



MODIFYING STUDENT BEHAVIOR BIT/BICT/CARE TEAMS

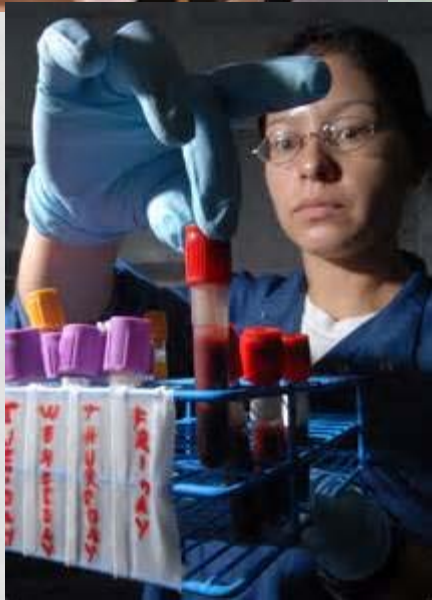
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GOALS

- 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

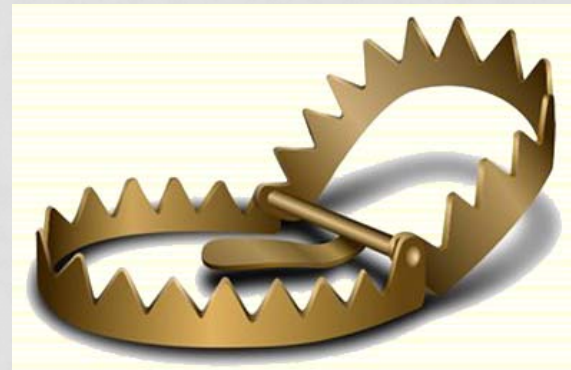
- Set clear and precise limits with them.
 - Stick to the limits no matter how much the student protests.
- Let the student make his/her own decisions.
 - Do not take responsibility for them.
- Do not let them use you as their only means of support.
 - Refer to appropriate service.
- Set limits to your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



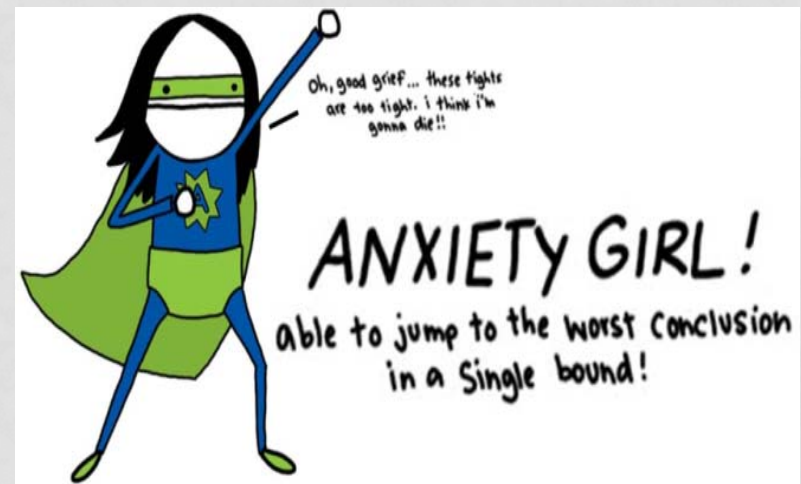
EMOTIONAL LEAST HELPFUL RESPONSE

- 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”*

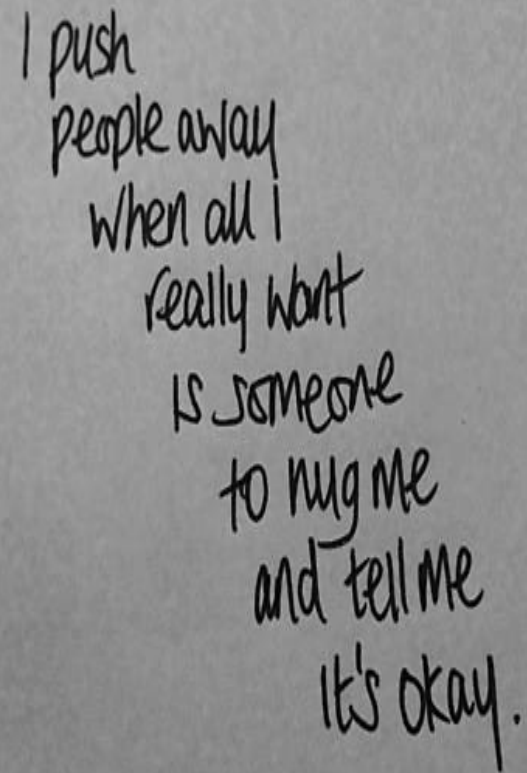
- Inability to Concentrate
- Confusion
- Depression
- Bizarre Behavior
- Restlessness
- Disheveled Appearance
- Mood Swings
- Indecisiveness
- Increase Anxiety
- Drug/Alcohol use
- Paranoid



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

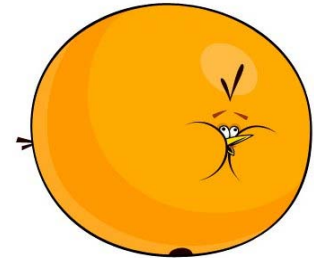
HOW TO RESPOND

- 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



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.