AN EXPLORATORY STUDY OF HOW INSTITUTIONS UTILIZE SYSTEMS TO RESPOND TO STUDENTS WHO ARE EXHIBITING THREATENING BEHAVIOR

by

DOUGLAS RAY BELL, JR.

(Under the Direction of Laura Dean)

ABSTRACT

When multiple systems are available to address a student's behavior, it is important for administrators to engage the system that will best assist in reaching their desired outcome. This study examines the utilization of systems to address the concerning and threatening behavior of students. The objective of this quantitative study is to identify and describe the composition of the different systems being used to address behavior, while also seeking to understand what behaviors must be present for an institution to determine which system to engage students when multiple systems are available to address their behavior.

Findings indicated that institutions utilized a coordinated approach when engaging multiple systems to address threatening behaviors. These multiple systems include behavioral intervention teams, office of student conduct, office of public security/police, counseling and housing/residential life. Finding support the need for further trainings or professional developments regarding their team functions.

INDEX WORDS: Behavioral Intervention, Threat Assessment, Case Management, Student Conduct, Student Behavior, and Student Affairs

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DOUGLAS RAY BELL, JR

B.S., Austin Peay State University, 2001

M.S., University of Southern Mississippi, 2004

M.Ed., University of West Florida, 2007

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DOUGLAS RAY BELL, JR.

Major Professor:	Laura A. Dunn
Committee:	Diane Cooper William McDonald

Electronic Version Approved:

Suzanne Barbour
Dean of the Graduate School
The University of Georgia
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DEDICATION

This dissertation is dedicated to my wife and best friend, Donielle Ojeah Bell. You have supported me every step of this journey. From us laughing at our very own inside jokes, to our secret handshake, I feel like I have hit the lottery every day to be married to my very own Disney Princess. Without your constant encouragement, and continued support, there is no way I could have completed this journey. This success is not mine alone, this belongs to the both of us.

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CHAPTER ONE

INTRODUCTION

Identifying students who engage in disruptive or threatening behaviors is a major concern on college campuses (Dunkle & Presley, 2009). Since the shooting incidents at Virginia Polytechnic Institute, Northern Illinois University, and the University of California-Santa Barbara, and more recently at Umpqua Community College and the University of California-Los Angeles, campus administrators continue to focus on how to attend to campus safety and assist students with mental health issues (Fain, 2015; Hemphill & LaBanc, 2010; Randazzo & Plummer, 2009).

Many institutions now have multiple systems in place to address various kinds of threats and increase attention to the role of threat assessment within the campus community (Randazzo & Plummer, 2009). Some institutions have convened multi-disciplinary behavioral intervention teams and/or threat task forces to develop policies and implement protocols to enhance campus safety and security. Some state legislatures have even passed laws mandating the establishment of such teams on public college and university campuses (Penven & Janosik, 2012). Threatening behaviors exhibited when a student is experiencing a mental health issue may also be managed by institutions through their student conduct process (Bell & Dean, 2015; Dunkle & Presley, 2009).

This study examines the utilization of systems to address disturbing or threatening student behavior. When multiple systems are available to address a student's behavior, it is important for administrators to engage the system that will best assist in reaching their desired

outcome. The objective of this exploratory quantitative study was thus to identify and describe the composition of the various systems institutions use to address threatening student behavior. The study also examines how institutions determine which system to utilize when multiple systems are available to address student behavior. The primary aim of this study is to provide empirical data on case management models and provide a better understanding of their utilization in higher education.

Case Management Models

The Assessment-Intervention of Student Problems (AISP) model, introduced in 1989, describes a way to address the delicate needs of students of concern (Delworth, 1989/2009). The goal of the AISP model was to create interventions to address various problematic behaviors exhibited by students. The AISP model outlines a collaborative team approach to assessing students of concern in order to develop an appropriate intervention. Drawing on the AISP model, many experts have provided guidance for collaborative teams wishing to establish standard practices. For example, the National Association of Student Personnel Administrators (NASPA) published a document entitled *In Search of Safer Communities* (2009), outlining practices and providing a framework for planning for and responding to campus violence and students of concern. Though the formulation of teams varies from one institution to another, some of the basic functions remain the same.

Eells and Rockland-Miller (2010) outlined three types of case management models that have overlapping functions but different missions. The first model, the behavioral intervention team, provides a means for campus administrators to assess and support troubled students. The second, the threat assessment team, focuses primarily on crisis management. The third is a

combined model that addresses both behavior intervention and threat assessment. All three require a collaborative focus from their members.

Van Brunt et al. (2012) provide greater depth in describing various case management models. Their framework includes three models: the administrative model, the behavioral intervention team model, and the counseling center model. Each model utilizes a case manager to coordinate the institution's efforts. The administrative model's key characteristic is a centralized location for collecting information to provide a more effective response to student issues. In the behavioral intervention team model, a case manager serves as a "safety net to catch problems that might otherwise go unaddressed" (Van Brunt et al., 2012, p. 19). In the counseling center model, case managers work within a counseling center and are more likely to have clinical backgrounds. In addition to case management models designed to address problematic behavior, at some institutions the conduct process may be used to address such behavior instead.

Conduct Process

The student conduct process provides colleges and universities with a means to address student behavior that violates an institution's code of conduct. The student conduct process is comprised of eight key components: the identification and referral of alleged offenders, the assurance of due process, the assurance of confidentiality, the investigation of allegations, the interaction between staff members and students, the determination of possible rule violations, decisions on penalties, and the attempt to approach the problem of campus misbehavior proactively (Ragle & Paine, 2009).

The Association for Student Conduct Administration (2012) outlines in its preamble three principles for the administration of conduct programs:

> to maintain and strengthen the ethical climate . . . of our institutions; enforcement of the standards of conduct that form the basis for behavioral expectations in the academic community; enforcement of such standards must protect the rights, health, and safety of members of that community that they may pursue their educational goals without undue interference. (p. 3)

Today, it is common to find institutional policies and procedures to address student behavior that violates such standards, behavior that often results from student mental distress (Dickstein & Christensen, 2008). Such policies must strike a balance between safety, protecting the interests of the campus community and addressing student behavior with a nondiscriminatory approach that is in compliance with the Americans with Disabilities Act.

Mental Health in College

More students than ever before are attending college with mental health issues (Levine & Dean, 2012. The passage of the Americans with Disabilities Act (ADA) provided an avenue for students to attend college who otherwise would not have had the opportunity to do so (ADA, 1990). Enforced by the Office for Civil Rights (OCR) of the U.S. Department of Education, the ADA prohibits institutions of higher education from discriminating either directly or indirectly on the basis of disability, including mental illness (ADA, 1990; The Jed Foundation, 2008),

In addition to the increased number of students who enter college with a diagnosed mental illness, the heightened pressure on today's college students to achieve academic success also contributes to the growing mental health issues on college campuses (Sharkin, 2006). Moreover, pressures such as leaving home and being on one's own in a new environment can cause a student to experience a mental health crisis. An extreme manifestation of a mental health crisis may lead to a student threatening harm to self or others, violating campus expectations of

appropriate conduct. Student affairs professionals must be aware of the multiple systems available to assist these students and address threatening behaviors, as well as being knowledgeable about how they function. This insures that the appropriate system can be activated to provide adequate assistance to each student.

Challenges and Legal Implications

A number of challenges and legal implications arise in addressing students who threaten violence while experiencing a mental health crisis. One of the main considerations is the duty to protect the university community. Colleges and universities are charged with protecting their students; once the school has certain knowledge of a particular student's potential to harm either self or others, a responsibility may arise within the context of the student-institution relationship (Sokolow, Lewis, Keller, & Daly, 2008). Courts have found that certain circumstances, such as the institution's knowledge of foreseeable harm, create a special relationship between institutions and their students, requiring administrators to develop ways to protect students, faculty, and staff. In addition, administrators must also protect the institution from the legal liability that is incurred when this special relationship exists (Zdziarski, Dunkel, & Rollo, 2007).

Statement of the Problem

Given the responsibility of colleges and universities to keep students safe from targeted violence, it is vital to have systems within the campus community that are prepared to investigate and intervene when students exhibit threatening behavior. Adding to the complexity of this issue is the recognition that students who demonstrate such threatening behavior may be experiencing a mental health crisis. The Department of Education's Office for Civil Rights has provided guidance on how to address behavioral issues when students exhibit threating behaviors related to a mental illness (Department of Education, n.d.). A more detailed explanation of the guidance

from the Department of Education will be presented in Chapter 2. Nevertheless, it is clear that "The intersection between the legal requirements posed by these statues and dealing with students exhibiting severe psychological disabilities poses very complex issues for student affairs professionals" (Sandeen & Barr, 2006, p. 161).

Further compounding the complex intersection between legal requirements and behavior is the heightened consumerism of higher education, which has increased the expectations placed on the institution to assist its students (Cutright, 2008). Systems must be established that allow administrators to intervene and address behavior and provide assistance and resources to students. Institutions are under pressure to ensure that they provide adequate resources to help students with behavioral problems while also limiting their legal liability. With knowledge of a student's threatening behavior, institutions must take appropriate action to ensure that the campus is safe. Such action may utilize multiple and at times intersecting systems to address threatening behavior.

Purpose of the Study and Research Questions

Since the tragedies at Virginia Tech, Northern Illinois, and other institutions across the United States, behavioral intervention teams have seen increased pressure to thwart these types of attacks on campus (Dunkle, Silverstein, & Warner, 2008). Many of these attacks were carried out by students who were experiencing a mental health crisis that may have contributed to their behavior (Fain, 2015; Hemphill & LaBanc, 2010; Randazzo & Plummer, 2009). A number of federal laws, such as the direct threat standard, have put limitations on how colleges and universities can address students with mental illness-influenced behaviors.

The direct threat standard is a joint regulation under the ADA and Section 504 of the Rehabilitation Act of 1973 that regulates, among other things, whether action can be taken

against a student who is determined to be a direct threat (Department of Justice, 2010). Specifically, it states that an institution cannot involuntarily withdraw or dismiss a student for suicidal ideation or attempts. Colleges must have sound policies to address mental illness-influenced behaviors (Dickstein & Christensen, 2008). The conduct process can provide an additional system to address a student exhibiting threatening behaviors.

The purpose of this study is to examine the utilization of multiple systems at institutions of higher education to resolve incidents and address concerns involving students who exhibit threating behavior. Specifically, this research addresses the following questions across different types of institutions:

How do higher education institutions utilize multiple systems to respond to students who exhibit threatening behavior?

i. What is the composition of campus teams used to address students' threatening behavior?
ii. What are the functions of campus teams used to address students' threatening behavior?
iii. What is the perceived effectiveness of campus teams used to address students' threatening behavior?
iv. What student behaviors and characteristics are considered most important when determining which system will address students' threatening behavior?

Significance of the Study

Though there is literature on the existence of systems to address students who exhibit threating behavior, there is a lack of research as to how those systems are utilized. Many of the behavioral case management models are adapted to meet the unique need of a particular campus

(The Jed Foundation, 2013). There is limited research regarding the application of behavioral case management practices by colleges and universities. A study to explain and understand how these systems are utilized will provide insight regarding the application of case management models at different types of institutions.

This study provides an opportunity to inform institutional practice through empirical research on working with students who exhibit threatening behaviors. It also contributes to the body of research literature on how student affairs administrators who serve on behavioral intervention teams or threat assessment teams approach policy development and implementation. This study will assist institutions in developing policies to address students who exhibit threatening behaviors. The study also helps administrators understand how institutional type may affect policies and procedures for responding to incidents involving students who exhibit threatening behavior. Overall, the participants, institutions, and the higher education enterprise as a whole will benefit from the results of this study.

Operational Definitions

Behavioral Intervention Team – Multi-disciplinary team that engages in the assessment process by directing students to appropriate on- and off-campus resources and developing specific interventions for dealing with students of concern (Eells & Rockland-Miller, 2011).

Case Management – "Multi-disciplinary groups of administrators and faculty such as threat assessment teams and behavioral intervention teams [that] work to identify students of concern and take appropriate actions" (Woods-Johnson & Janosik, 2013, p. 80.

Code of Conduct – "The central document by which colleges and universities communicate their expectations regarding student behaviors and establish the mechanism by which the

institution will respond to those situations when students are alleged to have violated those standards" (Lowery, 2013, p. 15).

Fundamental Fairness – An aspect of the discipline process that includes, at minimum, providing notice to the accused student of the alleged violations committed and the time, date, and place of the process that will be utilized to determine whether or not the student is responsible for the violations of which he/she is accused (Kaplin & Lee, 2014).

Mental Health Crisis – An incident in which an individual who is currently suffering psychological distress participates in behavior that may be of harm to self, property, or others (Dickstein & Christensen, 2008).

Mental Illness – A diagnosed psychiatric disorder based on the criteria of the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*; Mowbray et al., 2006).

Targeted Violence – Violent incidents in which both the perpetrator and target(s) are identified or identifiable prior to the incident (Reddy et al., 2001).

Threat Assessment Team - Multi-disciplinary team that interacts and operates on a regular basis and as needed to address crisis situations. This team is available to review and discuss any students whose behavior may be at risk of harming either themselves or others, or who pose a significant disruption to the learning or living environment (Deisinger, Randazzo, O'Neill, & Savage, 2008).

CHAPTER 2

REVIEW OF LITERATURE

This chapter will review the research literature that examines the management of threatening student behavior by offices of student conduct, behavioral intervention teams, and threat assessment teams. This review covers five main constructs: the student-institution relationship, the system of student conduct, the systems utilized in case management, the mental health crisis in higher education, and the legal considerations related to how institutions address threatening behavior exhibited by students.

The literature review begins by addressing the student-institution relationship and outlines the evolution of the legal requirements that protect students. The student-institution relationship influences the manner in which colleges and universities address students who exhibit threatening behaviors. The chapter will examine the evolution of this relationship, its influence on how institutions address student behavior, and how the system of student discipline has evolved as a result.

College administrators have developed multiple systems to respond to student behaviors that threaten self or others. Case management systems will be discussed as a key component of many institutions' approach to addressing such behaviors. The chapter will also present a detailed outline of the rise of threat assessment practices and the development of behavioral intervention teams, highlighting the complicated nature of enacting multi-disciplinary teams.

Given the growing mental health challenges among college students and the need for institutions to respond quickly and effectively to student distress, this chapter will review the

mental health crisis in higher education to provide an understanding of the challenges and complications facing college administrators. It will also outline and explore guidance from the Office for Civil rights and the legal protections for students with disabilities that add to the complexity of utilizing multiple systems to address students' threatening behaviors. Lastly, the chapter presents a review of the literature on balancing students' safety and privacy rights.

Student-Institution Relationship

The relationship between the student and the institution is a key consideration in understanding the systems established to address students' threatening behaviors. Over time, the relationship between student and institution has evolved. Four distinct philosophical periods comprise the history of the student-institution relationship: *in loco parentis*, the civil rights era, the bystander era, and the facilitator era (Bickel & Lake, 1999; Lake, 2013). These varying relationships have influenced the policies and regulations institutions develop to insure the safety and welfare of their students.

In Loco Parentis

Until its demise in the 1960s, the doctrine of *in loco parentis* defined the student-college relationship (Stamatakos, 1990). *In loco parentis,* which means "in place of a parent," was formally recognized in educational settings as early as the late 18th century (Lake, 2013; Stamatakos, 1990). Sir William Blackstone of England is generally credited with using the phrase *in loco parentis* to describe the relationship of the schoolmaster to his pupil (Bickel & Lake, 1993; Lake, 2013).

As students enter the college setting, many are without the supervision of their parents for the first time. *In loco parentis* provided educational administrators the parental authority to protect students' welfare (Stamatakos, 1990). This meant that universities could regulate their

students' personal lives and take disciplinary action against students. In legal challenges to university rules and disciplinary violations, courts routinely upheld the university's authority to stand in the place of parents. In *People v. Wheaton College* (1866), for example, the Supreme Court of Illinois ruled in favor of the college for suspending a student for joining a secret society. The court stated, "discretionary power has been given [to college authorities] to regulate the discipline of their college in such a manner as they deem proper, and so long as their rules violate neither divine nor human law" (*People v. Wheaton*, 1866, p. 186).

The doctrine of *in loco parentis* affirmed the institution's power, giving it the authority to control student conduct to a degree similar to that of parents (Kaplin & Lee, 2014). It also exempted colleges from most legal liability for taking such action (Kaplin & Lee, 2014). Bickel and Lake (1999) stated, "In its heyday, *in loco parentis* located power in the university—not in courts of law, or in the students. *In loco parentis* promoted the image of the parental university and insured that most problems were handled within the university, by the university, and often quietly" (p. 17).

The power of the university was evident in early court cases. In *Gott v. Berea* (1913), the Kentucky Court of Appeals legally solidified *in loco parentis* by upholding a Berea College rule that forbid students to enter "eating houses and places of amusement in Berea, not controlled by the College" (*Gott v. Berea*, 1913, p. 377). The courts ruled that the College could prohibit students from patronizing local restaurants because it stood *in loco parentis* regarding the physical and moral welfare of its students (Henning, 2007).

In 1961, a landmark court decision impacted the doctrine of *in loco parentis.* In *Dixon v. Alabama State Board of Education* (1961), the Supreme Court declared that students at public colleges and universities are entitled to due process. With this shift in philosophy, the courts

began to recognize that persons over the age of 18 are legal adults (Kaplin & Lee, 2014). It therefore became clear that students at public colleges do not give up their fundamental constitutional rights due to their student status.

Civil Rights Era

The 1960s witnessed a shift in the relationship between the student and institution. From the early 1960s on, the law continued to clarify the notion of higher education as a privilege (Lake, 2011). The U.S. Supreme Court held that college students had First Amendment rights, and Congress passed legislation that colleges and universities could not discriminate based on race, gender, or disability (Lake, 2011). The civil rights era also saw the creation of the Family Educational Rights and Privacy Act of 1974 (FERPA) (U.S. Department of Education, 2015) FERPA was created to protect the confidentiality of students' academic records and give students access to their own educational records.

The civil rights era ushered in a more legalistic culture in higher education and, more specifically, in student affairs (Lake, 2011). "Institutions of higher education believed that new due process requirements demanded legal compliance that had to be heavily legalistic" (Lake, 2011, pg. 56). For student affairs, this impacted the practice regarding the discipline of students. As a result, in this era student and institution relations stressed student freedoms and rights over university power and authority (Lake, 2013). With its incorporation of heavily legalistic due process rights and its emphasis on student freedoms, the civil rights era continues to influence case management on college campuses today.

Bystander Era

The bystander era continued to transform and further define the institution-student relationship. Bickel and Lake (1999) identified two distinct phases in the bystander era. In the

first phase, which started in the late 1970s and ended in the mid-1980s, there were no new federal mandates regarding student safety or core mission delivery (Lake, 2011). During this period colleges and universities were held to have no legal duty to protect students, and therefore could not be held liable for harm (Bickel & Lake, 1999; Lake, 2013). In the second phase, which spanned the remainder of the 1980s, the courts began to hold institutions legally responsible for protecting students from harm under certain circumstances. These included protecting students from known dangers on university property, alerting students to foreseeable risks due to the actions of others, and ensuring students' safety while participating in campus events (Bickel & Lake, 1999).

Bradshaw v. Rawlings (1979), the court case that defined the bystander era, demonstrated that institutions had only a limited duty to protect students. A group of students attended an off-campus sophomore class picnic. This annual event was planned with the assistance of a faculty advisor, who also co-signed the check that was later used to buy beer. The fliers posted on campus made it evident that alcohol would be served. Within the filed report, there was no mention of any faculty advisor in attendance at the picnic.

An 18-year-old sophomore, who was a passenger in the back seat of a vehicle driven by an intoxicated fellow student, was seriously injured in an automobile accident after leaving the picnic. The court ruled that the institution had no legal duty to protect a college student who voluntarily became intoxicated or engaged willingly in high-risk behaviors. The landmark case set a precedent that freed colleges from the responsibility of insuring student safety (Lake, 2011). However, the idea that colleges are not required to insure safety changed drastically during the subsequent era of the student-institution relationship.

