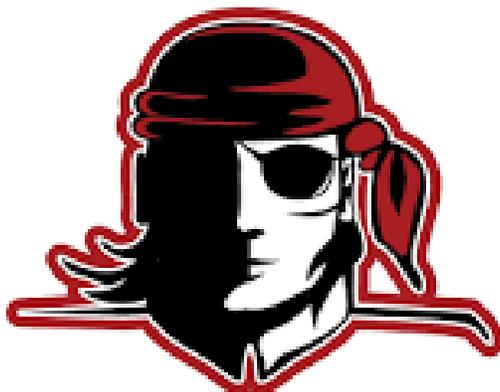


# **CRISIS**

## **BEHAVIORAL INTERVENTION PROCEDURES MANUAL**



**Administrator/Faculty/Staff Guide**

# Crisis

## **Behavioral** Intervention Procedures Manual

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## **Behavioral** Intervention: Introduction

The Academic Senate for the California Community Colleges adopted the Standards of Practice for counseling in the colleges in this state in spring 1997. They derived the “Core Functions” of counseling from the California Educational Code and from the American Counseling Association. Colleges must provide the following Crisis Intervention in relation to counseling services:

**Personal counseling**, in which the student is assisted with personal, family or other social concerns, when that assistance is related to the student’s education.

**Crisis intervention** directly or through cooperative arrangements with other resources on campus or in the community. For the requirements for the provision for Crisis Intervention, as stated in the Ed. Code, refer to Appendix B.

To assist in defining crises that can occur in this college, the different types are identified in the text that follows. These are found alphabetically in the body of the manual. You can also find them by title in the Table of Contents. These are some of the types of events or behaviors that may constitute a crisis.

The Behavioral Intervention Team is here to assist with the problem you may be dealing with. For example, you as instructor, staff, or administrator, observe a student behaving in ways that could indicate a personal problem, e.g., a noticeable change in performance or an attitude indicating despondency. These could be symptoms of a personal crisis that can be helped. The more dramatic behaviors also described below are those that require immediate response.

This manual is not intended to give you the skills to deal with extreme situations but to help you identify those that need to be dealt with. If you need advice in deciding the appropriate action to take, call one of us, members of the Behavioral Intervention Team. The most serious crises are those that can cause injury to the individual and or others. Other behaviors may become crises because they impair the quality of the learning environment. To protect individuals and the learning environment, this college provides the following to maintain the well-being of all who are part of this institution.

## **Porterville College Behavioral Intervention Team Mission & Objectives**

The Behavioral Intervention Team provides proactive assessment and early intervention to individuals who are exhibiting concerning behaviors, to both support students and assist faculty/staff. The team is committed to ensuring community wellness and safety to the campus community by providing an environment where individuals are free to work and learn in a safe and supportive environment.

### Objectives:

- Provide deescalation tools and training for the campus community.
- Provide training and awareness to the campus community in managing and maintaining a safe environment conducive to learning.
- Develop strategies that best utilize campus and community resources to assist students, faculty, and staff to address early intervention.
- Develop a Behavior Intervention Team work-flow and individualized plans based on referrals.
- Intervene early. Provide support and timely response to students displaying varying levels of disruptive, disturbed, or distressed behaviors.
- Utilize behavior intervention best practices.

## Who to Call

### **Counseling Department Behavioral Intervention Team Members:**

Each of us can help you during any step of a crisis:

- **Primavera Arvizu**                      **Vice President, Student Services**                      **559-791-2218**
- **Arlitha Williams-Harmon**              **Vice President, Finance & Administrative Services**              **559-791-2492**
- **Diane Thompson**                      **Director, Student Services**                      **559-791-2278**
- **Glen Hall**                              **Campus Safety & Security**                      **559-791-2459**
- **Anne VanDerHorst**                      **College HR Manager**                      **559-791-2457**
- **Stephanie Olmedo-Hinde**              **Disability Resource Center Coordinator**                      **559-791 -2425**
- **Errin Sullivan Arcos**                      **Counselor**                      **559-791-2366**

### **Consulting may involve**

- Discussions to assess the situation
- Clarification of action to be taken
- Steps to rectify the situation

## What to Do in Case of a Crisis

Whenever you are faced with any of the following situations, consider calling for assistance from a counselor. This can be for intervention, a consultation, referral sources, or follow up. The following are examples of crises, the behaviors that cause them, and the steps to take to manage them. Counselors are trained and prepared to deal with the individuals suffering a crisis. Counselors may provide brief crisis counseling to individuals and make appropriate referrals to counseling services outside the college.

