



**MODIFYING STUDENT BEHAVIOR  
BIT/BICT/CARE TEAMS**

DR. OSCAR COBIAN, SHARON MANAKAS, DR. DAMIEN PEÑA

thank you

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спасибо Баярлалаа mersi 謝 謝  
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# GOALS

- Understand who we are & who our students are.
- Identify “behaviors of concern” in our work environments.
- Learn what to do with challenging behaviors.
- Understand BIT/BICT/Care Teams and what do they do.
- Self Care!

# WHO ARE WE?



- Backgrounds
- Goals
- Challenges

# WHO ARE OUR STUDENTS?



- Backgrounds
- Goals
- Challenges

# BEHAVIORS OF CONCERN

- “I needed it yesterday!!” (Demanding)
- “It’s just a bad hair day:/” (Emotional)
- “Its’ not me....” (Mental Health)
- “Why didn’t you do your job?” (Aggressive)
- “I am completely out of control☹” (Violent)



# DEMANDING STUDENT

## "I NEEDED IT YESTERDAY!"

- The utmost time and energy is given to this student.
  - it is simply not enough.
- He/she often seeks to control your time.
  - unconsciously believes that the amount of time received is a reflection of personal worth.
- These people feel incompetent to handle their own life.



# DEMANDING STUDENT

- Present as immature and self-centered.
- You may find yourself increasingly drained
  - feeling responsible for this student in a way that is beyond your normal involvement.



# DEMANDING STUDENT

## HOW TO RESPOND

- Set clear and precise limits with them.
  - Stick to the limits no matter how much the student protests.
- Let the student make his/her own decisions.
  - Do not take responsibility for them.
- Do not let them use you as their only means of support.
  - Refer to appropriate service.
- Set limits to your contact with the student.



# DEMANDING STUDENT

## LEAST HELPFUL RESPONSE

- Get trapped into giving advice or special considerations.
- Avoid the student as an alternative to setting and enforcing limits.



# EMOTIONAL “BAD HAIR DAY”



# EMOTIONAL HOW TO RESPOND

- Listen to what they have to say.
- Acknowledge their feelings "it sounds like you have had a rough time "
- Talk slow and remain calm.
- Provide a safe calm environment.
- Give them specific directions on what to do.
- Reassure.



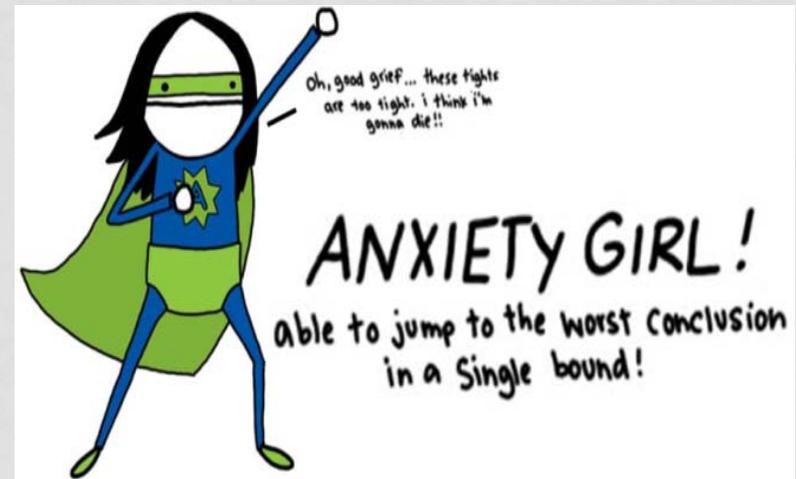
## EMOTIONAL LEAST HELPFUL RESPONSE

- Minimize the student's feelings "Everything will be better tomorrow."
- Bombard the student with fix it solutions or advice.
- Chastise the student for incomplete work/forms/other.