Facilitator Era

In the next phase of the student-institution relationship, the facilitator era, the courts determined that the institution had a "special relationship" with the student, who was now defined as an invitee or tenant (Lake, 2011). In light of this "special relationship," colleges and universities were viewed as having a duty to protect students from foreseeable harm (Kaplin & Lee, 2014). A *duty* is a legal obligation owed or due to another that must be satisfied (Ledbetter, 2009). The facilitator era imposed on administrators a new understanding of the institution's legal accountability for its students (Lake, 2013).

In the mid- to late-1980s, the courts began increasingly to apply the typical legal negligence rules to university life, ushering in a facilitator era that focused on accountability (Lake, 2013). *Negligence* refers to doing something one is legally obligated not to do, or not doing something one is legally obligated to do (Kaplin & Lee 2014; Ledbetter, 2009). Four legal elements are required to prove that negligence has occurred. They include (a) a legal duty or obligation to conform to a certain standard of conduct for the protection of others; (b) failure to conform to the required standard; (c) cause based on the proximity; and (d) a resulting actual loss or damage (Kaplin & Lee, 2014). Negligence claims arise against an institution in instances when a breach of duty affects the safety and welfare of students. To ensure that they did not breach their duty, institutions developed a variety of systems to address student behavior of a threatening nature in a manner that mitigates institutional liability.

Court rulings. Court decisions have been clear in establishing that a special relationship exists between institutions of higher education and their students. This special relationship amplifies concerns regarding liability (Blanchard, 2007; Cohen, 2009; Lake & Tribbensee, 2002; Moore, 2007; Wei, 2008). For example, in the case of *Schieszler v. Ferrum College*, the court

held the Ferrum College Dean of Students responsible in the death of Michael Frentzel, a student who committed suicide at Ferrum (*Schieszler v. Ferrum College*, 2002). Frentzel had exhibited anger management issues, a behavior pattern documented by the institution. During the spring semester, Frentzel expressed suicidal thoughts after an altercation with his girlfriend. When confronted by police about his suicidal thoughts, the police informed the administrators that they found Frentzel locked in his residence hall room with self-inflicted bruises on his head.

Due to Frentzel's troubling behaviors, the Dean of Students required Frentzel to sign a pledge not to hurt himself again. The Dean of Students did not require any further follow-up from the student, such as counseling or a psychological assessment. Within a week, Frentzel wrote two additional suicide notes to his girlfriend. The institution did not respond to the first note. After his girlfriend reported the second note, administrators found Frentzel hanging in his residence hall room. The court determined that the institution's inaction could be a proximate cause of the student's death (Blanchard, 2007; Cohen, 2009; Lake & Tribbensee 2002; Moore, 2007; Wei, 2008). The court also determined that an assumed duty arose from the special relationship between the student and institution due to the College's knowledge of the imminent danger to Frentzel (Blanchard, 2007; Cohen, 2009; Lake & Tribbensee, 2002; Moore, 2007; Wei, 2008).

Another landmark case that helped define the facilitator era was *Shin v. Massachusetts Institute of Technology*. In this case, the parents of Elizabeth Shin filed a lawsuit against the Massachusetts Institute of Technology (MIT) after their daughter's suicide (*Shin v. Massachusetts Institute of Technology*, 2005). At the time of Shin's enrollment at MIT, she suffered from a documented mental illness. Administrators at MIT worked with Shin until the time of her death, meeting with her regularly for counseling sessions and contacting her parents

during difficult periods. However, the administrators at MIT failed to communicate with Shin's parents regarding proper plan to assist Shin after they became aware of her plan to commit suicide.

Elizabeth Shin ultimately set her residence hall room on fire and died from third-degree burns, which were determined to be self-inflicted. Her parents sued MIT medical and psychiatric personnel, and other campus administrators, for breach of contract. The court cited *Schieszler v. Ferrum College* in determining that MIT had a duty to assist Shin because the administrators were aware of her mental health issues (Blanchard, 2007; Cohen, 2009; Lake & Tribbensee 2002; Moore, 2007; Penven & Janosik, 2012; Wei, 2008).

Both the Shin and Schieszler cases affected the landscape for higher education administrators. With a "special relationship," colleges and universities have a duty to protect students from foreseeable harm (Kaplin & Lee, 2014). Once the courts ruled that such a relationship existed between institutions and students when campus administrators had knowledge of threatening behaviors, many institutions began to develop policies designed to limit their liability.

The responsibility of colleges and universities to protect their students has undergone significant shifts as legal understandings of the student-institution relationship have changed. Key court cases have influenced the evolution of this relationship over time from *in loco parentis* to the current doctrine, which identifies a special relationship that makes the institution legally liable for its students' safety. In this way "higher education law co-creates the foundations of the university environment and apportions the rights and responsibilities of the participants in university life" (Lake, 2013, p. 5). The student-institution relationship has had an ongoing impact on how institutions develop policies and procedures to address threatening behavior.

Student Discipline System

As the student-institution relationship shifted from its origins in *in loco parentis* through the civil rights and bystander eras to the facilitator era, so too did the implementation of student discipline systems evolve. From the earliest years of higher education, in addition to supporting students' intellectual growth, colleges and universities were concerned with students' moral and ethical development (Lowery, 1998). During the colonial period of higher education, faculty members were responsible for administering the discipline system (Dannells, 1997). At the University of Virginia, Thomas Jefferson sought to create an innovative course of action to deal with difficult problems of student discipline, which he involved leaders students within the adjudication processes (Lowery, 1998).

During this period, there were several student-led rebellions in response to bad food, unilateral expulsion decisions, and what students considered to be infringements of their rights. These incidents forced the University of Virginia and other campuses to reconsider the involvement of students within their discipline process. Following the student-led rebellions, counseling emerged as a common response to minor forms of student misconduct (Dannells, 1997). As enrollment in higher education began to increase during the post-Civil War era, a period began shift within student discipline (Dannells, 1997; Smith, 1994). Like the disciplinary systems themselves, the roles of the professionals who work within these systems have evolved over time. Today, many colleges have student conduct professionals who either handle minor cases individually or act as coordinators or directors of the disciplinary process (Smith, 1994).

Code of Conduct

Today it is an expectation that colleges and universities will have written student disciplinary codes. Written codes of conduct are used to educate students about how to behave

appropriately as members of an academic community (Stoner & Lowery, 2004). When creating and revising a code of conduct, institutions must make certain decisions that are influenced by the school's culture. These decisions include choosing a representative to administer the student code of conduct and disciplinary policies and procedures; establishing a minimum amount of time for students to receive notice of an alleged violation prior to adjudication; and deciding who will decide the outcome of a disciplinary procedure and sanctions (Stoner & Lowery, 2004). The two earliest codes of conduct, which belong to Harvard University and the University of Connecticut, date back to the 1800s, and unsurprisingly neither code addresses "inappropriate behavior due to mental distress or disorder" (Dickstein & Christensen, 2008, p. 227). Today most codes of conduct outline processes and procedures that guide institutional action when a student exhibits such behaviors.

Due Process

The 1961 court ruling in *Dixon v. Alabama State Board of Education* marked the end of the philosophy of *in loco parentis* and provided due process to college students. Due process, which is constitutionally protected under the 14th Amendment, includes the right to written notice of disciplinary action and an opportunity for a hearing before any rendered decision that may result in punishment from the institution, including suspension or expulsion (Ledbetter, 2009). In *Dixon,* four students were expelled, but were denied both a notice of the justification for their expulsion and an opportunity to speak in their own defense (Gehring, 2001; Kaplin & Lee, 2014). The court ruled that the students were entitled to notice and some opportunity for a hearing before expulsion for misconduct (*Dixon v. Alabama State Board of Education,* 1961).

The court ruled that the students were entitled to due process because of the relationship between the student and the institution. In addition, the court ruled that students who were of age

were considered adults. Though due process as a constitutionally protected right must be enforced at public institutions, the ruling also affected students at private institutions, as courts identified a contractual relationship between these students and their institutions (Kaplin & Lee, 2014).

The case that provides the most detail in outlining the due process rights of students is *Esteban v. Central Missouri State College* (1967). In this case, the plaintiffs were suspended for engaging in protest demonstrations. The court ruled the students had not been afforded procedural due process rights and ordered the school to provide protection from suspension. In 1975, the U.S. Supreme Court again upheld *Esteban v Central Missouri State College ruling* as it relates to the standard regarding the student disciplinary process at a public institution, confirming the university's responsibility to provide students with an opportunity for a hearing and to notify students as to what part of the code they allegedly violated.

Public vs. Private. Constitutional rights of due process do not require private institutions to provide due process to the same standard as public institutions. The Constitution does apply at private colleges when there is a demonstration of a state action. The administration of higher education is considered a state action because it is also a public function of the government (Toma & Palm, 1998). In addition to state action, private institutions also must provide some resemblance of due process due to the contractual relationship that exists between a student and an institution (Kaplin & Lee, 2014; Lake, 2011). Private colleges that promise to deliver services to students, such as student discipline systems, essentially engage in a contractual relationship with students. Though students may be procedurally unprotected, courts have held that private institutions have a requirement of fairness once a contractual relationship exists (Kaplin & Lee, 2014). Such fairness includes, minimally, providing notice to the accused student of the alleged

violations committed and the time, date, and place of the process that will be utilized to determine whether or not the student is responsible for the accused violations.

Approaches to addressing behavior through an institution's student conduct system have evolved over time. Student affairs administrators must remain current on best practices for addressing behaviors to provide the most effective interventions to foster student growth, development, and safety. As the Association for Student Conduct Administration (2012) outlines in the preamble to its constitution, "the enforcement of such standards should be accomplished in a manner that protects the rights, health and safety of members of that community so that they may pursue their educational goals without undue interference" (p. 1). This concept of due process also applies to case management systems that address threating behavior within the campus community. Students whose behavior is addressed through a student conduct or case management system must be afforded due process rights.

Case Management Systems

Managing students of concern and responding to threats of campus violence are high priorities for college and university administrators. As Woods-Johnson and Janosik (2013) observe, "College and university administrators face growing concerns about potentially threatening behaviors associated with student mental health issues. Equally challenging is the emergence of litigation related to institutional action and inaction when addressing these issues." (p. 78). Managing these behaviors becomes even more complex when student mental health issues are involved. Case management, grounded in the fields of social work and psychology, is an approach often utilized to assist students struggling with mental health challenges (Van Brunt et al., 2012). Case management systems include threat assessment teams and behavioral intervention teams, and may also include student conduct processes. "Case management is a

solution-focused approach to assisting students with a wide variety of needs" (Van Brunt et al., 2012, p. 5). This variety includes the need for help and a coordinated institutional response when students demonstrate disturbing or threatening behavior.

Current Approaches to Threat Assessment

The U.S. Secret Service originally developed the threat assessment process to identify, assess, and manage persons who might pose a threat to those being protected (Borum, Fein, Vossekuil, & Berglund, 1999; Fein & Vossekuil, 1998). The Secret Service, in collaboration with the U.S. Department of Education, later developed the K-12 school threat assessment model (Randazzo & Plummer, 2009). "The Department of Education developed the K-12 school threat assessment model, a mode for how to prevent school shootings by learning about a student when he or she engages in troubling behavior and then gathering more information to determine whether the student is on the pathway toward violence or self-harm" (Randazzo & Plummer, 2009, p. 5). After the incident at Virginia Tech, many institutions have adopted teams using a threat assessment model in an effort to prevent similar attacks.

In general, the threat assessment approach comprises a set of operational activities that combine an investigative process with information-gathering strategies to inform a set of relevant questions, which are used to determine whether an individual poses a serious risk of targeted violence (Randazzo et al., 2006). The remainder of this section will focus on general threat assessment principles, then transition to threat assessment in the context of higher education.

Guided professional assessment. When evaluating the risk of violence in threat assessment, the person of concern is often referred to a trained and licensed mental health professional, who will interview and evaluate the individual informed by tools that rate the likelihood of violence (Randazzo et al., 2006; Reddy et al., 2001). Evaluations may include the

utilization of the “D” scale that measures mental health-related risk (Sokolow, Lewis, Schuster, Swinton, & Van Brunt, 2014). “The ‘D’ scale progressively escalates from Distress to Disturbance to Dysregulation/Decompensation” (Sokolow et al., 2014, p. 6). Such information gathering from multiple sources is essential for threat assessment (Randazzo & Cameron, 2012).

Decision making. Another component of threat assessment is developing and implementing an individualized plan to reduce any threat (Deisinger et al., 2008; Randazzo & Cameron, 2012; Randazzo & Plummer, 2009). The threat assessment process focuses on facts. The intervention is affected by the behavior and communication of the person in question and what conclusions those facts lead to regarding the person’s ideas, plans, and capacity to do harm (Randazzo & Cameron, 2012).

Campus Threat Assessment

Though colleges and universities utilize threat assessment, much of the literature on this process stems from law enforcement, workplace violence, and K-12 setting threat assessment models (Sokolow et al., 2014). There is often overlap in the use of the terms threat assessment versus behavioral intervention in higher education. Although these terms are sometimes used interchangeably in the college context, there are distinctions. Threat assessment is used to assist students who may pose an immediate threat of violence to themselves or others. In contrast, behavioral intervention focuses on helping students more broadly, and may even be concerned with student retention rather than the assessment of danger.

Threat assessment is considered the best targeted violence prevention option for college campuses (Deisinger et al., 2008; Hollister & Scalora, 2015; Pollard, Nolan, & Deisinger, 2012; Randazzo & Cameron, 2012). The threat assessment model is now advocated for use in U.S. higher education settings by entities at the federal and state levels and by various international

and national associations, and is required by law in two U.S. states (Virginia and Illinois) as a means of thwarting attacks of targeted violence (Randazzo & Cameron, 2012). Many universities also have threat assessment and behavioral intervention teams that assist in identifying students who may pose a threat to themselves or the campus community through targeted violence.

Behavioral Intervention Teams

Institutions of higher education have developed systems to intervene with students who present a potential threat, to ensure that all are safe within their community. Colleges and universities have long needed to address students of concern, but the high-profile incidents that have occurred over the last 10 years have focused increased attention on the issue of campus safety and targeted violence. The Assessment Intervention of Student Problems (AISP) model (Delworth, 1989/2009) represented an early model of intervention with students of concern. The AISP incorporates three components: "a) the formation of a campus assessment team; b) a general assessment process for channeling students into the most appropriate on-campus and off-campus resources; and c) intervention with the student of concern" (Dunkle et al., 2008, p. 590).

The first element of this model is the creation of a campus assessment team as the basis for providing a coordinated, campus-wide system for dealing with students of concern. Behavioral intervention teams, developed from the AISP model, are composed of key personnel from the areas of campus mental health services, campus security, academic affairs, student services, legal counsel, residence life, and the student conduct or judicial office (Deisinger et al., 2008; Delworth, 1989/2009; Dunkle et al., 2008; The Jed Foundation, 2013; Van Brunt, Reese, & Lewis, 2015). When identifying potential members to collaborate on a behavioral intervention team, it is important to define roles and responsibilities clearly in order to conduct effective, informed interventions. Team members must also develop protocols that outline the authority of

intervention team. Randazzo and Plummer (2009) specified that a team's mission statement provides context as to *what* the team will handle, while its protocols dictate *how* the team will handle specific cases.

Having a team that has developed an effective working relationship is necessary to ensure smooth team function and clear communication around potentially challenging issues (Eells & Rockland-Miller, 2011). One of the behavioral intervention team's basic functions is to make collaborative decisions to address students' behavior, and cooperative systems are thus critical to behavioral intervention. Involving other departments or agencies provides additional input on the process of both assessing and managing potentially violent situations. Effective communication, collaboration, and coordination are necessary for collecting, evaluating, and responding to critical information (Deisinger et al., 2008).

Mardis, Sullivan, and Gamm (2013) conducted an exploratory pilot study examining the various types of teams institutions across the country have developed to respond to students in crisis. The study explored the composition of a behavioral intervention team and examined team functions, team effectiveness, and team logistics. Mardis et al. (2013) found that information collected within this study provides clarity when implementing teams within an institution. This data is important when institutions are in the developmental phase of establishing teams to address behavior. Mardis et al. (2013) concluded that further research is needed to investigate how institutions utilize multiple systems to address threatening behavior.

Principles of Behavioral Teams

In *The Handbook for Campus Threat Assessment and Management Teams,* Deisinger et al. (2008) outline 12 principles that guide threat assessment and management teams. The authors developed these principles by drawing on resources from various law enforcement agencies to

inform threat assessment and management on college campuses (Fein et al., 2002). Both threat assessment teams and behavioral intervention teams can utilize the 12 principles.

Principle 1. Targeted violence can often be prevented. Based on the data, shootings are rarely spontaneous, and individuals often exhibit disturbing behavior prior to an attack. Deisinger et al. (2008) identified four stages of escalation that can assist in identifying such warning signs. In the first stage, ideation, an individual will come up with ideas about how to do harm to others. In the second stage, the individual will develop a plan to carry out such harm. In the third stage, the individual begins to prepare to carry out the plan. Finally, in the fourth stage the individual implements the planned steps and carries out the attack.

Principle 2. Violence is a dynamic process. A threat assessment team does not try to determine whether someone is a violent person; rather, they try to determine the circumstances or situations in which an individual might pose a threat to them self or others (Deisinger et al., 2008). Threat assessment is based on the understanding that violence is not a static event or a state of being. Instead, it is a fluid, dynamic process influenced by changes in an individual's life that may increase or decrease the likelihood of violence.

Principle 3. Targeted violence is a function of several factors, including the individual of concern, the triggering situation, the setting, and the target. Threat assessment should not focus on a singular factor or individual, but should consider how all of these factors may influence the individual's behavior (Deisinger et al., 2008).

Principle 4. In threat assessment, corroboration is critical. Threat assessment requires thoughtful probing, viewing information with healthy skepticism, and paying attention to key points regarding pre-attack behaviors. Administrators who carry out threat assessments must

strive to be both accurate and fair (Fein et al., 2002). As Deisinger et al. (2008) note, “The threat assessment and management process is based on facts and behaviors, not assumptions” (p. 29).

Principle 5. Threat assessment is about behavior, not profiles. The focus of this guiding principle is the idea that there is no single “type” of person who perpetrates targeted violence. Inferences and conclusions about risk should be guided by an analysis of facts and behavior specific to an individual of concern and the given situation (Fein et al., 2002).

Principle 6. Cooperating systems are critical to threat assessment. Relationships with other departments on campus are critical in identifying, assessing, and managing individuals who are on the path to exhibiting threatening behaviors (Fein et al., 2002). Effective communication, collaboration, and coordination are necessary for responding to critical information (Deisinger et al., 2008).

Principle 7. Deisinger et al. (2008) emphasize, “The central question of a threat assessment is whether the person in question poses a threat, not solely whether he/she made a threat” (p. 30). A person who makes a threat only expresses intent to harm themselves or others, while a person who poses a threat has engaged in behaviors that demonstrate a capacity to execute a violent act. Administrators should not dismiss an individual’s expressed threat. Students may make threats with a variety of intents and for a wide range of reasons, from getting attention to expressing anger or frustration, or as a part of joke. Threat assessment teams must provide prompt attention and ensure that in each instance the person making the threat has not engaged in any additional elevated behaviors.

Principle 8. Keep victims in mind. It is important to ensure that the campus community remains safe from threats of violence. It is even more crucial to ensure the safety and well-being of a victim of such violence, if the targeted violence has been carried out. This encourages a

focus on the interventions utilized in addition to focusing on the assessment of risk (Deisinger et al., 2008).

Principle 9. Early identification and intervention helps everyone. The main function of any threat assessment or behavioral intervention team is the early recognition and reporting of, and intervention with, persons who have raised a concern within the campus community. The tasks of any such team is to "recognize signs of these thoughts and behaviors that tend to precede violence, and to intervene as early as possible in order to prevent further escalation" (Deisinger et al., 2008, p. 31).