### **Contact:**

Errin Sullivan Arcos AC 115A  
errin.arcos@portervillecollege.edu 559-791-2366

or

Counseling Center at 559-791-3663

**In Case of Emergency call 9-9-1-1**

# Your Role

As a faculty, staff or administrator interacting with students, you are in an excellent position to recognize behavior changes that characterize the emotionally distressed student. A student's behavior, especially if it is inconsistent with your previous observations, could well constitute an inarticulate attempt to draw attention to his/her plight. . . *"a cry for help"*. Your ability to recognize the signs of emotional distress and to acknowledge your concerns directly to him/her is often noted by students as the most significant factor in their successful problem resolution.

## Signs of Distress

- Bizarre behavior
- Confusion
- Dangerous behavior
- Disheveled appearance
- Inability to concentrate
- Increased irritability
- Indecisiveness
- Missed classes/assignments
- Mood swings
- Persistent worrying
- Procrastination
- Restlessness
- Social isolation



## Guidelines for Intervention

Openly acknowledge to students that you are aware of their distress, you are sincerely concerned about their welfare, the welfare of those around them, and that you are willing to help. Exploring their alternatives can have a profound effect. We encourage you, whenever possible, to speak directly and honestly to a student when you sense that s/he is in academic and/or personal distress.

1. Request to see the student in private. This may help minimize embarrassment and defensiveness.
2. Briefly acknowledge your observations of them (specific to behaviors and/or performance); express your concerns directly and honestly. Listen carefully to what the student may be troubled about and try to see the issues from his/her point of view without necessarily agreeing or disagreeing.
3. Attempt to identify the student's problem or concern as well as your concerns or uneasiness.
4. Unusual and inappropriate behaviors should not be ignored. Comment directly on what you have observed.
5. Involve yourself in the process as it impacts your immediate work area and situation. At times, in an attempt to reach or help a troubled student, you may become more involved than time or skill permits.
6. You are legally responsible in terms of the mandatory reporting of child abuse and elder abuse.

Extending oneself to others always involves some risk-taking, but it can be a gratifying experience when kept within realistic limits.

## Community Resource Contact List

Central California Family Crisis Center	559-784-0192
Child Protective Services	1-800-331-1585
Kaweah Delta Medical Center Mental Hospital	559- 624-8000
Kings View One Stop	559-784-0312
LGBTQ Support Group	559-256-1183
NAMI Tulare County	559-732-6264
Porterville Mental Health Adult Clinic	559-788-1200
Porterville College Veteran's Services	559-791-2222
Porterville Wellness Center	559-256-1183
Sexual Assault Crisis	1-800-656-HOPE
Suicide Crisis Text Line	Text Connect to 741741
Suicide Prevention Lifeline	1-800-273-8255
Tulare County Alcohol & Other Drugs Prevention	559-636-4000
Tulare County Crisis Team	1-800-320-1616
Tulare County Warm Line	1-877-306-2413 or 211
Veteran's Crisis Line	1-800-273-8255
Veteran's Support Group	559-256-1183

**In an Emergency Situation Call  
9-911**

# Types of Crises

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## Aberrant Behavior

**Irrational or inappropriate behavior causing disruption in or outside the classroom, i.e., inappropriate focusing of attention on self in class, going on and on about personal life in class, repeatedly taking class focus off track.**

Ask to speak to student privately and confidentially. Indicate concern for the student's welfare and ask what started his/her reaction. Listen and determine whether the student needs to be referred to counseling for further assessment. When the time is right, state your rules for acceptable behavior in the class and set limits. If disruptive behavior continues, after a warning, the matter should be referred to the BIT Team. Contact:

- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual.
- Student Conduct Complaint Procedures:  
<https://www.portervillecollege.edu/student-services/student-code-conduct>

## Anxiety

**Exaggerated fear of failing, nervousness and difficulty in concentrating, tendency to overreact with fear, or manic talking or frenzied activity.**

Ask to speak to student privately and confidentially. Indicate concern for the student's welfare and ask if he/she is aware of the behavior. Listen and determine whether the student needs to be referred to counseling for further assessment. Refer the student to a crisis counselor for an interview and assistance. If the situation is extreme and the student seems to need immediate help, contact:

- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual.
- Behavior Intervention Team Referral:  
<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

### DO:

- Let them discuss their feelings and thoughts. Often this alone relieves a great deal of pressure.
- Provide reassurance.
- Remain calm.
- Be clear and directive.
- Provide a safe and quiet environment until the symptoms subside
- Offer to assist the student in referring her/him for personal counseling.

