angie Covey Ext. 4374
- Wayne Cressell Ext. 3639
- Ronnie Nichols Ext. 3637
- Fritz Streff Ext. 4367
- Joey Williams Ext. 3646
- Sheriff Mike Worrall Ext. 4366
- Chief Anthony Wilson Ext. 4382

### DISABILITY

If you see or are dealing with a person with a disability who is in difficulty, ask if you may contact:

- Student Disability Services, Lucy Howlett, Ext. 3619, Rm. 275, Rooker Hall

### BEHAVIORAL INTERVENTION TEAM

- Chair: John Van Hemert Ext. 4238
- Melissa Anderson Ext. 4310
- Peter Anderson Ext. 4369
- Tom Ciappina Ext. 3655
- Angie Covey Ext. 4374
- Wayne Cressell Ext. 3639
- Ronnie Nichols Ext. 3637
- Fritz Streff Ext. 4367
- Joey Williams Ext. 3646
- Sheriff Mike Worrall
- Chief Anthony Wilson

### Confronting a Student

1. **Remain calm and know whom to call.** See referral numbers below.
2. **Remember that it is NOT your responsibility to provide professional help.** You need only make the necessary call and request assistance.
3. **If a student's behavior reaches the point that it interferes with your ability to conduct the class or the ability of other students to benefit from the class, the student should be asked to leave the room for the remainder of the class period.**

### Disturbing Behavior

- **If a student's behavior is disruptive or disturbing, try to speak with the student after class.**
- **If the behavior in question is irritating, but not disruptive, try speaking with the student.**
- **If the behavior requires immediate attention, consider a general word of caution rather than singling a student out or embarrassing the student.**

### Conduct Disruptive to the College Community

1. Disruption of a class, college activity, or any other normal activity held on college property at a college location.
2. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to benefit from the instructional program.
3. Actions causing physical injury or endangering one’s own health or safety.

### Conduct Disruptive to the College Community

1. Conduct causing physical injury or endangering another person’s health or safety.
2. Conduct causing physical injury or endangering one’s own health or safety.

### Conduct Disruptive to the College Community

1. Sexual Assault. Any sexual act or attempt to engage in any sexual act with another person without the consent of the other person or, in circumstances in which the person is unable, due to age, disability, or chemical or other impairment, to give consent.
2. Sexual Misconduct. Any intentional intimate touching of another without the consent of the other person or, in circumstances in which the person is unable, due to age, disability, or chemical or other impairment, to give consent.

### Harassment

1. Harassment or Threats—Verbal or written abuse, threats, harassment, coercion or any other conduct that places another individual in reasonable fear for his or her safety through words or actions directed at that person, or substantially interferes with the working, educational, or living environment of the individual, including stalking and racial harassment.
2. Sexual Harassment—Unwelcome sexual advances, requests for favors, and/or other verbal or physical conduct of a sexual nature when:
   - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or status in a college activity or,
   - b. Submission to, or rejection of, such conduct by an individual is used as the basis for employment or decisions affecting such individual’s employment or status in a college activity, or,
   - c. Such conduct has the purpose or effect of interfering with an individual’s work or academic performance or creating an intimidating, hostile, or

### Question

Q. How should I respond when a student is disrupting my class?

Faculty members have broad authority to manage their classrooms and establish reasonable guidelines for class discussions that ensure everyone has an opportunity to participate in an orderly manner. If you believe a student’s behavior is inappropriate, consider a general word of caution rather than singling a student out or embarrassing the student. If the behavior in question is irritating, but not disruptive, try speaking with the student after class. Most students are unaware of distracting habits or mannerisms and have no intent to be offensive or disruptive. There may be rare circumstances where it is necessary to speak to a student during class about this behavior. Correct the student in a manner indicating that further discussion can occur after class. Examples of disruptive behavior include interrupting or monopolizing classroom discussion, interrupting instruction, and using inappropriate language.

If a student's behavior reaches the point that it interferes with your ability to conduct the class or the ability of other students to benefit from the class, the student should be asked to leave the room for the remainder of the class period. The student should be provided with a reason for this action and an opportunity to discuss the matter with you as soon as is practical. In such situations, consultation and referral to NRCC Security, the Behavioral Intervention Team, or the Threat Assessment Team may be appropriate. Faculty members should exercise sound judgment regarding the immediacy of the need and act accordingly.