Principle 10. Multiple reporting mechanisms enhance early identification. It is important that teams make it as easy as possible for the campus community to report concerns. Information is a key to the effectiveness of any threat assessment or behavioral intervention team. "In order to be effective, threat assessment and management requires simple and easy access to reporting, consultation and intervention resources" (Deisinger et al., 2008, p. 31).

Principle 11. Multi-faceted resources can provide effective interventions. "Multiple strategies to de-escalate or contain the individual, connect the individual with the resources and assistance needed, reduce his/her access to the target, decrease the vulnerability of a potential target, and address situational or environmental factors should be used in concert in order to manage a threat" (Deisinger et al., 2008, p. 32).

Principle 12. Safety is a primary focus of threat assessment. The ultimate purpose of a threat assessment and management system is to ensure the safety of the campus community by identifying and managing threats (Deisinger et al., 2008). Regardless of the composition of the team, the principles help to clarify and communicate the basic practices, responsibilities, and underlying theory behind a successful threat assessment and management system.

The utilization, membership, responsibilities, and processes of case management teams vary from institution to institution. From threat assessment to behavioral intervention, these teams assist institutions in addressing threatening behaviors. Many of the students who exhibit threatening behaviors do so while experiencing a mental health crisis.

The Mental Health Crisis in Higher Education

Many colleges and universities are facing increased demands combined with decreased resources available to assist students with mental health issues (Gallagher, 2014; Harper & Wilson, 2010). Kadison and DiGeronimo (2004) stated that the rise in the severity of students with mental health issues may be attributed to a "multitude of hidden problems" (p. 5). Kiztrow (2003) summarized the potential impact of students with mental health issues on a college campus:

> Students with emotional and behavioral problems have the potential to affect many other people on campus, including roommates, classmates, faculty, and staff, in terms of disruptive, disturbing, or even dangerous behavior. At the more extreme end of the continuum, there is the potential that impaired students may physically harm themselves or someone else. (p. 173)

Given the presence of students with various emotional and behavioral problems on campus, it is vital to have systems in place to ensure that problematic behavior is addressed and students receive the resources they need to be successful. Such systems include case management (threat assessment and behavioral intervention teams) and the student conduct process.

Warning Signs of Mental Illness

Mental health practitioners have identified seven warning signs that are prevalent in individuals with mental illness: depression, sleep disorders, substance abuse, anxiety disorders,

eating disorders, self-inflicted harm or self-mutilation, and suicide (Kadison & DiGeronimo, 2004; Sharkin, 2006). These warning signs may alert student affairs professionals to follow up with students to see whether they are in need of professional assistance or intervention. Such follow-up may occur through a case management model to ensure that the student is aware of the resources available.

Mental Illness and Violence

Violence on college and university campuses, such as the shootings at Virginia Tech, Northern Illinois University, and the University of California-Santa Barbara, has motivated college and university administrators to increase their focus on campus safety and the need to assist students with mental health issues (Fain, 2015; Hemphill & LaBanc, 2010; Randazzo & Plummer, 2009). It has compelled them as well as to establish systems for managing disruptive students who may also have serious mental health concerns. In a pilot study, the Center for the Study of Collegiate Mental Health (CSCMH) explored students' fears of acting violently. Seven percent of students who responded to the CSCMH survey were found to have a high level of fear of losing control and acting violently. The study's authors note:

> On one hand, the results are reassuring because the overwhelming majority of students seen in counseling centers have little or no fear of losing control and acting violently. On the other hand, 7% of counseling center clients reporting strong fears of losing control and acting violently is reason enough for concern, even though we do not know the nature or extent of the behavior feared by the students. (CSCMH, 2009, p. 12)

These findings reinforce Dunkle et al.'s (2008) important reminder that not all college students suffering from mental health issues "cause disruption or are violent" (p. 587).

Addressing Threatening Behaviors

It is important to have systems in place to intervene when students exhibit threatening behaviors. Interventions may be particularly challenging when a student's mental illness has affected their behavior. "Cases such as these have exploded in number and frequency on contemporary college campuses. They are complex and time intensive, and they typically draw in several campus systems" (Hollingsworth, Dunkle, & Douce, 2009, p. 38). Such systems may include student conduct, threat assessment, and behavioral intervention.

Institutions must establish policies and procedures to address threatening behaviors exhibited by students. When drafting these policies and procedures, administrators must be aware of the disability laws that protect students and ensure that the regulations they create focus on behavior, regardless of what is causing the behavior. Knowledge of disability laws can assist administrators in developing policies and procedures that will balance legal liability while avoiding discriminatory practices.

Disability Laws

Students with diagnosed mental illnesses who pose a threat to a campus community present a challenging issue for the administrators who need to address their behavior. As a result of the student-institution relationship discussed above, administrators must be mindful to ensure they are not developing discriminatory policies or systems to mitigate liability concerns. The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 have provided a framework for administrators to address students who may cause a disruption due to their mental illness.

ADA

The Americans with Disabilities Act (ADA) of 1990 mandates nondiscrimination based on disability (including mental illness) by public entities, which includes access to public institutions of higher education and private institutions performing state actions (Department of Justice, 2010). The Americans with Disabilities Act provides comprehensive civil rights protections to individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications (Americans with Disabilities Act, 1990). The passage of ADA thus guaranteed students with disabilities, including diagnosed mental illnesses, access to higher education.

Specifically, the ADA states that "no qualified individual with a disability shall, by reason of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any entity" (42 U.S.C. 12131, Sec. 203). This statement influences how institutions intervene with students through systems of student conduct, threat assessment teams, and behavioral intervention teams. Institutions must consider only a student's behavior, not their disability, when limiting access to campus due to suspension or a mandatory withdrawal process.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. Under this law, individuals with disabilities are defined as persons with a physical or mental impairment that substantially limits one or more major life activities (Department of Human and Health Services, 2006). Section 504 is regulated by the Department of Education, under the purview of the Office for Civil Rights

(OCR). Individuals who believe they have been subject to discrimination due to a 504 violation may report this to the OCR within 180 days of the incident (OCR, n.d.).

When a complaint is filed, the OCR conducts an investigation to determine whether the claim of noncompliance is valid. If noncompliance is determined to have occurred, the OCR approaches the institution to establish terms for resolution. If an institution does not abide by the terms outlined within the resolution, the process continues and the institution may be subject to administrative sanctions, including the possible suspension of federal aid (OCR, n.d.). In addition, students can also file suit their institution in federal court. This information involving the legal implications related to Section 504 is important for administrators to consider when addressing students' threatening behavior stemming from a mental illness.

Direct threat. Title II, which applies only to public institutions, is a joint regulation under the ADA and Section 504 of the Rehabilitation Act of 1973 that regulates, among other things, whether action can be taken against a student who is determined to be a direct threat (Department of Justice, 2010). A direct threat must take into account the nature, duration, and severity of the risk; the probability that the risky behavior will actually occur; and whether reasonable accommodations or interventions will sufficiently reduce risk (Department of Justice, 2010; The Jed Foundation, 2008). "An institution must apply the direct threat standard before taking action (e.g., placing a student on involuntary leave) regarding students with a disability whose behavior poses a significant risk to the health or safety of [the student or] others" (The Jed Foundation, 2008, p. 14).

A revised version of the Title II regulation took effect on March 15, 2011, eliminating the institution's right to take action against a student who is determined to be a threat to self. Title II currently defines a "direct threat" as "a significant risk to the health or safety of others that

cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services as provided in § 35.139" (Department of Justice, 2010, p. 30). Campus administrators therefore had to reconsider appropriate policies for students who exhibit behaviors that are a threat to themselves within a campus community. The Office for Civil Rights has ruled on discrimination cases brought by students to the Department of Education. Two cases that have greatly influenced case management work are from Mount Holyoke College and Spring Arbor University.

Mount Holyoke College OCR case. In the Mount Holyoke College case, the father of a student filed a complaint with the OCR alleging discrimination based on his daughter's disability (Office for Civil Rights, 2008). During her first semester, the student spoke of cutting herself and expressed suicidal thoughts to friends and College faculty. The Dean of Students and Director of Residence Life spoke to the student's parents and scheduled a meeting with the student. During the conversation with the student, the administrators informed her that she was creating alarm amongst the campus community and compelled the student to sign a behavior agreement. The agreement stated that if the student did not modify her behavior, it would jeopardize her student status.

Months after the student signed the agreement, a peer reported her for making comments about self-harming behaviors. The College required the student to withdraw immediately for failure to adhere to the terms of the behavioral agreement. Administrators ultimately permitted the student to finish the semester, but only if she moved off campus and lived under the direct supervision of her parent. In addition, she agreed to take a voluntary medical leave the following semester.

The student, while agreeing to the leave, noted that she reserved her legal rights. The student then filed a complaint with the OCR. The OCR investigated whether Mount Holyoke took action against the student "on the basis of" her disability rather than for other, legitimate reasons, and applied the "differential treatment" analysis to determine whether the treatment of the student was less favorable than that of similarly situated students without a disability.

The College responded by stating that it had legitimate, nondiscriminatory reasons for requiring the withdrawal. The College also stated that the disciplinary action was not based on her disability or associated behaviors, but on the disruption she caused to the community. The OCR determined that the disciplinary action was consistent with the College's general policies and procedures, and that the student was subject to similar treatment and proceedings as other students who engaged in disruptive behaviors. The OCR concluded that the student was disciplined not for cutting or suicidal gestures, but for the documented disruption those behaviors caused to the College community.

Spring Arbor University. The Spring Arbor case occurred after the change in the direct threat standard that affected many institutions' policies for addressing students who exhibited threating behaviors. In the Spring Arbor case, a student filed a complaint against the University due to Spring Arbor's refusal to readmit the student following his voluntary withdrawal, unless he provided a Section 504 plan. Upon initial enrollment, the student informed the University that he had a disability, but did not specify the type of disability or diagnosis. The student did not receive a referral to the Disability Services Office nor did he seek any accommodations from the University on his own.

In his first term of enrollment, the student was diagnosed with bipolar disorder. The student discussed his problems with other students. Administrators requested a meeting with the

student to talk to him about the complaints of his peers. At this meeting, the student was presented with a behavior contract. The student became upset at the meeting and subsequently took a voluntary medical leave from the University. The student had no code of conduct violations while enrolled. When the student applied for readmission the following semester, the University informed him that to be readmitted he would have to submit a 504 plan and a letter from his therapist. The University's admissions representative informed the student that this readmission process was not customary, and other students did not have to meet the same requirements.

The OCR stated that a university may remove a student with a disability or deny admission to that student if the university applied a "direct threat test." This test applied only when an individual posed a significant risk to the health and safety of others. The risk must represent a high probability of substantial harm, not just a slightly increased risk. In the Spring Arbor matter, the University admitted that it believed the student was a threat to himself but not to others, and was found in violation of Title II by the OCR.

The OCR cases at Mount Holyoke College and Spring Arbor University exemplify the complexity of the disability laws that govern higher education and the challenges facing case management in addressing disturbing and threatening behaviors. Administrators at institutions of higher education must be aware of how laws influence policies and procedures. In addition to disability law, administrators must also be aware of the privacy rights of students to ensure that information is shared appropriately and within legal bounds.

Balancing Sharing of Information and Privacy Rights

An essential element of case management involves the sharing of information to determine the most appropriate intervention. Two primary regulations limit the ability of higher

education administrators to share student information. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) provide guidelines for the sharing of student information within and beyond the university.

FERPA

The Family Educational Rights and Privacy Act (FERPA) was signed into law on August 21, 1974 (U.S. Department of Education, 2015) Also known as the Buckley Amendment, FERPA placed limitations on institutions' disclosure and handling of student educational records. University-maintained information that pertains directly to the student is protected under FERPA. Though broadly defined, the term *educational record* is limited to records, files, documents, and other tangible materials.

According to the U.S. Department of Education (2015), the privacy rights afforded under FERPA belong to the parents of an eligible student until the student turns 18 years of age. The information from educational records cannot be disclosed without the consent of a parent or a legal-aged student. Absent this consent, FERPA allows disclosure of educational records under limited circumstances. Disclosure of educational information is permitted to school officials who have a legitimate educational interest in the information. Most importantly, information may be provided to appropriate persons in connection with an emergency, so long as the knowledge of such information is necessary to protect the health or safety of the student or other persons.

Though these exceptions exist, administrators who lack a detailed knowledge of FERPA regulations often operate under the misconception that without a signed release from a student, the administrator is not permitted to disclose any student information to any other individual, even another university administrator. This information sharing is critical to effective case management, particularly when addressing behaviors within a multi-disciplinary team.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA), which applies to health care providers, was enacted in 1996 and governs the privacy of a student's personal health information. The disclosure of protected health information must be in compliance with the HIPAA Privacy Rule (Brusca & Ram, 2010), which covers health plans, health care, clearinghouses, and health care providers who share certain information. Under the Privacy Rule, disclosure of protected health information requires the patient's consent. In addition, HIPPA permits disclosure of protected health information if a covered health care administrator within a campus community believes the disclosure of certain health information is necessary to prevent or lessen a serious and imminent threat to the health or safety of a person or the public (Nolan & Moncure, 2012). In addition, such disclosure must be to a person who is reasonably able to prevent or lessen the threat (Nolan & Moncure, 2012). With this understanding, it is important for administrators to determine whether an imminent threat exists and whether HIPAA privacy rule restrictions apply to their specific campus operations.

Chapter Summary

Institutions have various systems to address students who exhibit threatening behavior, including the student discipline system or a combination of case management systems. Historically, behavioral issues within a campus community were addressed through a student discipline system. Case management systems, which include threat assessment or behavioral intervention teams, have been utilized on more college campuses since the tragedies of targeted violence that occurred at Virginia Tech and Northern Illinois University (Dunkle et al., 2008). These teams have been so important that two states (Virginia and Illinois) passed legislation to require them on campuses (Randazzo & Cameron, 2012).

These incidents of targeted violence provide a backdrop for college and university administrators to focus on issues of campus safety and the related need to assist students with mental health issues (Hemphill & LaBanc, 2010; Randazzo & Plummer, 2009). Within the systems used to address students who exhibit threatening behavior, administrators must develop policies to mitigate such behaviors without engaging in discriminatory practices. Discriminatory practices may result from a lack of understanding of disability laws designed to protect students experiencing a mental health crisis. This review of literature provides a foundation for the present research study. It is important that available systems are utilized effectively to address disturbing or threatening student behavior.

CHAPTER 3

METHODOLOGY

The purpose of this study was to examine the utilization of various campus systems to address students who exhibit behaviors that are a threat to themselves or others. The researcher examined these systems by administering a survey comprised of quantitative and open-ended questions. The primary aim of this study was to collect empirical data on case management models to obtain a better understanding of their utilization in higher education. By focusing on how the systems are utilized, this study was designed to help higher education administrators employ these systems more effectively to better serve students and the campus community.

Research Questions

The study addresses the following research questions:

How do higher education institutions utilize multiple systems to respond to students who exhibit threatening behavior?

i. What is the composition of campus teams used to address students' threatening behavior?
ii. What are the functions of campus teams used to address students' threatening behavior?
iii. What is the perceived effectiveness of campus teams used to address students' threatening behavior?
iv. What student behaviors and characteristics are considered most important when determining which system will address students' threatening behavior?

Research Design

The research questions developed support the use of quantitative data collection methods. The use of a quantitative research method was appropriate to provide statistical data regarding case management systems that address threatening behaviors at responding institutions. The purpose of this quantitative research method was to provide data that is descriptive in nature. Descriptive research allows the researcher to provide an accurate description or status, or identify precise characteristics, of a phenomenon (Johnson & Christensen, 2012). For this research study, the phenomenon examined was the systems utilized in higher education to address students who exhibit threatening behavior.

Web-Based Survey Method

Data collection took place electronically through a Qualtrics survey distributed to respondents who represent colleges and universities across the United States. Qualtrics is a web-based survey tool that will facilitate the data collection.

Sampling Methods

The sample population for this study was established through a convenience sample of the Association for Student Conduct Administration (ASCA) membership database. Convenience sampling involves sampling individuals who are readily available or can be easily recruited and are willing to participate in the research study (Johnson & Christensen, 2012). ASCA maintains a membership database of individual members who reside both within the U.S. and internationally. ASCA consists of over 2,560 individuals representing over 900 institutions who have an interest or work directly in the functional area of student conduct (ASCA, 2012). The ASCA professional membership was selected as the sample population for this study to

provide access to a collective of professionals interested in addressing behavior through student conduct administration.

A review of the literature on the use of case management systems to address behaviors suggests that conduct administrators are often members of behavioral intervention and threat assessment teams (Delworth, 1989/2009; Deisinger et al., 2008; Dunkle et al., 2008; Mardis et al., 2013; The Jed Foundation, 2013; Van Brunt et al., 2015). In addition, the roles of student conduct administrators provide them the opportunity to address threatening behaviors through the conduct process, so they are in a good position to understand how the institution uses various systems as student concerns arise.

ASCA has a research committee that provides oversight for all research sponsored by the association. To survey the ASCA membership, a formal request must be made to the committee to gain access to members. The formal request for this study included the following information:

- An abstract of the proposed study
- The desired population to study
- The plan and timeline for the dissemination of study information
- The problems to be studied as a part of the research and how they contribute to the currently existing knowledge base
- The protocol for the study, including information regarding confidentiality of data
- The survey instrument intended to be utilized as a part of the study
- A copy of the Institutional Review Board (IRB) protocol to be submitted to the researcher's IRB.

The researcher received permission from the ASCA research committee to send a Qualtrics link via the ASCA listserv to solicit participants for this study. Gaining access to the

ASCA database ensures that the appropriate responding administrators are invited to participate in the study. The sample of ASCA members received two emails from the ASCA office: an initial invitation to participate in the survey and one follow-up email remainder. The follow-up reminder was sent two weeks after initial invitation to participate. The email soliciting participation contained a link to informed consent information. By clicking on the link on that page, the individual consented to participate and was then taken to the Qualtrics survey.

The researcher received approval from the University of Georgia Institutional Review Board (IRB). The IRB provides oversight for human subject research to ensure that it is conducted in compliance with federal, state, and institutional policies and procedures. To maintain research approval from the IRB, the researcher informed all participants of their rights as participants in this study, including confidentiality, prior to beginning the Qualtrics questionnaire. Once respondents were informed of their rights through informed consent, they were prompted to respond to the questionnaire.

Questionnaire

The instrument included questions designed to provide data regarding institutions' various systems for addressing threating behaviors. As mentioned in Chapter 2, Mardis et al. (2013) conducted an exploratory study examining the practices and utilization of case management teams in higher education. The researchers designed a survey consisting of institutional demographic questions and questions that provided data on institutions' multiple teams. The survey elicited information about team formation, function, membership, meeting frequency, record keeping, team effectiveness, training, and mission statement, as well as which situations the team frequently addressed.

The questionnaire for the present study was adapted from the one developed by Mardis et al. (2013). The questionnaire also enabled the researcher to collect information on respondents' perceptions of the effectiveness of the systems used to address behavior. The following detailed description of the sections of the questionnaire provides information about the data that was collected in this research study. See Appendix E for the full questionnaire.

Institutional demographics. Data collected on the respondent's institutional demographics included: type of institution (2- or 4-year); public or private institution; size of the institution (student headcount, total enrollment); percentage of students living on campus; and whether the institution had a residency requirement. For each piece of demographic information collected, frequencies were calculated to provide information regarding the institutional characteristics of the respondents. The demographic information is essential in understanding the institutions represented in this study.

Team formation. The questions regarding team formation address whether the institution has a team designed to respond to students who exhibit threating behaviors and to elicit details about the team members, team chair, frequency of team meetings, and point of contact for the team. The team formation items on the questionnaire include questions 7, 13, 14, and 15, and open-ended questions 8 and 16.

Team function. The questions regarding team function deal with various approaches the types situations the team addressed at the respondent's institution. The team function items on the questionnaire include questions 9, 11, 12, 24, 25 and open-ended question 10.

