

OZARKS TECHNICAL COMMUNITY COLLEGE

Division of Student Affairs
Student Support Teams

RISK ASSESSMENT AND INTERVENTION PROTOCOL

I. An Introduction to the Student Support Teams: MISSION, PURPOSE, AND GOALS

MISSION

The Behavioral Intervention Team (hereafter referred to as the “BIT”) provides a systematic response to students whose behavior has been identified as threatening, concerning or in violation of the Student Code of Conduct in order to support student success and to assist in protecting the health, safety, and welfare of the students and members of the OTC community.

The Student Care Team (hereafter referred to as the “SCT”) is a collaboration of key student support staff throughout the college system that exists to provide holistic, proactive support to students by connecting them with appropriate resources to ensure a student-centered learning environment at every OTC location.

PURPOSE

The BIT coordinates appropriate OTC resources to address the needs of students experiencing behavioral disturbances and/or exhibiting threatening or concerning behavior in order to recommend collaborative and purposeful interventions aimed at reducing disruption to normal college operations and helping ensure student success. The BIT referral process provides members of the college community with an accessible, streamlined way to refer their concerns about threatening and/or concerning student behavior to the BIT. With each referral of concern the BIT will engage in three key phases as it works through a case: 1.) gather data, 2.) assess risk and 3.) take appropriate action steps of intervention. These three phases will help to ensure the health, safety, and success of each student and the entire college community.

The SCT coordinates appropriate OTC resources to address the needs of students experiencing personal life stressors and challenges threatening their ability to be successful as students at OTC. The SCT referral process provides members of the college community with an accessible, streamlined way to refer students experiencing personal life stressors and challenges to the SCT. With each referral of concern the SCT will engage in three key phases as it works through a case: 1.) Connect with student to assess need for resources 2.) connect student with resources and 3.) provide follow-up with student to ensure the resources enable the student to stay on track at OTC. These three phases will help to ensure success of each student referred to the SCT.

GOALS

1. Prevent crises through the provision of appropriate interventions, outreach and educational programming, consultation, appropriate assessment, and referrals.
2. Ensure that students whose behavior is of concern are contacted through follow-up processes and have access to the appropriate services so that they have the opportunity to improve their welfare.
3. Proactively provide support resources to assist students in staying on track to achieve their goals as a student.
4. Create a unified reporting and tracking system that will allow members of the BIT and SCT to observe patterns of behavior and requests for resources that may inform assessment and provide a documented response to students needing assistance and resources
5. Maintain and promote the four pillars of OTC Cares

II. Behavioral Intervention Team and Student Care Team

Core Team members of the BIT meet as needed to discuss cases ready for closure, review and implement intervention strategies for open and new cases, and assign tasks to appropriate team members for case management. BIT meetings take place in the Dean of Students office. Outside of this weekly meeting, if an urgent concern or threat arises, the BIT Chair or Dean of Students will meet with select members of the BIT to gather data, assess risk, and implement intervention action steps on a case by case basis in adherence to guidance from the National Behavioral Intervention Team Association (NaBITA).

Expanded Team members of the BIT will meet with the Core Team BIT at least once per semester and as needed for strategic case management.

Core Team:

- Joyce Bateman, Dean of Students, Chair
- Scott Stopka, Assistant Supervisor, Safety & Security
- Kevin Luebbering, Title IX Coordinator & Director of Civil Rights Compliance

Expanded Team:

- Marcia Wheeler, Director, Institutional Effectiveness
- Tiffany Brunner, Director, Middle College
- Jeff Jones, Director, Disability Support Services

- Kelly Miller, Psychology Faculty
- Kelli Fleck, Director, Employee Relations

Student Care Team

The SCT will meet bi-weekly in the Brooks Conference room of ICW 219 to assess and evaluate the college's student support services' actions and case management workflow. The group will discuss any gaps or problems in the workflow, communication structure or other processes and implement innovations and solutions so as to ensure that students are receiving the most appropriate, specific, intentional support to help ensure their success.