# MENTAL HEALTH

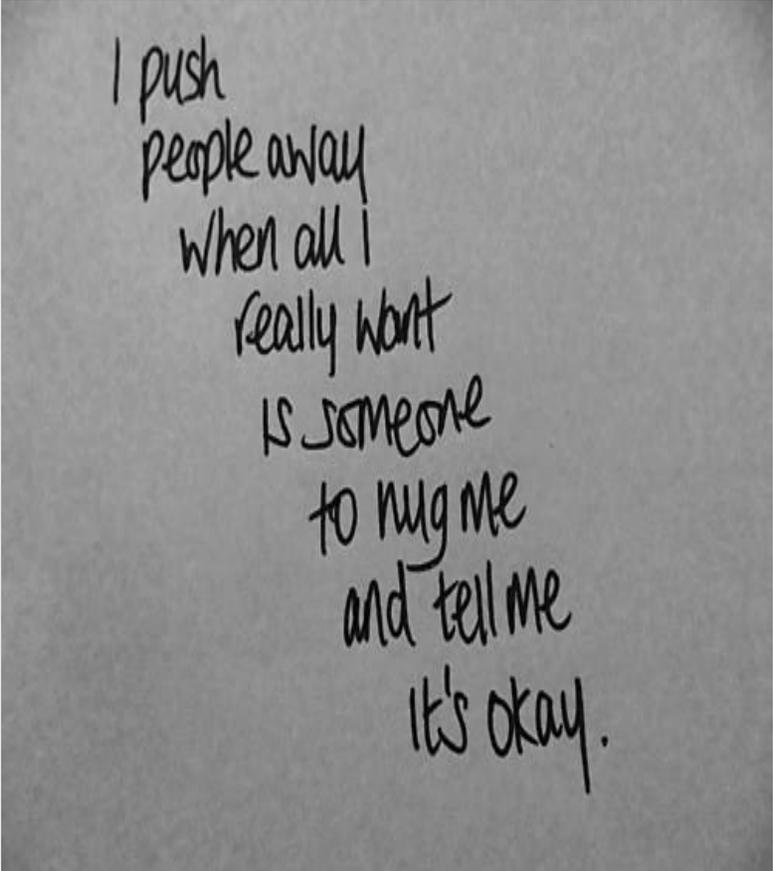
*DEPRESSED, SUICIDAL, ANXIOUS, PARANOID*  
*"IT'S NOT ME"*

- Inability to Concentrate
- Confusion
- Depression
- Bizarre Behavior
- Restlessness
- Disheveled Appearance
- Mood Swings
- Indecisiveness
- Increase Anxiety
- Drug/Alcohol use
- Paranoid



# MENTAL HEALTH HOW TO RESPOND

- Stay calm and lower your voice.
- Safe and quiet environment
- Be confident, caring, and know campus support services.
- Listen to your gut.



I push  
people away  
when all I  
really want  
is someone  
to hug me  
and tell me  
it's okay.

# MENTAL HEALTH HOW TO RESPOND

- Ask if having suicidal thoughts (if feel comfortable)
- Be aware of your boundaries and space when interacting.
- Ask what their support system is (family, friends, religious affiliation).
- Call SHC or Campus Police.



# MENTAL HEALTH

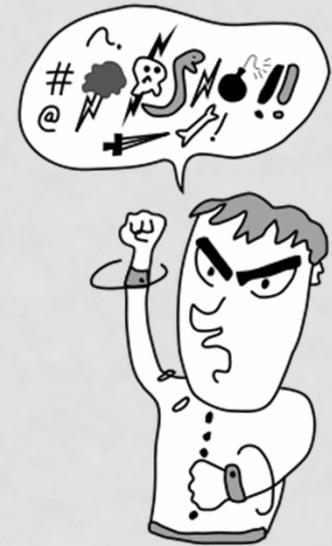
## LEAST HELPFUL RESPONSE

- Be afraid to ask the student if they are suicidal.
- Become overwhelmed.
  - Taking responsibility for the problems
  - This may only provide them with more evidence that they should feel helpless.
- Arguing.
- Encouraging further delusion.
  - Focus on reality – divert focus to reality issues.
- Be overly warm or too friendly with student.

# AGGRESSIVE BEHAVIOR

## “WHY DIDN'T YOU DO YOUR JOB?”

- Aggression is the result of being frustrated and feeling out of control.
- Express hostility immediately without regard for their circumstances or the people around them.
- Express their hostility through explosive outbursts and the rest of the time denies their anger and frustration.



# AGGRESSIVE BEHAVIOR

- Many times students who are verbally or physically aggressive feel inadequate.
  - Use hostile behavior as a way to build up their self-esteem.
- Often they feel that you will reject them.
  - They become hostile and reject you first to protect them from being hurt.

Anger is a feeling

that makes your mouth work  
faster than your mind !