Team effectiveness. The researcher collected data related to the teams' effectiveness through a series of questions derived from combining a previous research study (Mardis et al., 2013) with literature regarding case management models, including threat assessment and

behavioral intervention teams (Deisinger et al., 2008). As outlined in the questionnaire (see Appendix E), questions 18, 19, 20, 21, 22 and 23 provide data on team effectiveness. Questions asked respondents to rate their confidence that the team is effectively (a) meeting institutional expectations, (b) managing the institution's legal liability when addressing behaviors, (c) providing multiple ways for constituents to report behaviors, (d) understanding the difference between making a threat and posing a threat, (e) effectively addressing threatening behavior on campus, and (f) acquiring information from multiple sources to address behaviors. These six questions utilized a five point Likert-type scale, with a 5 indicating the highest level of agreement.

Scenarios. Lastly, the survey included two scenarios outlining situations in which a student exhibited threatening behavior. The scenarios were adapted from the Margolis Healy and Associates and Department of Justice Office of Community Oriented Policing Services Campus Threat Assessment Case Studies (2012). The researcher had multiple administrators review each scenario to ensure its appropriateness for soliciting an authentic response from the respondents. The questionnaire was also reviewed by a content expert to assess the clarity of the questions and address validity issues (Fowler, 2013).

After reading the scenarios, the respondents were asked to identify which system(s) would be utilized to address the behavior. In addition, the respondents were asked to identify the factors that would be considered in making this choice of systems. The factors listed in questions 27 and 29 (see Appendix E) were developed from relevant literature (Deisinger et al., 2008; The Jed Foundation, 2013). Respondents were asked to rate the importance of the factors using a three point Likert-type scale, with a 3 indicating the most importance.

Data Quality

The researcher took steps to ensure inference quality for each data collection method. *Inference quality*, which is commonly used in mixed methods research, encompasses both design quality and the authenticity of the study's conclusions (O'Cathain, 2010). To maximize the transferability of the data collected, in this study inference quality is used to describe validity. A content expert was asked to review the questionnaire to assess the clarity of the questions as a means of addressing validity issues (Fowler, 2013). This review ensured construct validity by confirming that the questionnaire accurately represented the data in this area of research (Johnson & Christensen, 2012).

Dr. Brian Van Brunt, a content expert who is currently the Executive Director of the National Behavioral Intervention Team Association, assessed the questionnaire. Dr. Van Brunt also serves as the National College and Higher Education Risk Management Group Senior Vice President for Professional Program Development. He has co-authored books and articles on the subject of threat assessment and behavioral intervention (e.g., Van Brunt, Reese, & Lewis, 2015; Van Brunt et al., 2012) and continues to provide consultation to colleges and universities.

Data Storage and Analysis

The data was stored in the web-based survey tool Qualtrics, which is password-protected. The data analysis took place in two phases: analysis of the quantitative data, and quantitizing of the open-ended response data.

Quantitative analysis. After the quantitative data was collected via the Qualtrics online survey software, the data was exported for the researcher to analyze. All data was analyzed using the current version of the Statistical Package for the Social Sciences (SPSS) version 22.0 software package. For the purposes of this study, descriptive statistics were utilized (Urdan,

2010). Table 3.1 outlines the alignment of the research questions with the data collection items and provides a detailed review of how each research question was analyzed.

Open-ended data analysis. After the open-ended responses were collected, the researcher analyzed this data. The open-ended data was quantitized in order to analyze it statistically. *Quantitizing* refers to the numerical translation, transformation, or conversion of qualitative data (Sandelowski, Voils, & Knafl, 2009). It is the process of assigning numerical values to data conceived as not numerical. Quantitizing is a popular method for use in mixed methods research. For the purposes of this study, the responses from the open-ended questions were quantitized to determine the frequency of the data received. The questions in this study that were quantitized include information regarding the team name and the team's point of contact. The team's mission statement was also analyzed for reoccurring themes.

Table 3.01: *Alignment of Research Questions with Data Collection and Analysis*

Research Question	Data Collection	Data Analysis
How are multiple behavioral systems utilized by higher education institutions to respond to students who exhibit threatening behavior?		
What is the composition of campus teams used to address students' threatening behavior?	Team Formation • Questions: 6, 12, 13, 14, 16 • Open-Ended Questions: 7, 15	• Frequency and percentages (6, 12, 13, 14, & 15) • Quantitized for frequency & percentages (7 & 15)
What are the functions of campus teams used to address students' threatening behavior?	Team Function • Questions: 8, 10, 11, 23, 24 • Open-Ended Question: 9	• Frequency and percentages (8,10, 11, 23, & 24) • Coding for reoccurring themes
What is the perceived effectiveness of campus teams used to address students' threatening behavior?	Team Effectiveness • Questions: 17, 18, 19, 20, 21, 22	• Frequency, percentages, mean/ standard deviation (17, 18, 20, 21, & 22)
What student behaviors and characteristics are considered most important when determining which system will address students' threatening behavior?	Factors • Questions: 25, 26 (Multi-Part), 27, 28 (Multi-Part)	• Frequency (27 & 29), weighted score rankings • Quantitized and analyzed for frequency and percentages (26 & 28)

CHAPTER FOUR

RESULTS

This quantitative research study explored how institutions utilize various campus systems to address students who exhibit behaviors that are a threat to themselves and/or others. As discussed in Chapter 3, an electronic survey was sent to Association of Student Conduct Administration (ASCA) members. A copy of the research survey instrument can be found in Appendix D. This study addressed the following research questions:

How do higher education institutions utilize multiple systems to respond to students who exhibit threatening behavior?

i. What is the composition of campus teams used to address students' threatening behavior?
ii. What are the functions of campus teams used to address students' threatening behavior?
iii. What is the perceived effectiveness of campus teams used to address students' threatening behavior?
iv. What student behaviors and characteristics are considered most important when determining which system will address students' threatening behavior?

This chapter will provide an overview of the participants, a description of the results for each research question and a brief description of the significance of the results reported.

Participant Institutional Demographics

In March 2017, an invitation to participate was sent to potential participants (*n*=2479) who were members of ASCA. Of those 2479 individuals, 269 completed all or part of the Qualtrics survey, an initial response rate of 10.85%. Responding to the individual questions within the survey was optional, and some respondents chose not to provide demographic information. Institutional demographic data was collected to gain a better understanding of the types of institutions the respondents represented. The institutional demographic data collected included type of institution (2- or 4-year); public or private institution; student population (total enrollment) of the institution; percentage of students living on campus; and the institution's residency requirement, if any.

Most of the respondents represented 4-year institutions (86.99%, *n*=234), with 13.01% (*n*=35) representing 2-year institutions. In addition, 63.43% (*n*=170) represented public and 36.57% (*n*=98) represented private (non-profit and for-profit) institutions. Institution size was more evenly distributed, and the majority of the respondents represented institutions with fewer than 15,000 students. More specifically, 31.23% (*n*=84) of respondents worked at institutions with headcounts of 5,000 or fewer students; 31.23% (*n*=84) at institutions with 5,001 to 15,000 students; 13.75% (*n*=37) at institutions with 15,001 to 25,000 students; 11.15% (*n*=30) at institutions with 25,001 to 35,000 students, and 12.64% (*n*=34) at institutions with 35,001 or more students.

Approximately two-thirds of the respondents worked on campuses with less than half of enrolled students residing on campus. Specifically, 37.08% (*n*=99) of respondents reported that fewer than 25% of undergraduates at their institution reside on campus and 29.96% (*n*=80) reported that 25% to 50% of undergraduates reside on campus. Additionally, 14.23% (*n*=38)

reported that 51% to 75% reside on campus, and 18.73% (*n*=50) reported that more than 75% of undergraduates reside on campus. Two respondents chose not to respond. Finally, 51.30% (*n*=138) of respondents indicated that their institution had a residential live on-requirement, while 48.70% (*n*=131) indicated that their institution had no residential live on-requirement.

Systems Used to Respond to Student Behavior

The overarching research question for this study focused on how higher education institutions utilize multiple systems to respond to students who exhibit threatening behavior. The first sub-question focused on the composition of campus teams charged with addressing such behavior. As discussed in Chapter 3, the survey included questions that address whether the institution has a team designated to respond to students exhibiting threatening behaviors, as well as questions about the team members, team chair, frequency of team meetings, and the point of contact for the team.

Institutional Team

In response to the question of whether their institution had a team designed to respond to students exhibiting threatening behavior, the majority, 69.40% (*n*=186), of respondents indicated that their institution had one team to respond to these students, while 25.75% (*n*=69) indicated that their institution had multiple teams to respond to such students. Only 4.85% (*n*=13) of respondents stated that their institution did not have a team designed to respond to students exhibiting threatening behavior.

The survey also asked respondents to provide the name(s) of the team(s) most commonly used to address threatening behaviors. The top three responses include Campus Assessment Response Evaluation/Education Team (CARE), Behavioral Intervention Team, and Threat

Assessment Team (see Table 4.01). Nearly half of the respondents (46.37%, *n*=109) call their team either CARE or Behavioral Intervention Team.

Table 4.01
Teams That Most Commonly Address Threatening Behavior (n=235)

Team Names	*n*	%
Campus Assessment Response Evaluation/Education Team (C.A.R.E.)	56	23.82
Behavioral Intervention Team	53	22.55
Threat Assessment Team	25	10.63
Person/Student of Concern Team or Committee	14	5.95
Behavioral Assessment Team/Committee	10	4.25

Team Members

Respondents were asked to identify the positions represented on the team charged with addressing students' threatening behavior. Of the 269 respondents, 223 provided information regarding the membership of their institution's team. Over half of the respondents listed the Director of Counseling Center (84.75%, *n*=189), Director of Student Conduct (81.16%, *n*=181), Dean of Students (66.36, *n*=148), Director of Housing and Residence Life (59.19%, *n*=132), Director of the Department Of Public Safety (58.29%,*n*=130), and Other Campus Police/Campus Security Staff Member (52.01%, *n*=116) as members of their campus team (Table 4.02).

Table 4.02
Members of Team (n=223)

Team Members	*n*	%
Director of Counseling Center	189	84.75
Director of Student Conduct	181	81.16
Dean of Students	148	66.36
Director of Housing and Residence Life	132	59.19
Director of the Department of Public Safety	130	58.29
Other Campus Police/Campus Security Staff Member	116	52.01
Faculty Representative	98	43.94
Case Manager	88	39.46
Director of Campus Health Services	83	37.21
Other Housing and Residence Life Staff Member	82	36.77
Other Counseling Center Staff Member	76	34.08
Legal Affairs/General Counsel	66	29.59
Academic Advising and Services Staff Member	57	25.56

Other Members	57	25.56
Disability Resource Services Staff Member	54	24.21
Vice President of Student Affairs	51	22.86
Other Student Conduct Staff Member	46	20.62
Other Campus Health Center Staff Member	33	14.79
Title IX Staff Member	28	12.55
Other Dean of Students Staff Member	26	11.65
Human Resources Staff Member	23	10.31
Athletic Director or Other Athletic Staff Member	17	7.62
Office of International Students Staff Member	11	4.93
Director of Wellness and Health Promotion	6	2.69
Student Service/Support Staff Member	6	2.69
Financial Aid Staff Member	5	2.24
Multicultural Affairs Staff Member	5	2.24
Registrar Staff Member	5	2.24
Ombudsperson Staff Member	4	1.79
Student Involvement/Organizations Staff Member	4	1.79

Team Chair

To better understand the composition of institutional team(s) designed to address threatening behavior, respondents were asked to indicate who serves as their team's chair. Of the 221 individuals who responded to this question, 38.46% (*n*=85) stated that the Dean of Students chaired their institution's team, 12.67% (*n*=28) stated that the Director of Student Conduct serves as chair, 11.31% (*n*=25) stated that the Vice President of Student Affairs chairs the team, and 10.86% (*n*=24) stated that a Case Manager serves as their team's chair.

In addition, 8.59% (*n*=19) of respondents noted that the Chief of Campus Police/Public Safety chairs their institution's team, 2.71% (*n*=6) identified the Director of the Counseling Center as the chair, 1.36% (*n*=3) stated that the Director of Housing and Residence Life serves as chair, and 0.90% (*n*=2) indicated that the Director of Campus Health Services serves as the team chair. Other staff members identified as the chair included another Dean of Students staff member, the Assistant/Associate Vice President of Student Affairs, and the Threat Assessment Coordinator, while some respondents indicated that their team had multiple chairs. Finally,

13.12% (n=29) of respondents selected “other” when identifying who chairs their institution’s team.

Frequency of Meeting

Respondents were asked to identify the frequency of their institution’s team meetings. A majority, 55.41% (*n*=123), of respondents stated that their team meets weekly; 21.17% (*n*=47) stated that their team meets twice per month; 13.06% (*n*=29) stated that the team meets on an as-needed basis; and 7.21% (*n*=16) stated that their team meets monthly. An additional 1.80% (*n*=4) selected “other” to indicate meeting frequency, and stated that their team meets twice a semester

Team Point of Contact

Respondents were also asked to provide information on the institution’s point of contact for the team. In all, 228 respondents provided information regarding the point of contact for their institution’s team (see Table 4.03).

Table 4.03
Institutional Team Point of Contact (n=228)

Point of Contact	*n*	%
Dean of Students	50	21.92
Director of Student Conduct or Other Conduct Staff Member	38	16.66
Assistant/Associate Dean of Students	29	12.71
Case Manager	23	10.08
Other	21	9.21
Chief of Campus Police/Public Safety	15	6.57
Any Member of Team	14	6.14
Assistant/Associate Vice President of Student Affairs	13	5.70
Vice President of Student Affairs	12	5.26
Director of Counseling	8	3.50
Director of Residence Life	5	2.19

Functions of Campus Team

Research question two focuses on the functions of institutional teams that address students' threatening behavior. To address this question, both open-ended response and quantitative data were utilized.

Team Function

Of 178 respondents, the majority, 51.69% (*n*=92), stated that behavioral intervention best describes their team's primary function, while 20.22% (*n*=36) identified threat assessment, 19.10% (*n*=34) identified student care, 7.30% (*n*=13) identified information and referral, and 1.69% (n=3) selected "other." Of those who selected "other," only one respondent elaborated to identify "collaborating across areas and tracking multiple areas" as the main function of the team.

Respondents (*n*=66) who reported that their institution had multiple teams were asked to identify the function of their institution's primary team. Of these, 68.18% (*n*=45) identified behavioral intervention as their primary team's main function, 50% (*n*=33) said threat assessment, 45.45% (*n*=30) said student care, 40.91% (*n*=27) said information and referral, and 1.52% (*n*=1) selected "other" to describe the primary team's function.

In addition, individuals also provided information regarding the additional functions of their institutional teams. Respondents were provided the opportunity to select more than one function. Table 4.04 summarizes information from 227 respondents regarding their institutional team's additional functions.

Table 4.04
Functions Institutional Teams Serve (n=227)

Functions	*n*	%
Sharing information among appropriate offices	208	91.62
Making referrals for students in crisis	196	86.34

Assessing at-risk students	196	86.34
Ensuring appropriate follow-through with students	192	84.58
Keeping records on students who are considered “at-risk” or are in crisis	188	82.81
Responding to student behavior that is disruptive to the university community	186	81.93
Responding to a crisis that threatens the well-being of a student or students	177	77.97
Identifying student behaviors that disrupt the learning environment	153	67.40
Initiation of internal review of the crisis situation	143	62.99
Serving as a source of information to faculty and staff	138	60.79
Responding to incidents where the person of concern is a faculty or staff member	73	32.15
Dealing with students having difficulty academically	65	28.63
Other functions not appearing on the list	26	11.45

Respondents were also asked to identify the types of situations their institutional teams address. Table 4.05 presents the information about those situations provided by 223 respondents.

Table 4.05
Situations Addressed by Institutional Team(s) (n=223)

Situations	*n*	%
Threats of violence to others	205	91.92
Suicidal threats	199	89.23
Emotional distress	197	88.34
Classroom disruption	175	78.47
Inappropriate communication	170	76.23
Diagnosed mental health disorders	160	71.74
Stalking behaviors	140	62.78
Financial difficulties	80	35.87
Failing grades	79	35.42
Other	47	21.07

Mission Statement

In the research survey, respondents were asked to provide information regarding their team’s mission statement, and to submit a mission statement if they had one; the mission statements were analyzed to identify reoccurring themes. Of the 101 respondents who provided information regarding their institutional team’s mission statement, 17 stated that their institution’s team had not developed a mission statement. An analysis of the mission statements

submitted identified several reoccurring keywords and phrases that can be categorized into three themes: team purpose, how team members work together, and which constituencies the team serves.

Team purpose. From a review of institutional team mission statements, information regarding the team(s) purpose was a reoccurring theme throughout the mission statements. References to the team(s) purpose were reflected in language such as *respond to behavior, assess behavior, evaluate behavior, committed to the safety and welfare, educate and intervene with student behaviors.* These statements provide the institutional team with direction as to how it will address behavior of students. The majority of the mission statements (92.94%, *n*=79*)* included phrases and keywords that provided context to the institutional team's purpose.

How team members work together. The mission statements also provided information regarding how the team members will work together to address behavior. Many of the mission statements included phrases such as *collaborative, coordinated efforts to address behavior, proactive, a cross disciplinary group,* and *multi-disciplinary approach.* Though this is not an exhaustive list of phrases, key words that outline how the team works together were highlighted within half (50.58%, *n*=43) of the mission statements provided by the respondents.

Constituencies the team serves. Lastly, a majority of the institutional team mission statements included information addressing constituencies the team serves. The mission statements included phrases such as *the campus community, faculty, staff,* and *students*. Of the mission statements analyzed, 61.90% (*n*=52) of the respondents incorporated information regarding who the teams serves.

Team Awareness

The respondents provided information regarding how their team(s) make the campus community aware of the team's existence and its role in addressing students' threatening behavior. Table 4.06 reflects survey responses from 207 respondents.

Table 4.06
How Institutions Make Others Aware of Team(s) (n=207)

Method	*n*	%
Website	154	74.39
Visits to units/departments to discuss team	138	66.66
Campus electronic notifications to faculty/staff	112	54.10
"Student in distress" folder or other hard copy publication	75	36.23
Brochure	66	31.88
Campus electronic notifications to students	64	30.91
Awareness events	40	19.32
Other	38	18.35
Ads in campus newsletters	9	4.34

Team Records

Individuals also provided information about the methods their institutional team(s) utilized for record keeping. Of the 212 of the respondents, 77.36% (*n*=164) reported that their team(s) kept records and/or notes of their institutional team meetings while 22.64% (*n*=48) reported that they did not. Of the 164 respondents who stated that their institutions kept records of their meetings, 93.25% (*n*=152) stated that their institution kept records of the specific students discussed in these meetings; 6.75% (*n*=11) stated that they did not keep records of specific students. Respondents were also prompted to provide information regarding who has access to the institution team records; Table 4.07 summarizes their responses.

Table 4.07
Team Members Who Have Access to Team Record(s) (n=158)

Member	*n*	%
All members	89	56.33
Dean of Students	65	41.14

Director of Student Conduct Office	56	35.44
Director of Counseling Center	44	27.85
Vice President of Student Affairs	38	24.05
Director of the Department of Public Safety	36	22.78
Director of Housing and Residence Life	31	19.62
Other Members	19	12.03
Director of Campus Health Services	15	9.49
Faculty Representative	10	6.32
Chair Only	10	6.32

Professional Development

Respondents also provided information regarding the training or professional development conducted related to the functions of their institutional team. Of the 218 of the respondents, slightly less than half, or 48.26% (n=106) of the respondents, stated that there is specific training or professional development conducted related to the functions of their team. Over half (51.38%, n=112) of the respondents stated that there was no training or professional development conducted related to the functions of their team.

Perceived Effectiveness

Research question three focuses on the perceived confidence and effectiveness of the institutional teams that address students' threatening behavior. As discussed in Chapter 3, the data collected regarding the campus teams' confidence and effectiveness were analyzed for frequencies, percentages, means, and standard deviations.