- Joyce Bateman, Dean of Students
- Cody Garcia-Pusateri, Assistant Title IX Coordinator
- Rachel Herron, Project HEAL Victim's Advocate
- Heather Lewellen, Mental Health Counselor
- Jeff Jones, Director of Disability Support Services
- Deana Davies, Community Resource Specialist – Technical Education
- Amy Donovan-Munier, Community Resource Specialist – Table Rock
- Chelsea Foresee, College Navigator, Technical Education
- Kelly Miller, Faculty Representative
- Financial Aid Representative - TBD

III. Reporting Concerns and Requesting Resources

In cases of emergency, reporting individuals are instructed to contact 911 or Safety & Security (417-447-6911) first. Student Support Services teams function in a support role in all emergency circumstances and a Student Care referral should be submitted only after initial emergency notifications are made.

Reporters are asked to complete the appropriate referral forms found at <http://otc.edu/otccares> when reporting concerning/threatening behaviors or concerning life events/stressors. Reporters can choose to remain anonymous. Each referral should include as much detail as possible about the behavior and/or incident of concern. Once a referral is submitted, the reporter will receive a confirmation message acknowledging the referral has been successfully submitted. The reporter will also receive an acknowledgment of receipt

from a Student Support Services team member if the reporter indicated an email address in their referral/report.

IV. Response and Follow Through

A. When a referral/report is received it will:

1. Be read and assigned to the appropriate Student Support Services team member
2. Be opened as a student case file in Maxient with the following steps:
 - i. Case Type
 - ii. Case access restriction
 - iii. Case assignment to appropriate Student Support Services member/college administrator.
 - iv. If the referral information details necessitate that more than one team/department be responsible for case management, separate cases will be created and assigned.
 - v. For Student Support Services cases, a risk level per the NaBITA risk rubric scales D or E is assigned to the case. If needed, additional assessment tools will be used to determine risk: Direct Threat Analysis Form, a third-party Forensic Psychologist; the ERIS, SIVRA35, and the VRAW-2.
3. Intervention and/or response strategies will be implemented by the Student Support Services teams immediately in urgent cases or at the next weekly meeting accompanied by data gathering and risk assessment.

B. The actions of the Student Support Services will include, but are not limited to:

1. Reviewing referral incident details
2. Establishing baseline behavior through data/information gathering from the student's other points of contact on campus
3. Contacting student via phone, text message or email to refer them to campus assistance/support resources
4. Notifying appropriate resources for referral if student is assessed to be a threat to themselves or others: Springfield Police Department, student's emergency contact, etc.

5. Meeting with the student(s) involved to discuss:
 - i. Student needs
 - ii. Campus assistance/support resources
 - iii. College expectations
 - iv. Referral to appropriate community resources
 - v. Referral to the Office of the Dean of Students for student conduct administration
 - vi. Referral to the Equity & Compliance department
 - vii. Referral to other appropriate campus offices
- C. The Student Support Services teams will conduct a two-week and one-month check in on the student to assess success of intervention strategies on student behavior, life situation, and academic persistence.
- D. The Student Support Services teams will carefully monitor periods where a previously identified student-in-distress goes dormant and will determine whether quietude raises increased or decreased monitoring needs and acts accordingly.
- E. If a student's needs exceed the scope of available mental health assistance at OTC, the student may be referred to local mental health organizations for more specialized care. For students who have been separated from OTC consistent with these protocols, the Student Support Services teams responsibilities will end when:
 1. Community resources have been offered to student of concern at the time of separation;
 2. An administrative hold has been placed on student's OTC records.
- F. Each action step in the data-gathering, risk assessment, and intervention strategy implementation process will be documented in Maxient. Notes, tasks, milestones and other case timeline items will be documented and audit-protected in each case within Maxient.
- G. All Student Support Services teams records will remain on file indefinitely in Maxient.
- H. Each case will undergo a case resolution process documenting decision-making rationale, final outcomes, and information that closes the loop for that particular case.

V. Risk Assessment

Cases containing information of concerning/threatening behavior posing a risk to the health and safety of the college community require data gathering, risk assessment and intervention strategies. The college community includes employees, students, visitors, guests, and participants in college-sponsored programs and activities.

