Mission

To promote individual success including academic, personal, and professional development.

Identify individuals involved in disruptive or at-risk behavior and determine appropriate steps to protect the students and the greater campus community.

Develop systematic and proactive approaches to trends that emerge in behavior.
Purpose:
IDENTIFY persons of concern through information made available to the team by the UWRF community and/or outside resources.
INVESTIGATE the individual’s situation through information and resources available.
ASSESS individual/situation for threat posed to person(s) and or community.
MANAGE situations and persons who are deemed to pose a threat or harm to oneself or the UWRF community (if necessary).

The Team Accomplishes this by:
• Meeting weekly and working on a consensus basis.
• Serving as a central network focused on prevention and early intervention in university community situations involving individuals experiencing extreme distress or engaging in harmful or disruptive behaviors.
• Providing collaborative consultation and developing strategies to address concerns regarding well-being, behavior that is potentially harmful to self and/or others, or is disruptive or threatening. This may include specific actions for each situation and team members or other individuals who will follow-up on the identified policies.
• Regularly assessing disruptive or at-risk behaviors at the university and in the surrounding community; recommending actions in accordance with existing university policies.
• Developing proactive approaches and educational means to inform the campus community of appropriate and acceptable behaviors.

The Behavioral Intervention Team (B.I.T.) Members:
The Behavioral Intervention Team is comprised of individuals from several offices across campus who have a direct impact on addressing student behavior. These offices include:

• Student Conduct and Community Standards
• Student Affairs
• Student Health and Counseling Services
• University Police
• Residence Life
• Human Resources

Others may be asked to attend as appropriate depending on the situation and unique needs of the campus.

Behaviors Suggesting an Individual is in Distress:
• Hostile, aggressive, or otherwise disruptive behavior.
• Talking or writing about suicide or homicide.
• Evidence of self-harming behavior.
• Threats or references to others.
• Inability to communicate clearly.
• Disjointed thoughts, garbled or slurred speech, loss of contact with reality.
• Unexpected crying, irritability, anxiety, or anger.
• Beliefs or actions at odds with reality; seeing or hearing things that are not there.
• Lowering of academic performance, changes in attendance or participation, decreased ability to concentrate.
• Changes in personal hygiene, dress, or appetite.
• Comments idolizing school shooters.

Reporting Concerns:
Faculty, staff, and students are encouraged to contact the Office of Student Conduct and Community Standards to share information if they feel outreach or follow up may be of assistance to the individual.

Behavior you observe is not likely to be an isolated incident. Reporting it may help to establish a pattern; ensuring individuals get the assistance they need.
Staff and faculty may encounter multiple concerns with student behavior in and outside of the classroom. Some behaviors you may encounter include aggression, anxiety, or several different types of disruption. Below are tips for appropriate responses and responses that can be helpful to avoid.

<table>
<thead>
<tr>
<th>Possible Exhibited Behaviors</th>
<th>Helpful Responses</th>
<th>Less Helpful Responses</th>
</tr>
</thead>
</table>
| **Aggressive or Distressed Student** | *Loud speech, shouting, verbal abuse*  
*Clenched teeth, jaws, fists*  
*Muscle tension, aggressive posture*  
*Shaking*  
*Over-sensitivity to what is said*  
*Restlessness, fidgeting*  
*Flushed face or extreme paleness*  
*Banging/kicking things* | *Allow individual to express what is upsetting*  
*Tell student you will not accept behavior*  
*Explicitly state what is acceptable*  
*Stick to limits you set*  
*If the student gets too close, tell them to move back*  
*Reduce stimulation*  
*Rephrase to identify emotions*  
*Get help if necessary* | *Arguing*  
*Pressing for explanations regarding behavior*  
*Looking away and not managing the concern*  
*Physically restraining or grabbing the student*  
*Making threats, dares, or taunts* |
| **Anxious Student** | *Tense muscles*  
*Trembling*  
*Churning stomach or nausea*  
*Headache/backache*  
*Heart palpitations*  
*Numbness or “pins and needles”*  
*Sweating/flushing* | *Let them discuss their feelings/thoughts*  
*Help them define their stressors*  
*Identify effective/ineffective coping strategies*  
*Help them to break tasks into workable pieces*  
*Be clear about what you expect from them* | *Taking responsibility for student’s emotions*  
*Attempting to solve the students concerns for them*  
*Becoming anxious or overwhelmed with them* |
| **Depressed Student** | *Sadness/tearfulness*  
*Guilt or anger*  
*Trouble concentrating/remembering*  
*Loss of interest in activities*  
*Feelings of worthlessness*  
*Changes in appetite, sleep, energy*  
*Hopelessness/helplessness* | *Tell student about your concern*  
*Allow student to talk freely*  
*Actively listen to student*  
*Ask clarifying questions*  
*Summarize discussion to ensure meaning*  
*Refrain from judgment*  
*Do not minimize student concerns/feelings*  
*Refer student to services and resources*  
*Frequent contact, even for a few minutes, can begin to relieve feelings of isolation* | *Using statements such as “don’t worry”, “I know exactly how you feel” or “it will be better tomorrow”*  
*Becoming overwhelmed by the student concerns*  
*Assuming responsibility*  
*Trying to ignore or minimize feelings* |
| **Demanding Student** | *Seeking to control instructor’s time*  
*Trying time spent to personal worth*  
*Perfectionism*  
*Need for control*  
*Difficulty with ambiguity*  
*Dependency on others for help* | *Set clear/precise limits*  
*Stick to limits set*  
*Let student make their own choices*  
*Clarify logical consequences for such choices*  
*Refer student to other students in the class or campus resources* | *Taking responsibility for student*  
*Letting student “trap” you into solving their concerns*  
*Allowing student to use you as a sole resource of support* |
| **Disruptive Student** | *Disregard for rules and expectations*  
*Failure to respond or comply with instructions/directives*  
*Use of electronic devices or other methods that are distracting and take away from the environment* | *Remind student of rules and expectations*  
*Let student make their own choices*  
*Clarify logical consequences for such choices*  
*If disruption is severe, remove student*  
*Reward students who follow the rules and expectations of your classroom* | *Yelling, or raising your voice*  
*Ignoring the behavior* |
| **Suicidal Ideation** | *Many of the symptoms of a depressed student accompanied by any of the following:*  
*Talking openly about suicide*  
*Talking indirectly about suicide*  
*Preoccupation with death*  
*Sudden sense of calm/happiness after being extremely depressed*  
*Taking unnecessary risks*  
*Giving away personal possessions*  
*Substance abuse or other forms of self-destructive behavior* | *Speak up and respond quickly*  
*Let the student know that you care; they are not alone*  
*Listen; allowing student to talk freely*  
*Be sympathetic, non-judgmental, patient, calm, and accepting*  
*Offer hope; reassuring that help is available*  
*Ask direct/pointed questions—you will not “plant” any thoughts that don’t already exist*  
*Know your limits in your role*  
*Refer student to resources and follow up*  
*When in doubt about student safety contact University Police* | *Ignoring concerning or threatening behaviors*  
*Acting shocked or nervous*  
*Arguing with the student*  
*Using statements like “you have so much to live for” or “look on the bright side”*  
*Promising confidentiality*  
*Giving advice or offering ways to “fix” how the student feels* |