Team Confidence

Individuals responded to four questions related to their confidence in their team addressing threatening behavior, as well as their confidence that the team is meeting institutional expectations. Respondents rated their confidence level regarding the team's ability to take responsible action when dealing with student behaviors while also meeting professional

standards and managing legal liabilities. They indicated their level of confidence in their team's ability to encourage reporting of troubling behavior and to offer multiple ways of reporting such behavior. Respondents also indicated how confident they were that administrators within their institution's system understand the difference between making a threat and posing a threat (Table 4.08).

Table 4.08
Confidence in the Institutional Team(s)

Function	Frequency (%)					*n*	*M*	*SD*
	1	2	3	4	5			
Adequately meets expectations	4 (1.87)	11 (5.14)	49 (22.10)	92 (42.99)	58 (27.10)	214	3.88	.93
Manages legal liabilities	5 (2.35)	12 (5.63)	46 (21.60)	90 (42.25)	60 (28.17)	213	3.88	.95
Encourages reporting	4 (1.87)	22 (10.28)	49 (22.90)	64 (29.91)	75 (35.05)	214	3.85	1.06
Understands the difference between making and posing a threat	19 (8.88)	36 (16.82)	66 (30.84)	59 (27.57)	34 (15.89)	214	3.24	1.17

Note. The response format is as follows: 1=Not at all confident, 2=Somewhat confident, 3= Neutral, 4=Confident, 5=Very Confident

Team Effectiveness

Respondents answered two questions regarding their team's effectiveness in addressing threatening behavior. They indicated how effective their teams are at addressing threatening behavior, and how effective the team(s) on campus are in responding to student threats by acquiring information from multiple sources and systems within the campus community (Table 4.09).

Table 4.09
Effectiveness of Institutional Team(s)

Function	Frequency (%)					*n*	*M*	*SD*
	1	2	3	4	5			
Addressing threatening behavior on campus	5 (2.34)	10 (4.67)	57 (26.64)	103 (48.13)	39 (18.22)	214	3.75	.88
Acquiring information from multiple sources and systems	4 (1.86)	14 (6.51)	52 (24.19)	89 (41.40)	56 (26.05)	215	3.83	.95

Note. The response format is as follows: 1=Not at all effective, 2=Somewhat effective, 3= Neutral, 4=Effective, 5=Very Effective

Behavioral Factors

Research question four addresses which student behaviors and characteristics are considered most important when determining which system will address threatening behavior by students. Respondents were presented with two scenarios in the research survey (Appendix E) and were prompted to answer questions regarding which system would typically be utilized to address students' threatening behavior. Respondents also identified factors that would influence their institution's decision and ranked them by importance. Levels of importance were given a weighted score (3=most important, 2=moderately important, and 1=least important). The weighted scores for each response were added together and then ranked to create a list of influential factors from most to least important.

Systems

Respondents were given the opportunity, via an open-ended format, to provide information regarding which system would be utilized to address students threatening behavior. For Scenario One, 186 individuals responded and provided the information summarized in Table 4.10 regarding which system would address the behavior described in the scenario. Many of the

respondents indicated that more than one office would address the behavior. However, to tabulate responses, the researcher used the first office listed that would ultimately address the behavior.

Table 4.10
System to Address Student Behavior for Scenario One (n=186)

System	*n*	%
Collaboration	59	31.72
Behavioral Intervention Team	44	23.65
Threat Assessment Team	35	18.81
Student Conduct	22	11.82
Dean of Students	11	5.91
Case Management/Case Manager	5	2.68
University Police Department/Public Safety	5	2.68
Counseling Center	3	1.61
Other	1	<0.00

Respondents also provided information regarding which system would be utilized to address students' threatening behavior for Scenario Two. For the second scenario, 176 respondents provided the information summarized in Table 4.11.

Table 4.11
System to Address Student Behavior for Scenario Two (n=179)

System	*n*	%
Behavioral Intervention Team	56	31.28
Collaboration	49	27.37
Counseling Center	24	13.40
Case Management/Case Manager	19	10.61
Dean of Students	8	4.46
Threat Assessment Team	8	4.46
Other	6	3.35
Residence Life	6	3.35
Student Conduct	3	1.67

Factors Influencing System Selection

Respondents also provided information regarding the factors that influenced the decision about which system to utilize in addressing the student behavior outlined in Scenario One. The respondents (n=186) were asked to rank factors within three different categories (Most

Important, Moderately Important, Least Important). Respondents were only permitted to select three factors per category. The vast majority of respondents (96.17%, *n*=181) rated the student's immediate threat to self and/or others as the most important factor, followed closely by the student's potential threat, which was rated as most important by 64.80% (*n*=135) respondents. The behavior's effect on the campus community (58.19%, *n*=97) was the factor most commonly selected as moderately important. Limiting the potential legal liability for the institution (58.19%, *n*=97) was most commonly listed as the least important of all seven factors provided. Visual representation of the responses for Scenario One is included in available Appendix J

Respondents also provided information regarding the factors that influenced the decision about which system to utilize in addressing the student behavior outlined in Scenario Two. Again, respondents (*n*=178) were asked to were asked to rank factors within three different categories (Most Important, Moderately Important, Least Important). Respondents were only permitted to select three factors per-category. For this scenario, 96.84% (*n*=176) of the respondents stated that a student's immediate threat to self and/or others was the most important factor. How the behavior affects the campus community (53.59%, *n*=103) was most commonly selected as moderately important. Limiting the potential legal liability for the institution (53.89%, *n*=103) was most commonly listed as the least important factor. Visual representation of the responses for Scenario Two is included in Appendix J

In order to provide a comprehensive list of factors that influence institutional decisions, the scores were weighted and added together for Scenarios One and Two. The table below (Table 4.12) presents the rankings for these factors from the most important to least important.

Table 4.12
Ranked List of Factors

Factors	Score
1. The student's immediate threat to self and/or others	1093
2. The student's potential threat to self and/or others	975
3. The student's history and/or pattern of behavior	895
4. How the behavior affects the campus community	778
5. The results of an institution-requested mental health assessment	711
6. Whether the student has a documented disability	555
7. Limiting the potential legal liability for the institution	532

Note: Weighted scores were tabulated as follows: 1= Least Important, 2=Moderately Important, 3=Most Important.

Chapter Summary

This quantitative research study was designed to explore how institutions utilize various campus systems to address students who exhibit behaviors that are a threat to themselves or others. The data were collected through a Qualtrics survey distributed to members of a professional association for individuals working in campus student conduct. The overall response rate for this questionnaire was 10.85%. The researcher used descriptive statistics such as frequencies, percentages, means, and standard deviations to analyze and describe the data. The researcher collected data regarding institutional team composition and functions. The Director of Counseling Center, Director of Student Conduct, Dean of Students, Director of Housing and Residence Life, Director of the Department Of Public Safety, and Other Campus Police/Campus Security Staff Member were the most common as members of campus teams. Sharing information among appropriate offices, making referrals for students in crisis, assessing at-risk students, ensuring appropriate follow-through with students, keeping records on students who are considered "at-risk" or are in crisis, and responding to student behavior that is disruptive to the university community are functions of the campus teams identified by at least 80% of the respondents. In addition, data was collected regarding the respondents' perceived effectiveness

of their institutional team. Respondents reported moderate confidence in their teams' ability adequately meeting expectations of their institution, effectively managing legal liability when dealing with student behaviors, and encouraging reporting. Respondents reported limited confidence in their teams' ability to understand the difference between making and posing a threat. Also, respondents provided information regarding their team's effectiveness in addressing threatening behavior on campus and the team's ability to acquire information from multiple sources and systems. Respondents also indicated, in response to two scenarios, which system would be utilized to address threatening behavior as well as the factors that influence their decision. Collaboration between multiple systems was the most common way to address the threatening behavior. The student's immediate threat to self and/or others was the most important factor when determining which system to use. Chapter 5 will present a discussion of the study's results.

CHAPTER FIVE

SUMMARY, DISCUSSION, AND IMPLICATIONS

This study provides empirical data on case management models to enhance the understanding of their utilization in higher education. In this chapter the researcher reviews the significant findings of the study and discusses their implications for case management teams, student conduct professionals, and student affairs practices. The researcher concludes by describing the limitations of the study and sharing recommendations for future research related to case management.

Summary of the Study

The purpose of this study was to explore how institutions utilize various campus systems to address students who exhibit behaviors that are a threat to themselves and/or others. Quantitative methods were utilized to answer the overarching research question and the four supplemental research questions. The Association for Student Conduct Administration (ASCA) approved the study and agreed to assist by having the study sponsored by their research committee. ASCA assisted in recruiting participants by emailing their membership to encourage conduct officers with behavioral and threat assessment team responsibility to participate in this study. The response rate for this study, which was conducted electronically using the Qualtrics platform, was 10.85%, with a total of 269 respondents. Descriptive statistics were presented in Chapter Four. Responses to open-ended questions were downloaded to Microsoft Excel for grouping and tabulating. A summary of the respondents' demographic information and a review of the significant findings are presented below.

Demographic Information Summary

Summarizing the participants' demographics provides a clearer understanding of the institutions represented by the data. Participants who completed the survey represented institutions that varied by type (two- or four-year), control (public or private), size (total student enrollment), percentage of students living on campus, and residency requirements. A majority of the respondents represented four-year institutions; a majority were from public institutions with just over a third representing private institutions. Most (62.46%) of the respondents represented institutions with fewer than 15,000 students.

With regard to the percentage of undergraduate students who reside on campus, the largest percentage of respondents (37.08%) stated that fewer than 25% of their students reside on campus, while another third of the respondents indicated that 25% to 50% of their undergraduate students reside on campus. Two-thirds of the respondents for this study had an on-campus population of less than 50% of their enrollment. As it relates to a live-on requirement, a little over half of respondents (51.30%) indicated that their institution had a residential live on-requirement.

Discussion of Findings

The primary objective of this study was to investigate the utilization of multiple case management systems to address students who exhibit behaviors that threaten themselves and/or others. There is limited research regarding the application of case management practices by colleges and universities. This study will assist others in understanding how these systems are utilized and provide insight in addressing threatening behavior. To explore the use of these multiple systems, one overarching research question with four additional sub-research questions were developed for the study. The research questions were as follows:

How do higher education institutions utilize multiple systems to respond to students who exhibit threatening behavior?

i. What is the composition of campus teams used to address students' threatening behavior?
ii. What are the functions of campus teams used to address students' threatening behavior?
iii. What is the perceived effectiveness of campus teams used to address students' threatening behavior?
iv. What student behaviors and characteristics are considered most important when determining which system will address students' threatening behavior?

Quantitative methods were utilized to address the research questions. This section will discuss the significant findings related to the research questions.

Composition of Team

To address the overarching research question, sub-research question one first sought to identify the composition of the campus teams that address students' threatening behavior. Approximately 97% of respondents reported having a team to respond to students exhibiting threatening behavior, with 28% of those respondents stating that their institutions have multiple teams to respond to such behavior. A very small number of respondents reported not having a team, suggesting that teams are now common within higher education, although it also seems likely that individuals who did not have a team were less likely to complete the survey. These teams go by a variety of different names; some of the most commonly mentioned were Campus Assessment Response Evaluation/Education Team (C.A.R.E), Behavioral Intervention Team, and Threat Assessment Team. The distinctions between Behavioral Intervention Teams and

Threat Assessment Teams were outlined within the survey instrument. Campus administrators may utilize the name of their campus team to convey a positive message that they are focused on the interventions that may help students. In addition, utilizing names such as C.A.R.E or Behavioral Intervention Team suggests that the team addresses multiple types of behavior, whereas the Threat Assessment Team may only address students who are perceived as a threat to a campus community.

When asked to identify the job titles of administrators who served on these teams, respondents identified a variety of roles, with the Director of the Counseling Center (84.75%, *n*=189), Director of Student Conduct (81.16%, *n*=181), Dean of Students (66.36, *n*=148), Director of Residence Life (59.19%, *n*=132), and Director of Public Safety/Police (58.29%, *n*=130), being the most common. This information supports the team membership recommendations within the literature (Deisinger, Randazzo, O'Neill, & Savage, 2008; Delworth, 1989/2009; Dunkle, Silverstein, & Warner, 2008; The Jed Foundation, 2013; Van Brunt, Reese, & Lewis, 2015). Many of the positions selected by the respondents regarding who serves on the campus team may also reflect offices and positions that address behavior of students independently. These offices include Student Conduct, Counseling Center, Residence Life, and Public Safety/Police. In addition, the positions most commonly selected also serve very important roles when addressing threatening behavior. For example, the Director of the Counseling Center received the highest number of responses, which is reflective of the need for the team to get information in the form of a mental health consultation. The Director of Student Conduct being the second highest selected office is reflective of the student conduct professionals' experience in addressing behavior on a daily basis and so having expertise in that area. In addition, the respondents of this study were student conduct professionals, which may

have influenced this response. Although this finding was consistent with existing case management team literature, the study also produced a finding that did not align with existing recommendations. Although the literature encourages incorporating legal counsel into these teams, only 29% of respondents stated that a member of legal affairs/general counsel served on their team. The lack of institutions reporting incorporating legal affairs/general counsel may be reflective of the teams' authority to address the students threatening behavior. With limited authority to address behavior in the form of a sanction or conditions for enrollment, there is less of a need for a member of legal affair/general counsel to serve on the team. Another factor that may have influenced the lower number of institutions incorporating legal affairs/general counsel is the respondents' institutions. With most (62.46%) of the respondents representing institutions with fewer than 15,000 students, there may be limited resources available and other pressing priorities for legal affairs to address, and the campus may not have full-time legal affairs staff.

Respondents also identified various administrators serving as chair of the institutional team, with the largest number, 38.46% (*n*=85), reporting that the Dean of Students chaired their institution's team while an additional 11.31% (*n*=25) stated that the Vice President of Student Affairs chairs the team. At many institutions, particularly small institutions such as those that represented in the majority of survey responses, an individual may serve as both the Dean of Students and Vice President of Student Affairs. Also as some institutions, the Dean of Students and the Vice President of Student Affairs are both considered senior student affairs officers. Having the Dean of Students or the Vice President of Student Affairs as the chair allows the high-ranking student affairs administrator to have insight and decision-making influence when addressing threatening behavior. In addition, having the Dean of Students and/or the Vice President serve as the chair of the institutional team may also impact the discussion of the

members of the institutional team. Team members may defer to the senior student affairs officer instead of offering suggestions to address behavior.

When asked to identify the position that served as the point of contact for the team, respondents most commonly (34.63%, *n*=79) identified the Dean of Students or a staff member within the Dean of Students' office as serving in that role. Van Brunt et al. (2015) stated that the Dean of Students is often the first line of contact for faculty and staff concerned about students who may pose a threat. The Dean of Students' office is typically a central location of information for students. In addition, historically the Dean of Students is the role that addresses behavior. The Dean of Students position is also seen as the position that would be an expert in student development theory while also possessing knowledge of educational law that effect students (Van Brunt, et al, 2015).

For this research study, the data provided information on the descriptors most often used to identify institutional teams that address threatening behavior. The three most common team names were C.A.R.E. Team, behavioral intervention team and threat assessment team, suggesting that the purpose of the campus team influences the name. The composition of these teams members vary, with the majority of the respondents listing Director of Counseling Center, Director of Student Conduct, Dean of Students, Director of Housing and Residence Life, Director of the Department Of Public Safety, and Other Campus Police/Campus Security Staff Member as members of their campus team. The Dean of Students position was most frequently identified as serving as the team's chair and the team's point of contact. Historically, the Dean of Students position is the primary location to address student behavior, with many Dean of Students offices having responsibility for student conduct. It is logical, then, that the Dean of Students position would serve as the point of contact to collect information regarding a student's

behavior. This data provides guidance regarding most common practices for institutions who are reviewing their institutional team.

Functions of Campus Teams

Sub-research question two focused on functions of campus teams that address threatening behavior. One significant finding concerns the use of behavioral intervention teams versus threat assessment teams. Though the literature review notes that the names "behavioral intervention team" and "threat assessment team" may be used interchangeably, the respondents were provided with definitions distinguishing behavioral intervention teams from threat assessment teams. Behavioral intervention teams engage in assessment, direct students to appropriate resources, and develop interventions to assist the students (Eells & Rockland-Miller, 2011). Threat assessment teams work to intervene with and mitigate the risk presented by students whose behavior threatens to harm either themselves or others, or who pose a significant disruption to the learning or living environment (Deisinger et al., 2008). Just over half of the respondents stated that behavioral intervention is the primary function of their team; this supports that these teams not only address behavior but also support the development of the student. In addition, it suggests that these teams may be multifunctional, with a threat assessment team only working to mitigate the risk of the student from the campus community.

Respondents identified a wide variety of functions performed by their institutional teams. More than half of respondents selected the following 10 functions:

- sharing information among appropriate offices (91.62%, n=208)
- making referrals for students in crisis (86.34%, n=196)
- assessing at-risk students (86.34%, n=196)
- ensuring appropriate follow-through with students (84.58%, n=192)

- keeping records of students considered at-risk or who are in crisis (82.81%, *n*=188)
- responding to student behavior that is disruptive to the university community (81.93%, *n*=186)
- responding to a crisis that threatens the well-being of a student or students (77.97%, *n*=177)
- identifying student behaviors that disrupt the learning environment (67.40%, *n*=153)
- initiating an internal review of the crisis situation (62.99%, *n*=143)
- serving as a source of information for faculty and staff (60.79%, *n*=138)

These 10 functions of a primary team align with the findings of previous literature on behavioral intervention and threat assessment teams (Delworth, 1989/2009; Dunkle et al., 2008; NASPA, 2009; Van Brunt et al., 2015). The information regarding the functions of the team provides context regarding the campus teams' importance within the campus community in addressing behavior. With sharing information among appropriate offices being the most common function, and making referrals tied for second, it appears that these teams are utilizing a multidisciplinary approach to addressing behavior.

There were also findings regarding the teams' mission statements. Randazzo and Plummer (2009) stated that a team's mission statement provides context that guides the team in determining the types of issues it will handle. To provide this guidance, many mission statements collected as part of this study included elements addressing the team's purpose, a brief description of how the institutional team members will work together, and information regarding who the institutional team will serve. To address the question of purpose, mission statements often identified the team's responsibility for assessing behavior, referring students to other services, and providing interventions that assist in addressing student behavior. Mission

statements also frequently used terms such as *collaborative* or *multi-disciplinary* to describe how the team works together. Lastly, mission statements often identified whom the institutional team was charged with serving, mentioning the institutional community, students, faculty, and/or staff. Within the mission statements that were analyzed, the most dominant element was the purpose of the team. The team's understanding of its purpose is critical when addressing student behavior, and that purpose must be clearly defined for the campus community. The team's mission statement should include elements that outline the team's purpose and how the institutional team works together. When administrators review their institutional team's purpose or mission statement, they should be sure to include the elements that identify the team's purpose and responsibility, information regarding who the team will serve, and information regarding how the members of the team will work together.

In order for these teams to be effective in carrying out their mission, they must ensure that others within the campus community are aware of their presence and their work. Raising awareness of the campus team is a crucial element in its success in addressing behavior. Most institutions publicize their campus team via website (74.39%), with visits to other units and offices to discuss the team being reported by more than half of the respondents (66.66%). This information is consistent with the guidance provided by NASPA-Student Affairs Administrators in Higher Education. In a book entitled *In Search of Safer Communities* (2009), NASPA advocates providing multiple avenues for making the campus community aware of campus teams. In order to effectively use a website to raise awareness of the campus team, the campus community should be provided the publicity about the website and be encouraged visit the website on a consistent basis. It was surprising that more respondents did not mention using

printed signs and/or material like hard copy publications, such as brochures or “student in distress folders” to raise awareness.