### DON'T:

- Minimize the perceived threat to which the student is reacting.
- Take responsibility for their emotional state.
- Overwhelm them with information or ideas to "fix" their condition.

## Delusional Behavior

**Distortion of reality, i.e., belief that they are being singled out, or that they are super special individuals with special gifts or talents, or that the instructor is deliberately mistreating them. May go on and on about becoming a star or going into movies or getting a scholarship to Harvard, etc.. Contact:**

- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual.
- Behavior Intervention Team Referral:  
<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

## The Demanding Passive Student

Typically, even the utmost time and energy given to these students is not enough. They often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth. You may find yourself increasingly drained and feeling responsible for this student in a way that is beyond your normal involvement. It is important that this student be connected with many resources of support on-campus and in the community in general. Contact:

- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual.

### **DO:**

- Let them make their own decisions.
- Set firm and clear limits on your personal time and involvement.
- Offer referrals to other resources on and off campus.
- During repeated interactions, stand while speaking with student; limit discussion to 3 minutes.

### **DON'T:**

- Get trapped into giving advice, special conditions, etc.
- Avoid the student as an alternative to setting and enforcing limits.

## Depression

**Evidence of Depression: sudden change in interest in class, flattened feelings, sad or fatigued, complaints of insomnia, and loss of desire to be in school or with friends.**

Ask to speak to the student privately and confidentially. Indicate concern for the student's welfare and ask if he/she is aware of the behavior. Listen and determine whether the student needs to be referred to counseling for further assessment. Inform the student that this college has trained professional help available. Cqpvce<

- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual.
- Behavior Intervention Team Referral:  
<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

### **DO:**

- Let the student know you're aware she/he is feeling down and you would like to help.
- Encourage the student to discuss how she/he is feeling with someone they trust.
- Offer to assist the student in referring him/her for personal counseling.

### **DON'T:**

- Minimize the student's feelings, e.g., "Don't worry." "Everything will be better tomorrow".
- Bombard the student with "fix it" solutions or advice.
- Chastise the student for poor or incomplete work.
- Be afraid to ask the student whether he/she is suicidal.

## Disobedience, Willful

**Refusing to follow directions or to behaving disruptively in class, refusing to leave when asked, refusing to adhere to class rules.**

Ask the person in a calm manner to talk to you privately away from peers. If this fails to produce acceptable behavior, end the class for the day. Contact:

- Campus Safety & Security: 559-791-2440
- Counseling Center: AC 126 559-791-3663
- Student Conduct Complaint Procedures:  
<https://www.portervillecollege.edu/student-services/student-code-conduct>

## Disorientation

**Somewhat glazed expression, a lack of appropriate affect when talking, difficulty in listening with concentration, literally complains of disorientation, or exhibits chronic self-talk, hearing voices, or seeing things that are not there.**

If the student's behavior is disrupting class, it may be appropriate to call for immediate assistance. Please contact:

- Counseling Center: AC 126 559-791-3663
- Behavior Intervention Team Referral:  
<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

### **DO:**

- Respond with warmth and kindness, but with firm reasoning.
- Remove extra stimulation from the environment (turn off the radio, step outside of a noisy classroom).
- Acknowledge your concerns, state that you can see they need help.
- Acknowledge their feelings or fears without supporting the misperceptions, e.g., "I understand you think someone is following you, but I don't see anyone and I believe you're safe."
- Focus on the "here and now". Ask for specific information about the student's awareness of time, place and destination.
- Speak to their healthy side, which they have. It's OK to laugh and joke when appropriate.

### **DON'T:**

- Argue or try to convince them of the irrationality of their thinking. This commonly produces a stronger defense of the false perceptions.
- Play along, e.g., "Oh yeah, I hear the voices (or see the devil)."
- Encourage further discussion of the delusional processes.
- Demand, command, or order.
- Expect customary emotional responses.