# AGGRESSIVE BEHAVIOR

- They may see you as attempting to control them.
  - They lash out to try and gain a sense of control.
- It is important to remember that the student is generally not angry with you personally.
  - They are angry at his/her world.
  - You may be the object of the pent-up frustrations.



# AGGRESSIVE BEHAVIOR

## HOW TO RESPOND

- Acknowledge their anger and frustration (e.g., “I hear how you are feeling”).
- Rephrase what they are saying and identify their emotion.
- Reduce stimulation – invite the student to a quiet place.

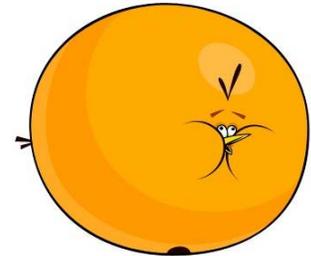
# AGGRESSIVE BEHAVIOR HOW TO RESPOND

- Lower your voice.
- Focus on diffusing the situation versus resolution.
- Allow to vent.
- Call for help if disruptive or threatening/dangerous (Campus Police, co-workers, SHC).

## COOL DOWN STRATEGIES



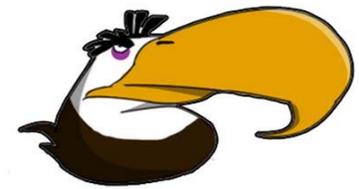
bird's nest  
a quiet, calm place



balloon breathing  
slow, deep breaths



boomerang bird  
stop and think how your  
actions will affect  
yourself and others



mighty eagle  
an adult that can  
step in to help

# AGGRESSIVE BEHAVIOR

## LEAST HELPFUL RESPONSE

- Getting into an argument, becoming hostile or punitive.
- Pressing for explanations for their behavior.
- Not dealing with the situation or ignoring warning signals.
- Touching the student.
- Making threats, dares or taunts

# VIOLENCE

“I AM COMPLETELY OUT OF CONTROL☹”

- Rare!
- Student’s frustration level has been so intense or of such an enduring nature.
  - It erodes all of the student’s emotional controls.
  - Often associated with the use of alcohol and other drugs.



# VIOLENCE ACT QUICK...

- What to do:
  - Remain calm, get help, send for others (campus police).
  - Stay safe (have access to a door, keep furniture between you and the student).
  - Explain clearly and directly what behaviors are acceptable (you certainly have the right to be angry, but breaking things is not ok).
  - Get out!



# ADVICE

HELLO  
MY NAME IS

*What's in a  
Name?*



- Introduce yourself, ask their full name, write it down, address them by first name.
- Breathe, remain calm.
- Be aware of your surroundings.
- Know your resources.
- Remember the goal is understanding, and their decision to make a change or move forward.
- Refer to BIT/BICT/Care Team

# GOAL OF BIT/BICT/CARE TEAMS

- Support Student Success
- Maintain a safe learning and working environment
- Monitor and improve upon the well-being of our students and college community



# WHY ACCESS US?

- Behaviors of concern
- Help for student
- Help for employee
- Alleviates silos
- Student conduct
- Head off problems – early intervention



# WHAT YOU CAN EXPECT

- Trained teams
- Careful consideration by the team
- Use of research based assessment tools to determine threats
- Communication with the reporter
- Intervention: Care/Conduct/Safety



EXPECTATIONS  
vs.  
REALITY

# WHAT ARE WE SEEING

## 2017-18 STATS

### Number of Cases

- Closed 501
- Open 75
- Pending Title IX 24
- Total: 600

### Types of Cases

- Concerning Behavior 48%
- Academic Integrity 13%
- General Conduct Violation 12%
- Threatening Behavior 9%
- Police Reports 5%
- Title IX 4%

# CURRENT RESOURCES

- [Assisting the Distressed Student Handbook](#)
- [Guidelines for Student Behavior](#)
- [Ventura College BICT Website](#)
- [BIT/BICT/Care Form](#)

# QUESTIONS

# SELF CARE

- Mindfulness.
- Debrief with colleagues/supervisor/SHC Coordinator/others.
- Check your self in the morning and throughout the day.
- Take breaks.
- Give the student the benefit of the doubt.
- Listen.
- Avoid confrontation.
- Answer a question always with a yes.





Life's most persistent  
and urgent question  
is, 'what are you  
doing for others?'

Martin Luther King Jr.