Team functioning can be enhanced by effective training or professional development. However, about half of the respondents (51.38%, n=112) reported that their team did not conduct any training or professional development. The lack of training or professional development for team members may be based in an assumption that their expertise related to the functional areas represented is sufficient. However, functional area expertise does not necessarily or automatically translate to expertise in working in a multidisciplinary, collaborative team. The institutional team may be less likely to collaborate and share information effectively without conducting trainings related to those activities. Though team members’ functional areas may provide professional development opportunities, it is also important that institutional teams conduct training exercises as well. With campus administrators playing a crucial role in serving on a campus team, these institutional team members must be provided an opportunity to learn about most effective practices when addressing student behaviors. Professional associations in the individual functional areas that are most commonly involved with the campus teams can also provide learning opportunities to support members with team responsibilities on their campuses. For example, the Association of Student Conduct Administrators provides a community of practice focused on behavioral intervention and threat assessment practices. Teams must continue to develop and explore training and staff development opportunities in order to improve the practices of addressing behavior.

Perceived Effectiveness

Sub-research question three focuses on the perceived effectiveness of the institutional teams used to address students’ threatening behavior. Results related to confidence in the teams’

effectiveness suggest that practitioners are generally confident in their team's ability to meet expectations, manage legal liability and encourage reporting. On the other hand, the practitioners expressed less confidence in the team's ability to understand the difference between making a threat and posing a threat. Deisinger et al. (2008) provided guidance when working on the assessment of threatening behaviors, asserting that the team must gather relevant information to determine if a student poses a threat and not whether a student as made a threat. For example, a student *makes* a threat when they express information regarding the intent to harm themselves or others, while a student *poses* a threat when they engage in behavior that suggests planning has taken place to act on the expressed intent. It appears that some institutional teams must continue to work to improve their confidence within this area. For institutional teams to make informed decisions regarding addressing behavior, having confidence when considering the difference in posing a threat and making a threat is critical.

In addition, the study yielded findings regarding perceptions of both the institutional teams' effectiveness in addressing threatening behavior on campus (*M=3.75, SD=0.88)* and their ability to acquire information from multiple sources and systems (*M=3.83, SD=0.95).* Respondents reflected their confidence in addressing the threatening behavior on campus. With this confidence, the standard deviation reflects a variation from the reported mean score with 66.24% (*n*=142) responding at 5 or 4 on a five point Likert scale. With 66.24% responding at 5 or 4, the mean score was still at just 3.75, indicating that the remainder of the respondents reflected very low confidence in addressing threatening behavior on campus. Confidence in the ability to acquire information from multiple sources and systems also reflected a variation from the reported mean score, with 67.45% responding at 5 or 4 on a five point Likert scale (*n*=145). However, the remaining respondents reflected very low confidence in the ability to acquire

information from multiple sources/systems. With the mean score reported at 3.88, the remaining 33.55% of the respondent scores greatly influenced the mean score. Such variability in perceptions reinforces the need for teams to communicate with the campus, to enhance the confidence the community has about their work. The respondents' perception of the institutional teams' effectiveness in addressing threatening behavior on campus and their ability to acquire information from multiple sources/systems is supported by literature, which includes Delworth's (1989/2009) Assessment-Intervention of Student Problems (AISP) model. Delworth's AISP model stresses the importance of employing multidisciplinary approaches and accessing multiple sources of information to intervene in student behavior. The perceived effectiveness in utilizing a multidisciplinary approach confirms the need for campus team members to work together to determine the best student intervention when necessary. In order for the campus team to be effective, the team must collect information from multiple sources. The responses support that institutions are utilizing information from multiple sources and systems in order to address behavior. The identification of a student's behavioral pattern is important to the effectiveness of the team.

Behavioral Factors

Sub-research question four addresses the behaviors and characteristics considered most important when determining which system will address specific examples of students' threatening behavior. The respondents were given two case study scenarios and asked to identify which system on their campus would address the behavior described. In addition, the respondents were asked to support their answers by ranking the factors that influenced their decision. The first scenario described the behavior of a student who lives off campus, expressing hostile language to an instructor via email. In addition, the student's roommate also reported

concerning behavior to the Dean of Students Office. The second scenario described a depressed residential student having a hard time adjusting to the university setting while also engaging in self-injurious behavior with an apparent suicide attempt.

Though multiple individual systems were identified by the respondents, collaboration amongst systems and the behavioral intervention team were the most utilized to address behavior within both case studies. For scenario one, respondents identified collaboration amongst multiple systems as the most appropriate way to address the behavior described, while the behavioral intervention team was the second most identified system utilized to address the described behavior. For scenario two, the behavioral intervention team was the most frequently identified system to address the described behavior, and collaboration amongst multiple systems was identified as the second most frequent to address described behavior. Though the scenarios outline two very different behaviors, the respondents seem to agree that collaboration amongst multiple systems and the behavioral intervention team are the most appropriate means of addressing the described behavior. It is interesting to note that within the first scenario, the Dean of Students office was previously notified about the student's behavior, which the majority of respondents listed as the point of contact for their behavioral team. In addition, the first scenario described behavior that some could deem concerning, and required more collaboration amongst campus partners. The second scenario posed a different challenge for the respondents. The student described in the second scenario engaged in behaviors that required immediate intervention. These two slight differences can influence an administrator's response. An incident that requires an immediate response will require swift action, which will require less collaboration or coordination amongst different offices.

There were also findings regarding the factors that influence institutional decisions about which system would address the student behaviors in these scenarios. Weighted scores were calculated to determine which factors were most important, moderately important, and least important in making these decisions. Based on the data, whether a student was posing an immediate threat to self and/or others was the most important factor in determining which system would address the behavior, while limiting potential legal liability for the institution was the least important factor. With the respondents of this study comprised of administrators within student conduct, it is understandable that the data reflects the importance of the student's threat level influencing which system will address the behavior. Conduct administrators address student behavior frequently, which may have influenced the respondents in determining which factors were more important.

Respondents stated that limiting potential legal liability for the institution was the least important factor when selecting which system would address the student behavior in the scenarios provided. Van Brunt et al. (2015) argued that institutional teams should work to ensure safety and well-being of the campus community. Safety concerns are an important component of legal liability, given the special relationship that exists between the institution and its students. In essence, when considering an intervention, the safety of the student, in addition to the safety of the campus community, is of the upmost importance, and by prioritizing safety issues, the team is also addressing liability concerns. The implications for case management teams of the findings regarding institutional decision-making will be examined later in this chapter.

Overarching Research Question

The overarching research question for this study sought to determine how higher education institutions utilize multiple behavioral systems when responding to students who

exhibit threatening behaviors. Many of the findings within the supplemental questions provide clarity of how multiple behavioral systems are utilized. Many respondents identified two or three offices that collaborate when addressing students' threatening behavior. The utilization of these systems thus requires not only a collaborative effort from a multidisciplinary team, but also significant coordination among these offices. This coordination is important in ensuring that students who demonstrate threatening behavior have access to the necessary resources to insure their own safety and the safety of others. The approach of coordinating between multiple offices is the most effective when a team lacks the authority to enact behavioral restrictions such as sanctions or behavioral contracts. The team approach is the most effective measure to address threatening behavior when the team has been given the authority to implement sanctions and/or conditions to ensure the safety of the campus community. Working within a multi-disciplinary team with members of various experience and expertise allows for discussion regarding the appropriate measures to address a student's behavior.

With the coordination of multiple systems and having multiple staff members representing these offices playing an important role in addressing student behavior, it is important to have a central point of contact to coordinate the efforts of addressing behavior. Within this study, the Dean of Students and/or the staff member within the Dean of Students office was identified as the most common point of contact to report behavior to an institutional team. The Dean of Students office is an appropriate central location to report concerning student behavior. At most institutions, the Dean of Students office serves as the central location for student issues for all within the campus community (Van Brunt, et al, 2015).

In addition to the point of contact, it is also important to understand how the members of an institutional team assist in the coordination of the offices to address behavior. Within the

data, the offices that were listed as collaborating to address behavior were also represented within the membership of the team. For example, offices listed as needing to coordinate included the student conduct office, counseling center, and housing and residence life; these offices also typically had representation on the team. It seems, then, that the collaborative function of the team is often carried out through the composition of the team, making the choices about team representation doubly important.

Implications for Practice

Applying research to practice is critical in advancing the student affairs profession. Utilizing the findings of empirical research in the practice of behavioral case management can significantly influence the development of case management models at higher education institutions nationwide. Based on this research, case management teams, student conduct administrators, and student affairs professionals should review the following implications.

Implications for Case Management Teams

This research study supports the importance of case management teams and the functions they serve in addressing students who exhibit threatening behaviors. The results highlight several elements of the case management team that are important for such teams to consider to improve their processes and policies for addressing threatening behavior.

The results of this study reinforce the importance of the mission statement for institutional case management teams. Deisinger et al. (2008) stated that a well-written mission statement clarifies the team's goals and purpose in addressing behavior. Van Brunt et al. (2015) noted that the mission statement should outline the team's scope and focus, and should be disseminated throughout the entire campus community. Many of the respondents in this study provided statements that outlined their team's purpose, described how their institutional team

members work together, and/or provided information regarding whom the institutional team serves. It is vital for case management teams to develop sound mission statements to inform their campus community as to what behavior their team will address. In addition, a mission statement is important for defining the group's purpose for both internal and external constituents.

Case management teams must also ensure that the campus community clearly understands the team's functions within that community. The team functions include effective outreach and communication to the university community regarding what types of behaviors the case management team will address. To encourage reporting, it is also imperative to provide the campus community with information regarding the point of contact for concerns about student behavior.

In addition to having a clear understanding of their functions, case management teams must also examine their important role in ensuring campus safety. Respondents identified limiting the institution's potential legal liability as the least important factor in determining which system will address behavior. Though this is the case, limiting liability can be seen as a byproduct of ensuring campus safety. Case management teams must understand how their role in assessing the threat a student poses to the university community contributes to the overall safety of campus. Campus safety, which includes a duty to protect students, is an element of the relationship between a student and the institution. Due to the special relationship that exists between the student and the institution, colleges and universities have a duty to protect students from foreseeable harm (Kaplin & Lee, 2014). These institutional teams are thus charged with helping to keep the campus safe from foreseeable harm. Working to keep a campus community safe from foreseeable harm limits the liability that may arise if the campus community is aware

of a student who poses. Case management teams must continue to consider how they can assist in ensuring the safety of the campus community by addressing threatening student behavior.

When addressing student behavior, it is important for the institutional team to communicate effectively with other systems that address behavior. This study found that institutions also utilize multiple systems to address threatening behavior. Respondents reported that case management may be the system that addresses behavior, but students may also be referred to additional systems, such as the student conduct office. In order for this process to work effectively, coordination between these offices must occur. The advantage of this coordination is that it allows the student to receive an intervention from the office best suited to address the specific issue. These offices must be in constant communication to share information that may influence the interventions provided for this student. A potential disadvantage of this coordination, and behavior being addressed through multiple systems, is that coordination could delay the intervention to assist a student. It is important the system responsible for the initial contact with the student have the authority to address the behavior in a timely fashion.

Case management teams must provide more trainings and professional developments opportunities in order to improve their teams. Such training and professional development opportunities may include table-top exercises or attending a professional conference focused on case management or addressing student behavior. Trainings and professional development for case management teams can focus on how the members of a multi-disciplinary team work together. This may include information regarding professional standards of each team member. In addition, it is important for members of a team to have training and professional development on collaborations. Members of the team must clearly understand what it means to work collaboratively to address behavior.

Lastly, when considering training and development it is also critical that case management teams understand that each situation and/or scenario addressed will pose unique challenges. Though the concepts of addressing threatening behavior will remain, each situation will require an individualized approach. It is important to conduct training and professional development exercises to foster consistency when addressing behaviors.

Implications for Student Conduct Administrators

The participants in this research were members of the Association for Student Conduct Administration (ASCA). It is important for student conduct administrators to understand the implications of these research findings and to recognize the importance of their own role on a case management team. Student conduct administrators address student behavior on a daily basis. In this study, 81.16% (n=181) of the respondents reported that the Director of Student Conduct was a member of their institutional team, and 12.67% (n=28) of the time served as chair of the team. The Director of Student Conduct or another conduct staff member serves as the point of contact for the institutional team 16.66% (n=38) of the time as well. Having the Director of Student Conduct serve as the team's chair and the point of contact allows for reports of threatening behavior to be maintained at a central location within the institution. Though many stakeholders may have information regarding a student's behavior, it is important to have a central collection point for reports of a student's behavior to facilitate the identification of patterns and repeated incidents.

Student conduct administrators must be prepared to address threatening behavior that violates the code of conduct. The scenarios presented to the respondents outlined behavior that poses a risk to the student and/or the campus community. Some respondents indicated that such behavior would be addressed through the student conduct process. As Stoner and Lowery (2004)

observed, institutions must adopt a code of conduct that addresses disciplinary policies, and procedures should align with their campus culture. In addition, as stated within this study, many offices coordinate to address threatening behavior. Within this coordination, it is important for student conduct administrators to make sure their code of conduct allows such coordination. The code of conduct outlines the disciplinary policies and procedures for all members of the campus community. Within the code of conduct, the representatives who administer the code of conduct are identified, as well as parties or campus units with whom they can share information. These identified student conduct administrators must have codes of conduct that guide institutional action when a student exhibits threatening behavior.

Implications for Student Affairs

It is important for student affairs practitioners to recognize the value of a multidisciplinary team in addressing threatening student behaviors, as well as to understand the multiple roles, both inside and outside of student affairs, of those serving as members of that team. Student affairs practitioners as well as others on campus are involved in behavioral case management teams. The results of this study confirm the importance of collaboration within behavioral intervention teams (Dunkle et al., 2008). Student affairs practitioners must be mindful that in addition to serving as members of behavioral case management teams, other stakeholders often look to student affairs professionals for leadership on such teams. Student affairs practitioners must continue to seek training and professional development opportunities to ensure they are indeed the experts in how these teams address behavior within their campus community.

In addition, given the collaborative nature of institutional teams, student affairs practitioners must be cognizant of the factors case management teams consider when deciding which system(s) will address threatening behaviors. Student affairs practitioners who witness

threatening behavior must also know where and to whom such behavior should be reported. Student affairs practitioners should know which staff member on their campus serves as the point of contact and is responsible for collecting information regarding behaviors to be addressed by a campus team. Though the Dean of Students position was most often identified in the responses as serving as the team(s) point of contact, it did not receive the majority of responses. There were several different positions identified as serving as the point of contact of their institution's team. Student affairs practitioners, as well as the entire campus community, must have institutional knowledge regarding the point of contact of their campus institutional team. It is crucial for the entire campus community to contribute to the safety of all students, faculty, and staff.

Limitations

This study had several limitations identified by the researcher. The study utilized a sampling of individuals who are members of ASCA, an international organization for student conduct professionals. Though many members have case management responsibilities, others who may not have case management responsibilities were also invited to participate. Some of the responses may have been skewed because they all came from a conduct perspective. An example of this could be reflected in the responses related to who serves on the team, in which the Director of Student Conduct received the second most responses. Future research should consider a sample more targeted to professionals who have direct responsibility serving on campus teams to explore utilization of multiple systems to address student behavior.

A final limitation of this study, identified during data analysis of institutional mission statements, was the ability of multiple administrators from the same institution to complete the online research survey. The possibility of multiple administrators from a single institution

completing the survey potentially skews the data by having the same responses from an institution collected more than once. Collecting information regarding the institution each respondent represents would assist with reporting information from multiple individuals at a single institution.

Suggestions for Future Research

This study was an exploratory examination that provides a foundation for future empirical research on how institutions address students' threatening behavior. The researcher hopes the findings from this study will promote a better understanding of how institutions utilize multiple systems to address behaviors. Four main recommendations for future research emerged from this study.

First, this research study was a quantitative, exploratory study that provided foundational information regarding case management models. The study investigated respondents' confidence in the case management team at their institution and their assessment of the team's effectiveness. Future research should use qualitative methods to explore the basis for respondents' ratings of their team's effectiveness, the reasons they do or do not have confidence in these teams, and their rationale for decisions regarding which team to use in particular situations. Utilizing qualitative research to complete a more in-depth case study focused on a limited number of institutions will assist in providing further insight into case management models.

Second, the researcher solicited responses only from members of the Association for Student Conduct Administration (ASCA). Future research examining the utilization of multiple systems to address students' threatening behavior should involve a larger sample and one that is more diverse in professional function. To obtain this sample, a researcher may choose to solicit responses from members of the Higher Education Case Managers Association (HECMA) and/or

the National Behavioral Intervention Team Association (NaBITA). In addition, a researcher may choose to solicit responses from senior student affairs officers to provide an additional perspective. Also, a researcher may also solicit responses from the members of professional associations in other functional areas that typically serve on an institutional team, such as campus police/security and counseling center administrators.

Third, future research is needed to explore how institutional demographics influence institutions' use of multiple systems to address student behavior. Within this study, the researcher collected institutional demographic information as a means of describing the institutional characteristics represented by respondents. To better contribute to the literature involving behavioral case management, further examination is needed of the ways institutional type (two- versus four-year), size, and location influence how institutions address behavior. An examination of the influence of institutional type on how they address behavior will allow researchers to provide empirical data regarding practices most appropriate to various institutional types.

Fourth, sub-research question four in this study examined which systems the institution would utilize to address behavior. Respondents reported which system would be responsible for addressing behavior and identified the factors that would influence that decision. Further research is needed to examine behavioral intervention and threat assessment teams, the authority granted to them by their respective institutions, and how they address different elements of a situation.

Conclusion

In March 2017, the researcher invited the Association for Student Conduct Administration (ASCA) members to complete a Qualtrics questionnaire related to the utilization

of systems that address students' threatening behavior. Findings indicated that institutions utilized a coordinated approach when engaging multiple systems to address threatening behaviors. These multiple systems include behavioral intervention teams, office of student conduct, office of public security/police, counseling and housing/residential life. Within this coordinated approach, these systems must remain in constant communication in order to address behavior effectively. Additionally, members of these additional systems also serve as members of the multidisciplinary team. This supports the need for a coordinated effort to address behavior.

It is also important to point out that half of the respondents mention that their institutional team(s) did not conduct trainings or professional developments regarding their team functions. Leaders of functional areas who are perceived to be experts within their assigned function also require training and professional development on how use their expertise to serve the campus community by serving on their campus team. Several implications for practice and four recommendations for future research were presented in this chapter. It is the researcher's hope that this study will provide its readers with further understanding of the importance of coordination and of training and professional development when addressing threatening behavior. It is also the researcher's hope that this study will provide information to strengthen the practice regarding how case management models are utilized within higher education. Campuses have established teams to provide a multidisciplinary approach to address behavior. These multidisciplinary teams should have an established mission statement that provides guidance as to the team's purpose. In addition, campus teams must provide training and professional development that will assist members in understanding each member's role. Professional development should be offered to assist members in understanding how to work collaboratively

within a campus community. Lastly, campus administrators must clearly identify the factors that are most essential when addressing students' threatening behavior in order to mitigate threats, reduce liability, and, most importantly, ensure the safety of students and of the campus community.

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APPENDIX A
Request to Study ASCA Membership

Request to Study ASCA Membership Application
Dated: April, 2015

Study Title: An Exploratory Study of How Institutions Utilize Systems to Respond to Students who are Exhibiting Threatening Behavior
Lead Researcher: Douglas Bell
Institutional Affiliation of Lead Researcher: University of Georgia
E-Mail Address of Lead Researcher: dbell1@uga.edu
Phone Number of Lead Researcher: 901-634-3684
Mailing Address of Lead Researcher: 5703 Silverthorn Glenn Dr. Spring, TX 77379
Additional Researchers & Institutional Affiliation: Laura Dean (Advisor), University of Georgia

Instructions
This application and all requested supporting documents should be combined into a single PDF document. The completed application packet in PDF form should be e-mailed to the chair of the ASCA Central Office at asca@tamu.edu. While information about the application process is contained on the ASCA Website, www.theasca.org all questions should be directed to the ASCA Research Committee Chair, Andrea Seiss Temple University at caporale@temple.edu.