# Disruptive Behavior

**Cussing or talking loudly, arguing instead of discussing, challenging everything that is presented as wrong, or out of control yelling in anger.**

Take precautions to take care of yourself and others in the situation if the person is behaving menacingly. Ask the student to talk privately away from the group and try to calm him/her down. If the behavior continues contact:

- Campus Safety & Security 559-791-2440
- Counseling Center: AC 126 559-791-3663
- Student Conduct Complaint Procedures:  
<https://www.portervillecollege.edu/student-services/student-code-conduct>

## **DO:**

- Acknowledge their anger and frustration, e.g., “I hear how angry you are.”
- Rephrase what they are saying and identify their emotion, e.g., “I can see how upset you are because you feel your rights are being violated and nobody will listen.”
- Reduce stimulation; invite the person to a quiet place if this is comfortable and the place is safe.
- Allow them to vent, get the feelings out, and tell you what is upsetting them; listen.
- Be directive and firm about the behaviors you will accept, e.g., “Please stand back, you’re too close.” “I cannot listen to you when you yell and scream at me that way.” “Let’s step outside to discuss this further.”
- Remember: Safety First.
- Prohibit the student from entering your work area/classroom/office if behavior is repeated

## **DON’T:**

- Get into an argument or shouting match.
- Become hostile or punitive, e.g., “You can’t talk to me that way!”
- Press for explanations for their behavior.
- Ignore the situation.
- Touch the student.

## **Distraught and Anxious Behavior**

**A sudden change in attitude from normal to unfocused, preoccupied, or poor performance might be caused by depression. Distress is usually caused by personal problems that seem over-whelming and anxiety is one form of distress that may stem from school related or personal concerns.**

Talk to the student privately by indicating that you have noticed a change in their manner or behavior and inquire if there is something that they might need help with. Often the student will open up, in which case, listen empathetically and suggest that we have services through the Counseling Department which might help them.

If the student resists or assures you that there is nothing going on to cause concern, respect his/her judgment and thank them for responding to your inquiry. You may also contact:

- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual.
- Behavior Intervention Team Referral:  
<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

## **Harassment: General**

**A student complains to you that another student has been making demeaning remarks or treating her/him in an unacceptable manner. Please contact:**

- Campus Safety & Security 559-791-2440
- Counseling Center: AC 126 559-791-3663
- Student Conduct Complaint Procedures:  
<https://www.portervillecollege.edu/student-services/student-code-conduct>

**FOR SEXUAL HARRASSMENT PLEASE SEE PAGE 17 OF THIS MANUAL**

## Harassment: **Sexual**

**Sexual harassment involves unwelcome sexual advances, requests for sexual favors and other verbal or physical contact; it is usually found in the context of a relationship of unequal power, rank or status. It does not matter that the person's intention was not to harass. It is the effect it has on others that counts. As long as the conduct interferes with a student's academic performance or creates an intimidating, hostile or offensive learning environment, it is considered sexual harassment.**

Sexual harassment usually is not an isolated one-time-only case but a repeated pattern of behavior that may include:

- Comments about one's body or clothing.
- Questions about one's sexual behavior.
- Demeaning references to one's gender.
- Sexually oriented jokes.
- Conversations filled with innuendoes and double meanings.
- Displaying of sexually suggestive pictures or objects.
- Repeated non-reciprocated demands for dates or sex.

Sexual harassment of students is defined by the California Education Code, Section 89535. Common reactions of students who have been harassed is to doubt their perceptions, wondering if it was a joke, did it really happen or, if in some way, they have brought it on themselves. A student may begin to participate less in the classroom, avoid or drop classes, or even change majors. Please contact:

- Anne VanDerhorst, Title IX Officer 559-791-2457
- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual
- Behavior Intervention Team Referral:  
<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

In case of immediate threat contact:

- Campus Safety & Security 559-791-2440
- Provide Title IX link:  
<https://www.aclu.org/know-your-rights/title-ix-and-sexual-assault>

### **DO:**

- Listen carefully to the student, validating her/his experience.
- Separate your personal biases from your professional role – maintain objectivity.
- Encourage the student to keep a log or find a witness.
- Help student seek informal advice through a department chair or counselor.

### **DON'T:**

- Ignore the situation. Avoiding action invalidates the student's already shaky perception and puts the college in a vulnerable position should this behavior continue.
- Overreact.

