

Office of Student Conduct: Student Conduct Assessment Tool

For Internal Use Only
Updated 2-23-2022

Purpose: To assist staff and faculty better understand the thresholds associated with student behaviors. This tool provides descriptions, examples, and interventions which staff and faculty are asked to use to be better equipped to handle behavioral concerns.

<i>Behavior Descriptions</i>	<i>Behavior Examples</i>	<i>Interventions</i>
<p><u>Mild</u></p> <p>Behaviors likely linked to a student feeling frustrated, fearful, or anxious about issues relating to their interactions with the University. They may also have passionate hardened thoughts; typically related to religion, politics, academic status, money/power, social justice, and/or relationships.</p> <p>Student may alienate others with their communication and there may be a feeling of bullying and conflict. These behaviors may cause annoyance and discomfort to staff, faculty, and peers.</p> <p>If these behaviors continue without an attempt at de-escalation or connection to the right resources, they may continue to escalate.</p>	<ul style="list-style-type: none"> • Contacting the University, classmates, and/or faculty multiple times via phone or email • Demanding to speak to a supervisor • Exhibiting disrespect/rude language • Using profanity • Perceived yelling or shouting • Email communication in all CAPS • Suggesting litigation or involving attorneys or parents • Indication of desire to report instructor/staff to the institution • Rejection of alternative perspectives, critical thinking, or empathy 	<ul style="list-style-type: none"> • Attempt to de-escalate at the lowest level • Identify the root of the issue and look for positive resolution • Model caring, professional, and respectful communication • Provide pathways for appropriate resources to support the student (i.e. advisor, faculty, resolution request, etc.) • Set expectations for appropriate behaviors and consequences for non-compliance • Document the de-escalation attempt and expectations outlined
<p><u>Moderate</u></p> <p>Behaviors that can significantly disrupt the classroom, office, or general University environment including arguments with others with intent to embarrass, shame, or shut down.</p> <p>Student may be driven by hardened thoughts or perceived past wrongs and react with impulsiveness rather than a deeper plan to hurt others.</p> <p>Some of these behaviors may warrant referring to Student Conduct describing the concerns, the behavior, and providing documentation of any steps taken to attempt to de-escalate it.</p>	<ul style="list-style-type: none"> • Calling in multiple times for the same concerns after being informed of appropriate behavior expectations and pathways for addressing concerns • Interrupting/not waiting for responses on a consistent basis after being informed of expectations for communication • Excessive emails/texts without waiting for a response after behavior expectations have been discussed and documented • Interactions with faculty and staff impeding significant amounts of work from being completed after appropriate communication expectations have been set • Refusing to cooperate and follow appropriate pathways for addressing concerns • An established pattern of behavior after an attempt for de-escalation has been documented 	<ul style="list-style-type: none"> • Discussion with senior staff member • Conversation and de-escalation attempt with student • Set expectations for appropriate behaviors and consequences for non-compliance • If documented attempt of de-escalation has occurred and the behavior persists, submit a Report of Concern to the Office of Student Conduct along with full documentation of the communication • Faculty continue in your courses as normal until further information is provided from Conduct and/or CETL • Staff work directly with manager to determine next steps for supporting the student



Behavior Descriptions	Behavior Examples	Interventions
<p><u>Elevated</u></p> <p>Behavior is increasingly disruptive (with multiple incidents) and may involve multiple offices.</p> <p>The student may be headed towards harm to self or others. Behaviors indicate a concern that the individual is in need of more timely support and resources to avoid further escalation.</p> <p>Conditional ultimatums such as “do this or else” may be made to instructors, peers, faculty and staff. These threats lack depth and follow-through (i.e. specificity and/or are implausible).</p> <p>Some of these behaviors may warrant referrals to the UAGC Behavioral Intervention Team, Student Conduct, Helpline, and/or Student Access and Wellness.</p>	<ul style="list-style-type: none"> • Acts of aggression: intentional acts of harmful communication towards a group or individual • Harassing or stalking behavior, intimidation, discrimination <ul style="list-style-type: none"> ○ Harassment: repeated behaviors that cause a person or group to suffer fear, anxiety, humiliation, and extreme emotional distress ○ Intimidation: to compel or deter by or as if by threats ○ Discrimination: the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex • Sudden drastic changes in life or personality as potential factors or triggers • Articulation of depression, despair, or hopelessness • Escalating unmanaged health conditions 	<ul style="list-style-type: none"> • Discussion with a senior staff member • Referral to department for appropriate support services (i.e. Helpline, Student Access and Wellness) • Set expectations for appropriate behaviors and consequences for non-compliance • Submit a Report of Concern form the Office of Student Conduct along with full documentation of the communication <ul style="list-style-type: none"> ○ Faculty continue in your courses as normal until further information is provided from Conduct and/or CETL ○ Staff work directly with manager to determine next steps for supporting the student
<p><u>Critical</u></p> <p>Behavior is severely disruptive, directly impacts others, and is actively dangerous.</p> <p>Students may display high risk substance dependence, intense anger, and/or perceived unfair treatment or grievance that has a major impact on their academic, social, and peer interactions.</p> <p>Reference or indication from the student of a risk of violence towards self or others (either directly or indirectly).</p> <p>These types of behaviors warrant an immediate referral to the UAGC Behavioral Intervention Team.</p>	<ul style="list-style-type: none"> • Articulated or expressed threats of harm to others • Endorsement of violence or discussion of engaging in it • Discussion of weapons or violence as solutions • Excessive anger, frustration, or inability to cope <ul style="list-style-type: none"> ○ Inability to cope: deal ineffectively with something difficult; may be connected with mental illness • Appearing out of touch with reality. Likely experiencing false beliefs, known as delusions, or false sights or sounds known as hallucinations. 	<ul style="list-style-type: none"> • Discussion with senior staff member and your department’s BIT Representative • Submit an Online CARE Report and documentation to the UAGC Behavioral Intervention Team (UAGC BIT) <ul style="list-style-type: none"> ○ If you or the student of concern is in a critical or emergency situation, please call 911 or emergency services in the local area and submit your referral • Your UAGC BIT representative will provide support as the situation is investigated

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National Behavioral Intervention Team Association <https://www.nabita.org/>