Application Questions (please check the appropriate box below)
1. Nature of Study:

☑ Quantitative ☐ Qualitative ☐ Mixed-Methods

2. Basis for study:

☑ Doctoral Dissertation ☐ Master's Thesis ☐ Independent Research

3. How do you plan to initiate the study:

☑ By e-mail invitation ☐ By postal mail invitation

4. What portion of ASCA membership do you plan to study (specific information requested later):
☑ All ASCA membership
☐ Random sample of ASCA membership
☐ Selected sample of ASCA membership (i.e., just four year or two year institutions)
☐ Random sample of selected ASCA membership (i.e., one member from two year schools)
☐ Other

5. Are all researchers members of ASCA?

☐ No ☑ Yes - membership number(s):

6. Do you plan to submit your study requests in manuscript form the ASCA Journal?

☐ No ☑ Yes

7. Do you plan to present a program at the ASCA Annual Conference about this study?

☐ No ☑ Yes

Information to be Included in the Application (responses may be typed into a separate document)

1. Study abstract [350 word limit]
2. Describe the specific portion(s) of the ASCA membership database that you wish to study (i.e., all membership, random sample, just four year institutions, etc.) [150 word limit]
3. Describe the plan and timeline for your study invitations. This narrative should include the nature of contacts with ASCA members as well as the number of contacts and the specific dates that you wish these contacts to occur. Please note that the ASCA Research Committee may need to work with you to set the specific dates for contact if your request is granted. [350 word limit]
4. Describe your study's benefit to the ASCA membership and contribution to literature in the field of conduct administration. [200 word limit]
5. Describe your protocol to insure the confidentiality of ASCA membership during your study as well as to insure that the ethics of ASCA members are not compromised during your study. Please note that all quantitative studies are required to insure that participation is both voluntary and anonymous. [250 word limit]
6. Please attach a copy of the invitation letter(s) you wish distributed to ASCA membership. It is recommended that different language be used in each contact letter, so please include a copy of each individual invitation letter you wish to use. Please note that the ASCA Research Committee may recommend alterations to your invitation letters if deemed appropriate.
7. Please attach a copy of your proposed study instrument (at this stage, the instrument may still be in draft form).
8. Please attach a completed copy of your institution's IRB protocol that you plan to submit for this study. It is noted that you will not have previously submitted this document to the IRB (as permission to study ASCA membership has yet to be granted), but this information is vital to the ASCA Research Committee's decision-making. If you will not be seeking IRB approval, please describe why in detail.
9. Describe any additional information that you wish to share with the ASCA Research Committee.

APPENDIX B
Recruitment Email

Working with students who exhibit threatening behaviors to self or others can be very challenging for student affairs administrators. This is especially true for student conduct administrators and case managers. My name is Douglas Bell and I am conducting research as a part of my doctoral dissertation under the direction of Dr. Laura Dean in the Department of Counseling and Human Development Services at the University of Georgia. Given the limited empirical data on the utilization of student conduct processes, threat assessment teams, and/or behavioral intervention teams, I am seeking a better understanding of how institutions develop and manage these systems to address threatening student behavior.

Participating in this study is completely voluntary and will involve completion of an online survey. The survey should take approximately 15 minutes to complete. The results of this study may be used in reports, presentations, and publications, but the researcher will not identify you or your institution. If you feel that you are not the administrator with the appropriate knowledge regarding how your institution implements multiple systems (student conduct, behavioral intervention teams, threat assessment teams, etc.) to address threatening behavior, please forward this email to the appropriate potential respondent.

There are no known risks for participating in this study. However, by participating, you will support furthering the research about student conduct, threat assessment, and behavioral intervention practices.

Thank you in advance for your consideration. If you have any questions, please call me at 901-634-3684 or e-mail me at dbell1@uga.edu. You may also contact Dr. Laura Dean at 706-542-1812 or by email at ladean@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 629 Boyd GSRC, Athens, GA 30602; telephone (706) 542-3199; e-mail address irb@uga.edu. The study has received approval through the UGA IRB process.

Thank you in advance for your participation in this study. To take the survey, click on the following link: https://ugeorgia.qualtrics.com/SE/?SID=SV_ewH2J7JyQBcysFn

Sincerely,

Douglas Bell
Doctoral Candidate
University of Georgia

APPENDIX C
Recruitment Reminder Email

Two weeks ago, you were invited to participate in a research study that will examine how institutions develop and manage multiple systems to address threatening student behavior. If you have already completed the online survey, thank you for your participation. If you have not completed the survey, you are invited to complete the survey at this time.

Participating in this study is completely voluntary and will involve completion of an online survey. The survey should take approximately 15 minutes to complete. The results of this study may be used in reports, presentations, and publications, but the researcher will not identify you or your institution. If you feel that you are not the administrator with the appropriate knowledge regarding how your institution implements multiple systems (student conduct, behavioral intervention teams, threat assessment teams, etc.) to address threatening behavior, please forward this email to the appropriate potential respondent.

There are no known risks for participating in this study. However, by participating, you will support furthering the research about student conduct, threat assessment, and behavioral intervention practices.

Thank you in advance for your consideration. If you have any questions, please call me at 901-634-3684 or e-mail me at dbell1@uga.edu. You may also contact Dr. Laura Dean at 706-542-1812 or by email at ladean@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 629 Boyd GSRC, Athens, GA 30602; telephone (706) 542-3199; e-mail address irb@uga.edu. The study has received approval through the UGA IRB process.

Thank you for your participation in this study. To take the survey, click on the following link: https://ugeorgia.qualtrics.com/SE/?SID=SV_ewH2J7JyQBcysFn

Sincerely,

Douglas Bell
Doctoral Candidate
University of Georgia

APPENDIX D
Consent Information

Dear Student Affairs Professional:

As indicated in my email message, my name is Douglas Bell and I am conducting research as a part of my doctoral dissertation under the direction of Dr. Laura Dean in the Department of Counseling and Human Development Services at the University of Georgia. I invite you to participate in a research study to answer questions regarding the utilization of student conduct processes, threat assessment teams, and behavioral intervention teams. We are inviting participation from professionals who work in student conduct and professionals who work with student behavioral case management who also have knowledge of threat assessment and/or behavioral intervention teams. We hope that you will participate.

Your participation will involve responding to an electronic questionnaire. The questionnaire contains 30 questions (some multi-part and some open-ended) and should take approximately 15 minutes to complete. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled.

Your participation will be confidential; the questionnaire does not ask for any individually identifiable information, and the survey system we are using does not keep IP addresses. Please note that Internet communications can be insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. Any individually identifiable information will be deleted and/or destroyed immediately upon receipt. If you are not comfortable with the level of confidentiality provided by the Internet, please feel free to print out a copy of the questionnaire, fill it out by hand, and mail it to Douglas Bell, 413a Aderhold Hall, UGA, Athens, GA 30602, with no return address on the envelope. The results of the research study may be published, and the published results will be presented in summary form only.

The findings from this project may provide information on practices surrounding student conduct, threat assessment, and behavioral intervention. There are no known risks or discomforts associated with this research. Benefits of this study include greater understanding of current practices in student conduct, threat assessment, and behavioral intervention.

If you have any questions about this research project, please feel free to call (901) 634-3684 or send an e-mail to dbell1@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 629 Boyd GSRC, Athens, GA 30602; telephone (706) 542-3199; e-mail address irb@uga.edu. The study has received approval through the UGA IRB process.

By clicking on the “Next” button below, you will be taken to the next page. By navigating forward and completing the questionnaire, you are agreeing to participate in the above described research project.

Thank you for your consideration. Please print this page for your records.

APPENDIX E
Questionnaire

This questionnaire explores student conduct, threat assessment, and behavioral intervention practices used on college and university campuses to address students who are exhibiting threatening behavior. The researchers are particularly interested in understanding the utilization of multiple systems to address behavior. Your participation in this study is valuable and greatly appreciated.

These definitions may be helpful in answering the questions that follow. Please keep them in mind as you complete the survey:

Behavioral Intervention Team is defined as a multi-disciplinary team that engages in the assessment process by directing students to the appropriate on- and off-campus resources and developing specific interventions for dealing with students of concern.

Contact/Point Person is defined as the staff member(s) who is responsible for collecting information regarding a particular student.

Systems are structural components used to address behavior; these include the mission, policies, and procedures of implementation, which are influenced by the characteristics and mission of the institution.

Team is defined as a general term that could describe a committee, task force, or a group of university representatives.

Threat Assessment Team is defined as a multi-disciplinary team that interacts with and operates in crisis situations. The team is available to review and discuss any students whose behavior has raised concerns and who may be at risk of harming either themselves or others, or who pose a significant disruption to the learning or living environment.

Threatening Behavior is defined as behavior that poses an immediate threat to self and/or others.

Portions of this survey were adapted from Mardis, J. M., Sullivan, D. J., & Gamm, C. (2013). Behavioral-intervention and threat-assessment teams in higher education: Results from an exploratory study. *Journal of the Association of Student Conduct Administrators, 5*(1), 1-38.

Questionnaire

1. Type of institution
    - 2 year
    - 4 year

2. Indicate whether your institution is public or private:
    - Public
    - Private (non-profit and for-profit)

3. Indicate the size of your institution in regards to headcount:
    - 5,000 or fewer
    - 5,001 – 15,000
    - 15,001 – 25,000
    - 25,001 – 35,000
    - More than 35,000

4. Percentage of undergraduate students who reside on campus
    - Less than 25%
    - 25-50%
    - 51-75%
    - More than 75%

5. Does your campus have a residential live-on requirement?
    - Yes
    - No

Team Information:

6. Do you have a team designed to respond to students of concern or in crisis?
    - Yes – one team (Skip to question 8A)
    - Yes – multiple teams (Skip to question 8B)
    - No – SKIP TO END OF SURVEY

7. What is the name of the team that most commonly addresses threatening behaviors of students?

8A. Which best describes the function of your team?
    - Behavioral intervention
    - Threat assessment
    - Information and referral
    - Student care
    - Other

8B. Which best describes the function of your primary team?

- Behavioral intervention
- Threat assessment
- Information and referral
- Student care
- Other

8C. If you answered "other" on the above question, please specify (VIEW LOGIC IF OTHER IS SELECTED)

9. If your team has a mission or objective statement that you are willing to share, please copy/paste that information into the section below. NOTE: *Any reference to your specific institution will be removed when responses are tabulated and analyzed.*

10. What functions does your team serve? Please check all that apply.

- Making referrals for students in crisis
- Assessing at-risk students
- Responding to a crisis that threatens the well-being of a student or students
- Sharing information among appropriate offices
- Initiation of internal review of the crisis situation
- Ensuring appropriate follow-through with students
- Identifying student behaviors that disrupt the learning environment
- Serving as a source of information for faculty and staff
- Keeping records on students considered "at-risk" or who are in crisis
- Dealing with students having difficulty academically
- Responding to student behavior that is disruptive to the university community
- Responding to incidents where the person of concern is a faculty or staff member
- Other functions not appearing on the list

10B. If you checked "other functions" on the previous question, please specify those functions (VIEW LOGIC IF OTHER FUNCTIONS IS SELECTED)

11. What types of situations does your team(s) address? Please check all that apply.

- Classroom disruption
- Inappropriate communications
- Suicidal threats
- Threats of violence to others
- Stalking behaviors
- Failing grades
- Financial difficulties
- Diagnosed mental health disorders
- Emotional distress
- Other

11B. If you checked “other” on the previous question, please specify (VIEW LOGIC IF OTHER IS SELECTED

12. Who is on your team? Please check all that apply.

- Vice President of Student Affairs
- Dean of Students
- Director of Housing and Residence Life
- Other Housing and Residence Life Staff Member
- Director of Counseling Center
- Other Counseling Center Staff Member
- Chief of Campus Police/Campus Security
- Other Campus Police/Campus Security Staff Member
- Faculty Representative
- Director of Campus Health Services
- Other Campus Health Services Staff Member
- Director of Student Conduct
- Other Student Conduct Staff Member
- Legal Affairs/General Counsel
- Case Manager
- Other

12B. If you answered “other” on the above question, please specify title of other members on your team. (VIEW LOGIC IF OTHER IS SELECTED)

13. Who chairs your team?

- Vice President of Student Affairs
- Dean of Students
- Director of Housing and Residence Life
- Director of Counseling Center
- Chief of Campus Police/Campus Security
- Faculty Representative
- Director of Campus Health Services
- Director of Student Conduct
- Case Manager
- Other

13B. If you answered “other” on the above question, please specify the title of the person who chairs your team. (VIEW LOGIC IF OTHER IS SELECTED)

14. How often does your team meet?

- weekly
- twice per month

- monthly
- on an as-needed basis
- other

14B. If you answered “other” on the above question, please specify how often your team meets. (VIEW LOGIC IF OTHER IS SELECTED)

15. Who is the contact/point person to receive/collect information for your team? (list their role or position title, NOT their name)

16. Is there any specific training or professional development conducted related to the functions of your team?

- Yes
- No

Assessment of Team (*Team Effectiveness Rating)*:

17. On a scale of 1 to 5, with 5 being the most confident, please rate the following: Overall, when considering your institution’s response as it relates to your behavioral intervention, threat assessment, or other team(s), how confident are you that your team(s) are **adequately meeting their institutional expectations**?

- 1 Not at all Confident
- 2
- 3
- 4
- 5 Very Confident

18. On a scale of 1 to 5, with 5 being the most confident, please rate the following: How confident are you that by using these team(s) to take action when needed, you are meeting the reasonable professional standards to effectively **manage your legal liabilities** when dealing with student behaviors?

- 1 Not at all Confident
- 2
- 3
- 4
- 5 Very Confident

19. On a scale of 1 to 5, with 5 being the most confident, please rate the following: How confident are you that your team(s) **encourage reporting** and offer multiple ways for **constituents to report concerning behaviors**?

- 1 Not at all Confident
- 2
- 3
- 4

- 5 Very Confident

20. On a scale of 1 to 5, with 5 being the most confident, please rate the following: How confident are you that administrators within your system(s) understand the **difference between making a threat and posing a threat?**
    - 1 Not at all Confident
    - 2
    - 3
    - 4
    - 5 Very Confident

21. On a scale of 1 to 5, with 5 being the most **effective**, please rate following: Overall, how effective is your system(s) in **addressing threatening behavior** on campus?
    - 1 Not at all Effective
    - 2
    - 3
    - 4
    - 5 Very Effective

22. On a scale of 1 to 5, with 5 being the most **effective**, please rate following: Overall, how effective is your system(s) in **acquiring information** from multiple sources and systems?
    - 1 Not at all Effective
    - 2
    - 3
    - 4
    - 5 Very Effective

Campus Awareness:

23. How do you make others aware of your team(s)? Please check all that apply.
    - visits to units/departments to discuss team(s)
    - ads in campus newsletters
    - awareness events
    - website
    - brochure
    - "students in distress" folder or other hard copy publication
    - campus electronic notifications to faculty/staff
    - campus electronic notifications to students
    - other

23B. If you answered "other" on the above question, please specify how you make others aware of your team(s). (VIEW LOGIC IF OTHER IS SELECTED)

Maintaining of Student Records:

24. Does your team(s) keep records of meetings?
- Yes
- No

24B. If you answered yes to the above question, do you keep records of the specific students you've discussed? (VIEW LOGIC IF YES IS SELECTED)
- Yes
- No

24C. If you keep records, please specify who has access to them. Please check all that apply.
- Vice President of Student Affairs
- Dean of Students
- Director of Housing and Residence Life
- Director of Counseling Center
- Chief of Campus Police/Campus Security
- Faculty Representative
- Director of Campus Health Services
- Director of Student Conduct
- Chair Only
- All Members
- Other Members
  (VIEW LOGIC IF YES IS SELECTED)

Questions
For the remaining questions, a short scenario will be presented. Based on the information within the case study, please respond to the questions regarding your team's response.

Scenario 1
The student of concern is a third-year student who lives off campus. You receive a report from the student's psychology professor. In a recent email to the professor, the student expressed increasing hostility toward the instructor. The professor asked the student to stop by the office yesterday afternoon so they could discuss the emails and the student's declining grades. The professor reported that the conversation was largely one-sided, with the student just listening and being unresponsive to questions. The professor reported that late last night he received a hostile email in which the student told the professor that he "better watch out" if he gave the student a bad grade. The professor decided to report this because it troubled him.

The student's roommate has also been very worried about his behavior over the last few weeks, but was not sure what to do about it. The roommate reported to the Dean of Students Office that the student has been staying up most nights and not sleeping. The roommate reported that the student said he is being told to do certain things by the CIA and that he will be punished if he doesn't follow the CIA's instructions. The roommate said that the student

often leaves their room in the middle of the night, but he does not know where the student goes. The roommate also reported that the student seemed pretty angry with one of his professors, and has said the professor "better watch it." The roommate also disclosed that the student of concern is known for viewing gun vendor sites on the computer in their apartment.

25. For the previous scenario, which system/office would ultimately address this behavior/ who would be responsible for follow-up? (examples: student conduct, behavioral intervention, threat assessment, other case management option)

26. Of the items listed, please drag and drop each factor that would influence your institution's decision about which system would be utilized to address the behavior described in the scenario. Please place each item within one of the three categories: (1) Least Important, (2) Moderately Important, (3) Most Important. There can be up to three factors within a given category.

The student's potential threat to self and/or others

The student's immediate threat to self and/or others

How the behavior affects the campus community

The results of an institution-requested mental health assessment

Limiting the potential legal liability for the institution

The student's history and/or pattern of behavior

Whether the student has a documented disability

Scenario 2

The student of concern is a first-year residential student. You receive a report from the Resident Assistant (RA) explaining that the student of concern has expressed that they are extremely depressed and having a hard time adjusting to college. Within the RA report, the student disclosed that they have been attending counseling at the university counseling services regularly. The student also disclosed to the RA that they had a history of depression and anxiety.

Two weeks later, you receive a report from the student of concern's Hall Director stating that the student allegedly cut themselves in a possible suicide attempt and was transported from the residence hall via ambulance.

27. For the previous scenario, which system/office would ultimately address this behavior/ who would be responsible for follow-up? (examples: student conduct, behavioral intervention, threat assessment, other case management option)

28. Of the items listed, please drag and drop each factor that would influence your institution's decision about which system would be utilized to address the behavior described in the scenario. Please place each item within one of the three categories: (1) Least Important, (2) Moderately Important, (3) Most Important. There can be up to three factors within a given category.

The student's potential threat to self and/or others

The student's immediate threat to self and/or others

How the behavior affects the campus community

The results of an institution-requested mental health assessment

Limiting the potential legal liability for the institution

The student's history and/or pattern of behavior

Whether the student has a documented disability

29. Please offer any additional information you would like to share regarding the use of your team.

APPENDIX F
University of Georgia Institutional Review Board Approval

Phone 706-542-3199

The University of Georgia

Office of the Vice President for Research
Institutional Review Board

APPROVAL OF PROTOCOL

January 20, 2017

Dear Laura Dean:

On 1/20/2017, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	An Exploratory Study of How Institutions Utilize Systems to Respond to Students who are Exhibiting Threatening Behavior.
Investigator:	Laura Dean
IRB ID:	STUDY00004376
Funding:	None
Documents Reviewed:	Protocol, Recruitment Materials, Consent Form, Data Collection Materials
Review Category:	Exempt 2

The IRB approved the protocol from 1/20/2017 to 1/19/2022.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103).

Sincerely,

Dr. Gerald E. Crites, MD, MEd
University of Georgia
Institutional Review Board Chairperson

APPENDIX G
Permission to Study ASCA Membership

Bell, Douglas

From: Minnis, Sarah E <sarahm@asca.tamu.edu>
Sent: Tuesday, February 21, 2017 10:12 AM
To: dbell1@uga.edu
Subject: RE: Request for Study

Hi Douglas,

I have heard back from the Research Committee regarding your request. Having reviewed it and spoken with you, they have approved you to move forward with your study of the membership.

In order to set up the messages to be sent to the membership, please provide all text to me in Word document format so I can prepare it for sending out. Additionally, please indicate the dates that messages should be sent.

Congratulations on moving forward with your research study!