## Misconduct

**Disrupting class with irrelevant talk or disturbing others, occupying areas not meant for loitering, sitting on cafeteria tables, or smoking in prohibited areas.**

If it is a one-time incident, tell the student or students that smoking is prohibited in that area. If one persists, talk privately to the person and indicate that a referral to the Behavioral Intervention Team (BIT) will become necessary if the student persists. If necessary complete:

- Behavior Intervention Team Referral:

<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

### Misconduct Resulting in Injury or Damage to Property

**Throwing objects, applying graffiti, scratching cars, smashing plants, etc. Report this to:**

- Campus Safety & Security 559-791-2440
- Student Conduct Complaint Procedures:

<https://www.portervillecollege.edu/student-services/student-code-conduct>

## Performance Change

**Difficulty in concentrating, freezing up on tests, or chronic personal problems which distract him/her from adequate academic performance.**

Discuss the problem and explore the nature of the concerns together. Personal problems may be resolved with information to manage them, e.g., in the case of test anxiety, a short term course on test taking may be needed. However, difficulty in concentrating may be caused by concerns that may pass or could indicate more serious problems. If it seems to be the latter please contact:

- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual.
- Behavior Intervention Team Referral:

<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

## Post-Traumatic Stress Disorder

**Post-traumatic stress disorder occurs when a person suffers an unexpected psychological shock. Many throughout the country suffered this after the 9/11 attack. The symptoms can be insomnia with flashbacks, unexplained anxiety, mild depression, exaggerated vigilance for danger, and/or withdrawal from normal activities. Assault victims or even the witness of a tragic incident can cause traumatic stress. Many may suffer this from involvement with our war on Iraq.**

Unusual fears or anxiety during this war period may be symptoms of traumatic stress disorder and could benefit from counseling. Please contact:

- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual.
- Behavior Intervention Team Referral:

<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

## Substance Abuse

**Alcohol is the most widely used psychoactive drug. It is common to find alcohol abusers in college populations also abusing other drugs, both prescription and illicit. Patterns of use are affected by fads and peer pressure. Currently, alcohol is the preferred drug on college campuses.**

The effects of alcohol on the user are well known to most of us. Alcohol abuse by a student is most often identified by faculty. Irresponsible, unpredictable behavior affecting the learning situation (i.e., drunk and disorderly in class), or a combination of the health and social impairments associated with alcohol abuse noticeably sabotages student performance. Because of denial that exists in most substance abusers, it is important to express your concern to the student in terms of specific changes in behavior/performance rather than terms of suspicions about alcohol/drug abuse.

- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual.
- Behavior Intervention Team Referral:  
<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

### **DO:**

- Confront the student with the behavior that is of concern
- Address the substance abuse issue if the student is open and willing.
- Offer concern for the student's overall wellbeing.
- Refer student to Counseling Center or the Emergency Resource Contact List.

### **DON'T:**

- Convey judgment or criticism about the student's substance abuse.
- Make allowances for the student's irresponsible behavior.
- Ignore signs of intoxication in the classroom.

## Suicide Potential

Always take threats seriously and get help immediately. Ask the student for the names of individuals who can follow up observing this person through the next day. If suicide seems imminent, ask if he/she is willing to commit himself/herself to a mental health hospital for observation and treatment. If the person is not willing contact:

- Campus Safety & Security 559-791-2440
- Counseling Center: AC 126 559-791-3663
- Behavior Intervention Team Referral:  
<https://www.portervillecollege.edu/behavioral-intervention-team-bit>
- Suicide Hotline at 1-800-273-8255

### **DO:**

- Take the student seriously — 80 percent of suicides give a warning of their intent.
- Be direct — ask if the student is suicidal, if he/she has a plan and if he/she has the means to carry out that plan. Exploring this with the student actually decreases the impulse to use it.
- Be available to listen.
- Call 9-911 if threat of suicide is imminent.

### **DON'T**

- Assure the student that you are his/her friend; acknowledge that although you may be a stranger, even strangers can be concerned.
- Be overly warm and nurturing.
- Flatter or participate in their games; you don't know their rules.
- Be cute or humorous.
- Challenge or agree with any mistaken or illogical beliefs.
- Be ambiguous.