The Behavioral Intervention Team strongly encourages the reporting of concerns; regardless of perceived severity or your ability to manage the concern.
When should I report a concern?
You are encouraged to report any concerning behavior regardless of how severe you perceive the behavior. The behavior you observe is not likely to be an isolated incident. Reporting may help to establish a pattern and ensure that individuals get the assistance they need. We encourage you to report concerns early and often.

Who should I report my concern to?
Faculty, staff, and students are encouraged to contact the Office of Student Conduct and Community Standards to share information if they feel outreach or follow up may be of assistance to an individual who is a part of the UWRF community.

What information is important to include?
Some examples of information include: the individual's name, if the individual is a student or staff member, details regarding the specific behavior(s), when and where did it take place, and how that individual responded to your concerns. If you are in doubt of what to share; the more information we are able to collect about the individual the better able we are to assist them.

Will the individual know that I’ve reported the concern?
In most cases, no. In order to promote a culture of reporting the team will do their best to keep reports confidential. However, there may be instances when the team will be unable to ensure confidentiality. If you are concerned about your identity being shared, we encourage you to discuss your concerns with the office of Student Conduct and Community Standards.

Will I find out what happens or what action was taken?
Due to FERPA regulations, members of the B.I.T team are not permitted to discuss with you the response or outcome of your reported concern. However, the B.I.T team encourages you to follow up directly with the individual to discuss your concern.
## Additional Resources

### On Campus Resources

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
<th>Location</th>
<th>Website</th>
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<tbody>
<tr>
<td>Student Health &amp; Counseling Services</td>
<td>715-425-3884</td>
<td>211 Hagstead Hall</td>
<td><a href="http://www.uwrf.edu/StudentHealthAndCounseling">www.uwrf.edu/StudentHealthAndCounseling</a></td>
</tr>
<tr>
<td>University Police</td>
<td>715-425-3133</td>
<td>103 Regional Development Institute</td>
<td><a href="http://www.uwrf.edu/Police">www.uwrf.edu/Police</a></td>
</tr>
<tr>
<td>Ability Services</td>
<td>715-425-0740</td>
<td>129 Hagstead Hall</td>
<td><a href="http://www.uwrf.edu/AbilityServices">www.uwrf.edu/AbilityServices</a></td>
</tr>
<tr>
<td>Residence Life</td>
<td>715-425-4555</td>
<td>3B East Hathorn Hall</td>
<td><a href="http://www.uwrf.edu/ResidenceLife">www.uwrf.edu/ResidenceLife</a></td>
</tr>
<tr>
<td>Human Resources</td>
<td>715-425-3221</td>
<td>216 North Hall</td>
<td><a href="http://www.uwrf.edu/HumanResources">www.uwrf.edu/HumanResources</a></td>
</tr>
<tr>
<td>Student Affairs</td>
<td>715-425-0720</td>
<td>173 University Center</td>
<td><a href="http://www.uwrf.edu/StudentAffairs">www.uwrf.edu/StudentAffairs</a></td>
</tr>
<tr>
<td>Campus Victim Advocate</td>
<td>715-425-3293</td>
<td>211 Hagstad Hall</td>
<td><a href="http://www.uwrf.edu/StudentHealthAndCounseling">www.uwrf.edu/StudentHealthAndCounseling</a></td>
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<tr>
<td>River Falls Police Department</td>
<td>715-425-0909</td>
<td>125 E. Elm Street</td>
<td><a href="http://www.rfcity.org/police">www.rfcity.org/police</a></td>
</tr>
<tr>
<td>River Falls Area Hospital</td>
<td>715-307-6000</td>
<td>1629 E. Division Street</td>
<td><a href="http://www.allinahealth.org/River-Falls-Area-Hospital">www.allinahealth.org/River-Falls-Area-Hospital</a></td>
</tr>
<tr>
<td>Vibrant Health Family Clinic</td>
<td>715-425-6701 or 1-800-514-9204</td>
<td>1687 E. Division Street</td>
<td><a href="http://www.vibranthealthclinics.com">www.vibranthealthclinics.com</a></td>
</tr>
<tr>
<td>24 Hour Crisis Hotline</td>
<td>1-800-273-8255</td>
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