Sarah

Sarah E. Minnis, Ph.D.
Assistant Director
Association for Student Conduct Administration
P.O. Box 2237
College Station, TX 77841
979-845-5262

APPENDIX H
Dissertation Instrument Review Request

Dissertation Instrument Review

Douglas Bell

Fri 12/16/2016 4:06 PM

To:Brian Van Brunt <brian@ncherm.org>;

1 attachments (37 KB)

2016.12.01 - Instrument.docx;

Good Afternoon,
My name is Douglas Bell and I am a doctoral candidate at the University of Georgia. I am currently seeking a content expert to review my research instrument to ensure construct validity. Attached is a word document of my research instrument which includes questions that will provide data regarding institutions' different systems that address threatening behaviors. This instrument was adapted from a study conducted by, Mardis, Sullivan, and Gamm (2013) which was an exploratory study that examined institutions' practices and utilization of case management teams. I would love for you to review my instrument and provide feedback regarding my questions and to assess the clarity of the questions as well as review the questionnaire to ensure it accurately represents research of behavioral intervention/threat assessment and student conduct. Thank you in advance for your assistance on this research project.

Douglas Bell
GO DAWGS!!!

APPENDIX I
Dissertation Instrument Review Feedback

Brian Van Brunt

Sun 12/18/2016 12:59 PM

Inbox

To:Douglas Bell <dbell1@uga.edu>;

3 attachments (4 MB)

JBIT2016.pdf; 2014 NaBITA suvey.pdf; 2012_ survey.pdf;

Doug,

I gave the survey a look. A couple comments below

- I'd call this a survey, personally---not an instrument or tool. It's a valuable way of collecting data---but to me, an instrument implies it is gathering the information and giving a risk level or singular answer. Whereas, it seems like this is more about surveing and finding out information from people
- I like the scenarios---I think one of the key areas missing, however---is the idea of determining a risk level for the case prior to talking about interventions. Much of the work NaBITA does is focused on moving teams from informal readings of cases and going with their gut interventions. We focus on apply an objective risk rubric to determine the risk level and then choose interventions based on that. The way you have it set up, it jumps past the risk rating and moves to details of the case that are more open to bias and subjective opinion (e.g. the disability person may be more drawn to the disability issues, the counselor to suicide....that kind of stuff).
- The first question should be better defined "Do you have a team designed to respond to students of concern or in crisis?" After this, you start using BIT, TAT CARE teams---I'd use the various names in the first question---if you are asking---do you have any type of team.
- Behavioral Intervention teams contain within them threat assessment----so again, as you move forward---I'd pay attention to these areas---I don't say this to me overly critical---more that I've done these kind of surveys for the past 6 years (see attached)---and we've dealt with lots of lost data because people get easily confused.
- You repeat the scale directions from 1-5 several times---I'd consider a boxed set of questions where you define the scale at the top and them use it as you move forward---it reads as wordy repeating the scale in every question and you will get people who stop the survey.

Overall---it will yield some interesting data---you might want to use some of the NaBITA categories (described in detail in the JBIT attachment, pg. 49-62) when asking some questions so you have three other surveys to compare your data to.

Let me know if this helps or if I can add anything else.

Brian Van Brunt, Ed.D.
The NCHERM Group
1109 Lancaster Avenue
Berwyn, PA 19321
610-993-0229 (phone)
603-491-3215 (cell)

Executive Director of the National Behavioral Intervention Team Association
http://www.nabita.org

APPENDIX J
Study Findings Tables and Figures

Table 1
Name of Teams That Most Commonly Address Threatening Behavior (n=235)

Team Names	*n*	%
Campus Assessment Response Evaluation/Education Team (C.A.R.E.)	56	23.82
Behavioral Intervention Team	53	22.55
Threat Assessment Team	25	10.63
Person/Student of Concern Team or Committee	14	5.95
Behavioral Assessment Team/Committee	10	4.25
Behavioral Consultation Team	6	2.55
Unknown Acronym	5	2.12
Behavioral Threat Assessment Team	4	1.70
Consolation and Assessment Team	4	1.70
Student Support Team/Council	4	1.70
Behavioral Assessment and Intervention Team	3	1.27
Behavioral Concerns Team	3	1.27
Campus Assessment Response Team	3	1.27
Campus Behavioral Intervention Team	3	1.27
N/A – No Name	3	1.27
Behavioral Assessment and Response Team/Council	2	0.85
Behavioral Intervention and Response Team	2	0.85
Behavioral Intervention and Threat Assessment Team	2	0.85
Campus Assessment Intervention Team	2	0.85
Dean's Committee	2	0.85
Student Response Team	2	0.85
Student Assessment and Intervention Group	2	0.85
Student Concern Team/Committee	2	0.85
Assessment and Intervention for Students Team	1	0.42
Alert Team	1	0.42
Behavioral and Wellness Team	1	0.42
Behavioral Evaluation Team	1	0.42
Behavioral Risk Assessment Committee	1	0.42
Behavioral Response Team	1	0.42
Behavioral Review and Threat Assessment Group	1	0.42
Crisis Prevention and Reduction Team	1	0.42
Critical Student Incident Team	1	0.42
Emergency Evaluation and Action Committee	1	0.42
Safety Net	1	0.42
Student Life Team	1	0.42
Student Success Team	1	0.42
Student Crisis Response Team	1	0.42
Student Development Senior Leadership Team	1	0.42
Student Disciplinary Action	1	0.42

Student Intervention Team	1	0.42
Student Situation Resolution Team	1	0.42
Threat Assessment Safety Committee	1	0.42
Threat Response Team	1	0.42
Threat Response, Assessment and Intervention Team	1	0.42
University Action Response Team	1	0.42
Welfare Intervention Network	1	0.42

Table 2

Name of Members of Team (n=223)

Team Members	*n*	%
Director of Counseling Center	189	84.75
Director of Student Conduct	181	81.16
Dean of Students	148	66.36
Director of Housing and Residence Life	132	59.19
Director of the Department of Public Safety	130	58.29
Other Campus Police/Campus Security Staff Member	116	52.01
Faculty Representative	98	43.94
Case Manager	88	39.46
Director of Campus Health Services	83	37.21
Other Housing and Residence Life Staff Member	82	36.77
Other Counseling Center Staff Member	76	34.08
Legal Affairs/General Counsel	66	29.59
Academic Advising and Services Staff Member	57	25.56
Other Members	57	25.56
Disability Resource Services Staff Member	54	24.21
Vice President of Student Affairs	51	22.86
Other Student Conduct Staff Member	46	20.62
Other Campus Health Center Staff Member	33	14.79
Title IX Staff Member	28	12.55
Other Dean of Students Staff Member	26	11.65
Human Resources Staff Member	23	10.31
Athletic Director or Other Athletic Staff Member	17	7.62
Office International Student Staff Member	11	4.93
Director Wellness and Health Promotion	6	2.69
Student Service/Support Staff Member	6	2.69
Financial Aid Staff Member	5	2.24
Multicultural Affairs Staff Member	5	2.24
Registrar Staff Member	5	2.24
Ombudsperson Staff Member	4	1.79
Student Involvement/Organizations Staff Member	4	1.79

Table 3
Institutional Team Point of Contact (n=228)

Point of Contact	*n*	%
Dean of Students	50	21.92
Director of Student Conduct or Other Conduct Staff Member	38	16.66
Assistant/Associate Dean of Students	29	12.71
Case Manager	23	10.08
Other	21	9.21
Chief of Campus Police/Public Safety	15	6.57
Any Member of Team	14	6.14
Assistant/Associate Vice President of Student Affairs	13	5.70
Vice President of Student Affairs	12	5.26
Director of Counseling	8	3.50
Director of Residence Life	5	2.19

Table 4
Functions Institutional Teams Serve (n=227)

Functions	*n*	*%*
Sharing information among appropriate offices	208	91.62
Making referrals for students in crisis	196	86.34
Assessing at-risk students	196	86.34
Ensuring appropriate follow-through with students	192	84.58
Keeping records on students considered "at-risk" or who are in crisis	188	82.81
Responding to student behavior that is disruptive to the university community	186	81.93
Responding to a crisis that threatens the well-being of a student or students	177	77.97
Identifying student behaviors that disrupt the learning environment	153	67.40
Initiation of internal review of the crisis situation	143	62.99
Serving as a source of information to faculty and staff	138	60.79
Responding to incidents where the person of concern is a faculty or staff member	73	32.15
Dealing with student having difficulty academically	65	28.63
Other functions not appearing on the list	26	11.45

Table 5
Situation Addressed by Institutional Team (n=223)

Situations	*n*	%
Threats of violence to others	205	91.92
Suicidal threats	199	89.23
Emotional distress	197	88.34
Classroom disruption	175	78.47
Inappropriate communication	170	76.23
Diagnosed mental health disorders	160	71.74
Stalking behaviors	140	62.78
Financial difficulties	80	35.87
Failing Grades	79	35.42
Other	47	21.07

Table 6
How Institutions Make Others Aware of Team(s) (n=207)

Method	*n*	%
Website	154	74.39
Visits to units/departments to discuss team	138	66.66
Campus electronic notifications to faculty/staff	112	54.10
"Student in distress" folder or other hard copy publication	75	36.23
Brochure	66	31.88
Campus electronic notifications to students	64	30.91
Awareness events	40	19.32
Other	38	18.35
Ads in campus newsletters	9	4.34

Table 7
Institutional Members Who Have Access to Team Record(s) (n=158)

Member	*n*	%
All Members	89	56.33
Dean of Students	65	41.14
Director of Student Conduct Office	56	35.44
Director of Counseling Center	44	27.85
Vice President of Student Affairs	38	24.05
Director of the Department of Public Safety	36	22.78
Director of Housing and Residence Life	31	19.62
Other Members	19	12.03
Director of Campus Health Services	15	9.49
Faculty Representative	10	6.32
Chair Only	10	6.32

Table 8
Confidence in the Institutional Team

Function	Frequency (%)					*n*	*M*	*SD*
	1	2	3	4	5			
Adequately Meets Expectations	4 (1.87)	11 (5.14)	49 (22.10)	92 (42.99)	58 (27.10)	214	3.88	.93
Managing Legal Liabilities	5 (2.35)	12 (5.63)	46 (21.60)	90 (42.25)	60 (28.17)	213	3.88	.95
Encourages Reporting	4 (1.87)	22 (10.28)	49 (22.90)	64 (29.91)	75 (35.05)	214	3.85	1.06
Understands difference in making and posing threats	19 (8.88)	36 (16.82)	66 (30.84)	59 (27.57)	34 (15.89)	214	3.24	1.17

Note. The responses format is as follows: 1=Not at all confident, 2=Somewhat confident, 3= Neutral, 4=Confident, 5=Very Confident

Table 9
Effectiveness of Institutional Team(s)

Function	Frequency (%)					*n*	*M*	*SD*
	1	2	3	4	5			
Addressing Threatening Behavior on Campus	5 (2.34)	10 (4.67)	57 (26.64)	103 (48.13)	39 (18.22)	214	3.75	.88
Acquiring Information from Multiple Sources and Systems	4 (1.86)	14 (6.51)	52 (24.19)	89 (41.40)	56 (26.05)	215	3.83	.95

Note. The responses format is as follows: 1=Not at all effective, 2=Somewhat effective, 3= Neutral, 4=effective, 5=Very Effective

Table 10
System to Address Student Behavior for Scenario 1 (n=186)

System	*n*	%
Behavioral Intervention Team	55	29.56
Student Conduct	44	23.65
Threat Assessment Team	38	20.43
Cases Management/Case Manager	20	10.75
Dean of Students	11	5.91
University Police Department/Public Safety	9	4.83
Other	5	2.68
Counseling Center	4	2.15

Table 11
System to Address Student Behavior for Scenario 2 (n=178)

System	*n*	%
Behavioral Intervention Team	72	40.44
Cases Management/Case Manager	38	21.34
Counseling Center	30	16.85
Dean of Students	9	5.05
Residence Life	9	5.05
Student Conduct	7	3.93
Threat Assessment Team	7	3.93
Other	6	3.37

Table 12
Rank List of Factors

Factors	Score
2. The student's immediate threat to self and/or others	1093
2. The student's potential threat to self and/or others	975
3. The student's history and/or pattern of behavior	895
4. How the behavior affects the campus community	778
5. The results of an institution-requested mental health assessment	711
6. Whether the student has a documented disability	555
7. Limiting the potential legal liability for the institution	532

Note: Weighted scores were tabulated as follows: 1= Least Important, 2=Moderately Important, 3=Most Important.

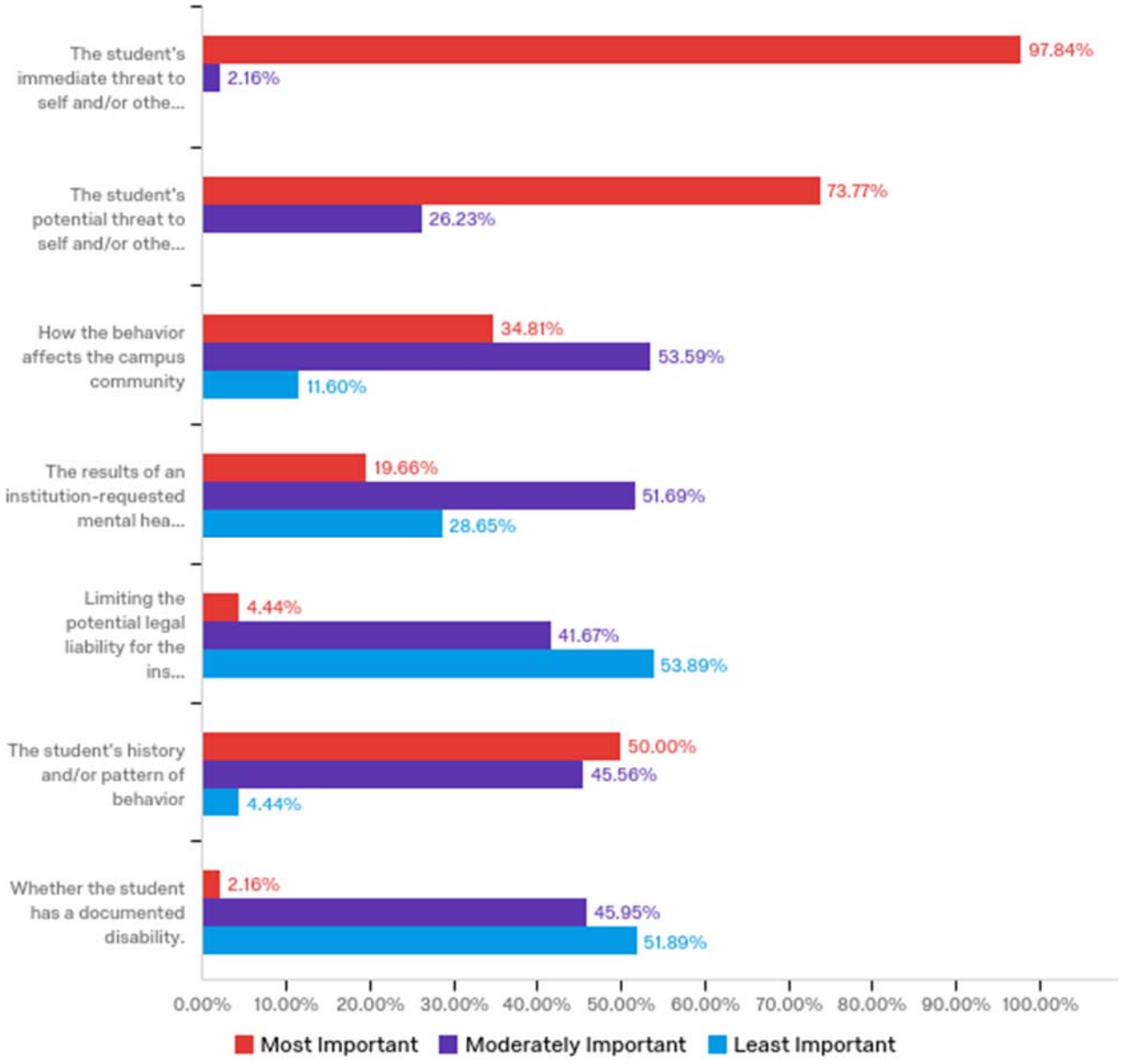

Figure 1. Scenario One: Factors that Influence Institutional Decisions

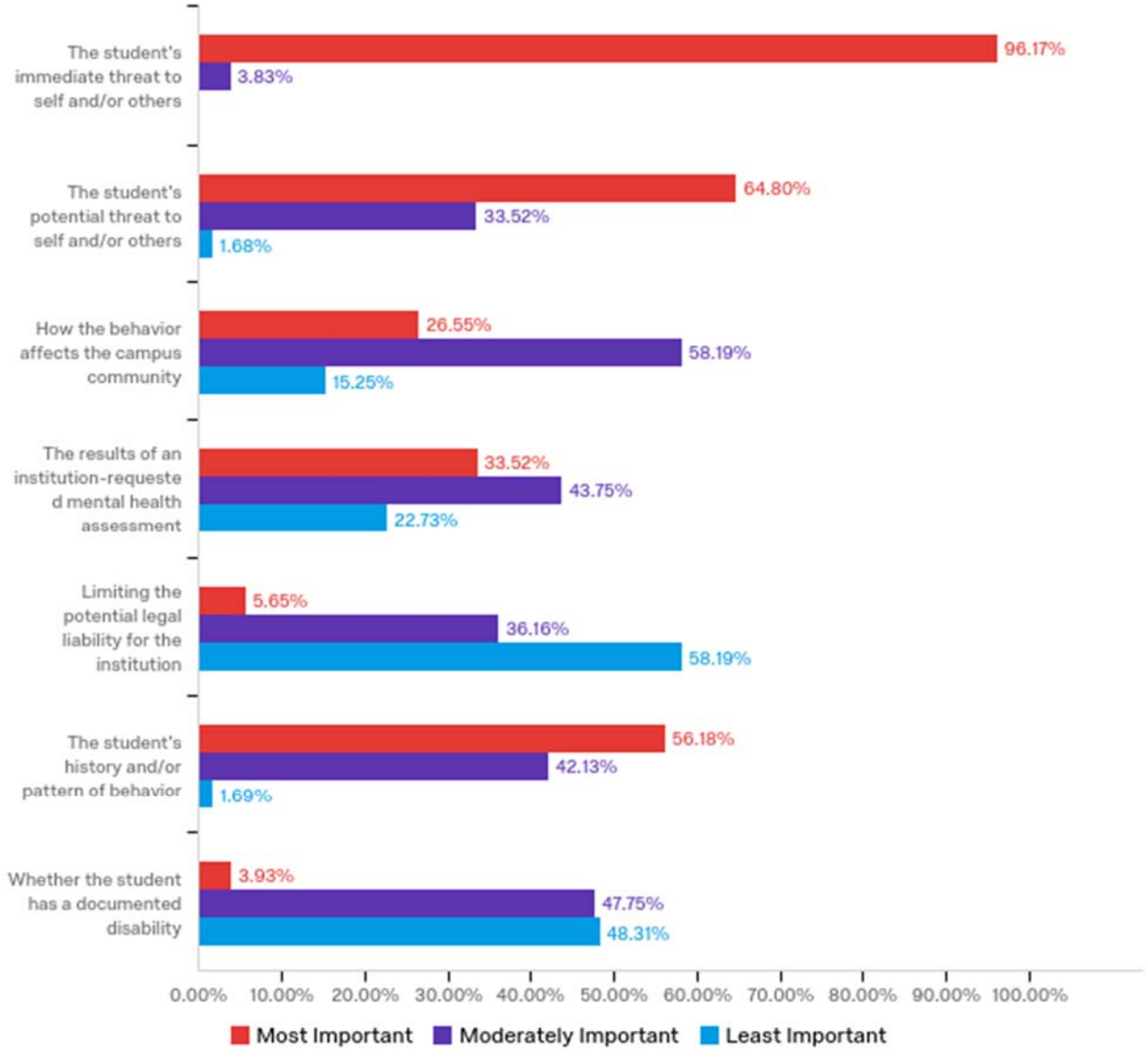

Figure 2. Scenario Two: Factors that Influence Institutional Decisions