## Traumatic Incident Stress

**Death in the family, spousal abuse, being evicted, loss of job, loss of a pregnancy, death of a class member, divorce, etc.**

Approach the student privately before or after class and indicate your concern. In some cases, the student may approach you to reveal that he/she was absent due to something you see as traumatic. This allows you a means of inquiring how the student is coping with the situation. Indicate to the student that this incident may be more serious than it appears  
Contact:

- Counseling Center: AC 126 559-791-3663
- Emergency Resource Contact List on page 9 of this manual.
- Behavior Intervention Team Referral:  
<https://www.portervillecollege.edu/behavioral-intervention-team-bit>

## The Violent Student

Violence, because of emotional distress, is rare and typically occurs when the student's level of frustration has been so intense or of such an enduring nature as to erode all of the student's emotional controls. The adage, "An ounce of prevention is worth a pound of cure," best applies here. This behavior is often associated with the use of alcohol and other drugs. Contact:

- Campus Safety & Security 559-791-2440
- Counseling Center: AC 126 559-791-3663
- Student Conduct Complaint Procedures:  
<https://www.portervillecollege.edu/student-services/student-code-conduct>

### **DO:**

- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., "I can see you're really upset."
- Explain clearly and directly what behaviors are acceptable, e.g., "You certainly have the right to be angry, but breaking things is not okay."
- Stay safe; maintain easy access to a door; keep furniture between you and the student.
- Immediately seek assistance; contact Local Police Services at 9-911

### **DON'T:**

- Ignore warning signs that the person is about to explode, e.g., yelling, screaming, clenched fists, threats.
- Threaten or corner the student.
- Touch the student.

## APPENDIX A

### Protection of the Orderly Operation of the College

An instructor, for good cause, may remove a student from his or her class for the day of the removal and the next class meeting (Ed Code 76032 and 76033). “Good Cause” includes, but is not limited to the following offenses:

1. Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
2. Assault, battery, or any threat of force or violence upon a student or college personnel.
3. Willful misconduct which results in injury or death of a student or college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District.
4. Use, sale or possession of on campus, or presence on campus under the influence of any controlled substance, or any poison classified as such by Schedule D in section 4160 of the Business and Professions Code.
5. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the Governing Board.
6. Persistent serious misconduct where other means of correction have failed to bring about proper conduct.
7. Other behavior that has good cause for disciplinary action.

### Protecting the Well Being of the Student

Labeling of a student’s behavior, i.e., paranoid, psychotic, or sociopathic, may be detrimental to a student. This determination should be done only by a licensed psychologist or psychiatrist. Simply describe the behavior when communicating or documenting the problem.

#### **A person who is a danger to him/her self or others or is gravely disabled**

The California Mental Health Service Act, Section 5150 (Welfare and Institutions code) states that, “A person who is a danger to him/herself or others is gravely disabled, may be taken against his/her will by a peace officer to a designated mental health facility for evaluation.” Examples of cases which are covered by this section include persons who are seriously suicidal, psychotic, depressed, manic depressive, or delirious. Only a person in authority, i.e., campus Safety & Security, the person’s doctor, or a relative can effect this action.

## APPENDIX B

### **Counseling Responsibilities**

The Academic Senate for the California Community Colleges adopted the Standards of Practice for the counseling in the colleges in spring 1997. They defined the “Core Functions” of counseling as those derived from the California Education Code and from the American Counseling Association. The two that pertain to Crisis Intervention are as follows:

#### **The college counseling function is to provide:**

- 1. Personal counseling**, in which the student is assisted with personal, family or other social concerns, when that assistance is related to the student’s education.
  
- 2. Crisis intervention**, either directly or through cooperative arrangements with other resources on campus or in the community. Crisis Intervention is defined below.

#### **Crisis Intervention is defined as follows:**

- (a) As part of provision of personal counseling, programs should have a system that assists students in acute emotional distress, including an intervention plan for students in **personal crisis** who require immediate attention.
- (b) For situations when a student is a potential danger **to self or others**, districts should have a clear policy of who has authority to make such determinations, and specific procedures to be followed.
- (c) Counseling programs should work closely with administration and outside agencies to ensure that the needs of students in crisis are met and that personnel appropriate to such situations are available.
- (d) Counseling programs should take leadership in creating and participating in campus-wide crisis intervention teams.
- (e) Counseling programs should be familiar with district disaster plans, and be prepared to assist students in the event of disaster on campus.