When behavior by an individual with a disability indicates a significant risk to the health and safety of the college community, Core and Expanded Team members of the BIT will utilize several validated NaBITA risk assessment tools to determine the level of risk and what intervention strategies should be employed to reduce the risk. These validated risk assessment tools may include: Risk Rubric, Extremist Risk Intervention Scale (ERIS), Structured Interview for Violence Risk Assessment (SIVRA-35), and Violence Risk Assessment of Written Word (VRAW-2).

The purpose of the risk assessment tools is to determine the level of risk the student poses to the health and safety of the college community and to inform decisions about the student's future participation in the college's programs. The BIT will not take or recommend adverse action against a student whose conduct is considered to pose a significant risk to the college community before utilizing any number or combination of the risk assessment tools listed above to achieve maximum accuracy in assessing risk.

In addition to utilizing the risk assessment tools, the BIT will exercise analysis that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that potential injury will actually occur; and whether reasonable modifications of policies, practices or procedures or, where applicable, the provision of auxiliary aids and services, will mitigate the risk. The BIT undertakes this assessment and analysis to ensure that students with disabilities are not subjected to adverse action on the basis of unfounded fear, prejudice and stereotypes.

The BIT may recommend to the Dean of Students or other appropriate administrators that the college impose interim restrictions upon students up to and including an interim suspension. In exceptional circumstances interim restrictions may be imposed if the BIT believes that such interim restrictions are advisable to protect the college community, or to ensure safety and maintenance of order of the college pending a final decision regarding adverse action against an individual. In these exceptional circumstances, minimal due process will be provided in the interim and due process offered subsequently. Written notice will be provided to students of applicable appeal procedures in cases resulting in an interim suspension or other adverse action.

The BIT will notify the student in writing to their OTC email if the student's participation and/or input is required for any portion of conducting risk assessment and/or analysis and will provide a copy of the college's BIT Protocol and the name and contact information of the office or staff member the individual can contact regarding the risk assessment and analysis, and will invite the student to provide documents or other information related to

the risk assessment and analysis. If the student does not provide documents or other information, the BIT will proceed with the documents or information the BIT has available.

The BIT will convene, and, utilizing the process above, determine the level of risk an individual poses to the health or safety of others. The team will consider and enact any and all appropriate measures to reduce risk and ensure the safety of the college community. Measures could include consultations with health care professionals or restrictions on participation in college operations. If the team determines the risk cannot be mitigated by reasonable modifications of policies, practices or procedures or the provision of auxiliary aids and services, the BIT will make the necessary referrals for action regarding the student. Disciplinary decisions regarding student conduct are made by the Dean of Students or other appropriate administrator, who will consider the recommendation by the BIT in making final determinations about the student's academic continuance.

Appeal Process

A student may use the appeal procedures outlined in Policy 5.16 to appeal a decision made by the BIT. In cases of appeal, the Vice Chancellor for Student Affairs, or designee, will receive and consider the recommendation of the BIT and supporting documentation. The BIT members and approving college official(s) will not participate in the deliberation or decision regarding the student's appeal.

Return requirements

Following a determination that an individual poses an elevated and critical level of risk to the college community necessitating a voluntary or involuntary leave or withdrawal, the college may require a return-seeking student to provide documentation that the BIT can analyze to evaluate the student's current level of risk to the college community. The college may request records from the student and request permission to speak to a treating professional. The records and information that will be requested and required are determined on a case by case basis.

VII. Campus Education

College community members must be aware of Student Care Team/BIT, how they function, and how to report concerning and/or threatening student behaviors, alleged violations of the Student Code of Conduct and request resources for students.

- Professional development educational opportunities concerning Student Care Team/BIT, behavioral warning signs, how to use the online reporting system, and relevant topics related to Student Care Team/BIT, will be made available on a regular basis to all members of the campus community.
- Campus education will be on-going, using numerous forms of communication presented in many different settings. Educational opportunities may include informational presentations, professional development workshops, webinars, etc.

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