

This presentation reviews the CAIR Team, and strategies to respond to students exhibiting distressing, disruptive, disturbing dangerous behaviors. If you would like a presentation for your department, please contact Dr. Miller at emiller@Cerritos.edu. Presentation options can range from 15 to 60 minutes.

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Cerritos College Crisis Assessment, Intervention, & Response (CAIR) Team

Presentation Goals

1. Provide an overview of the CAIR Team and its purpose, what it does/does not do, membership, and your role with CAIR;
2. Recognize the warning signs of distressed, disruptive, and threatening behaviors;
3. Gain tools and strategies for responding to such behaviors;
4. Learn what, to whom, and how to report behaviors of concern.

Cerritos College CAIR Team Purpose

The Crisis Assessment, Intervention, and Response (CAIR) Team is a multidisciplinary partnership which contributes to the health and safety of the campus. The team consists of Cerritos College administrators that evaluate and assess distressing and disturbing behaviors exhibited by students, coordinate and develop a centralized response to provide assistance and intervention for students of concern, and evaluate and monitor any ongoing related issue(s).

CAIR: Who we are & what we do

The CAIR Team's responsibilities include, but are not limited to, the following:

- To receive and review reports regarding students in crisis and/or of concern submitted by members of the campus community and the general public;
- To develop a collaborative and coordinated action or intervention plan to respond to students of concern and follow -up plans, when necessary;
- To initiate threat assessments and risk determination, when warranted;
- To create protocols, processes, procedures, and recommend policies to enhance the effectiveness of the CAIR Team;
- To assess and monitor national trends and events that may impact the institution; and
- To educate the campus community about the resources available provided by the CAIR Team and available in the broader community.

CAIR: What we are not

- **First responders.** We do not have specialized training or capacity to be the first to arrive and provide assistance at the scene of an emergency, such as a student in crisis, accident, or incident of violence .
- **A referral service.** Students should not be “referred” to the CAIR Team for services (or told they are being referred to the CAIR Team), instead direct referrals should be made to service areas (i.e. SHS, DSPS, Fin Aid. etc.), with a followup CAIR report submitted.
- **A case management service.** The CAIR Team reviews reports to provide a coordinated response through aligning services, it does not manage individual student cases, but refers to offices on campus that can assist the student directly.
 - In instances where a student reports food, housing, or financial instability, we unfortunately do not have the capacity to assist students one -on-one with connecting to county/city resources. We will direct students to online resources to find this information, and campus resources such as Financial Aid. Individual reporters are encouraged to do the same.

CAIR Team Membership

- Dean of Students Services (Chair)
- Associate Dean of Student Health and Wellness Services
- College Psychologist
- Dean of Disabled Student Programs and Services (DSPS)
- Dean of Student Support Services
- Dean of Counseling
- Director, Diversity, Compliance and Title IX Coordinator
- Faculty Coordinator of Student Conduct
- CCPD Police Chief
- CCPD Police Captain
- VP Student Services

Your Role with CAIR

- Submit reports regarding students of concern
- Provide direct referral of a student to campus services
- Provide outreach to the student or another party
- May provide Team insight into the report, incident, or student
- May be invited to attend a portion of a meeting or a smaller constituent group when you may have insight



Behaviors on a Continuum

Distressed

- Behavior that causes concern for the person's well-being.



Disturbing

- Behavior that may be highly inappropriate, irrational, delusional, and/or makes others uncomfortable.



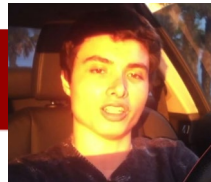
Disruptive

- Behavior that interrupts the classroom or work environment, and represents an escalation or "acting out" of distress or inner disturbance.



Dangerous

- Behavior that threatens the safety and well-being of others.



Students in Distress

Potential triggers for distress

Relationship problems
(e.g., break-up, conflict with
professor)

Failing or retaking classes

Family issues

Sexual assault and/or domestic
violence

Financial problems

Unemployment

Sleep difficulties

Death of loved one

Victim of crime

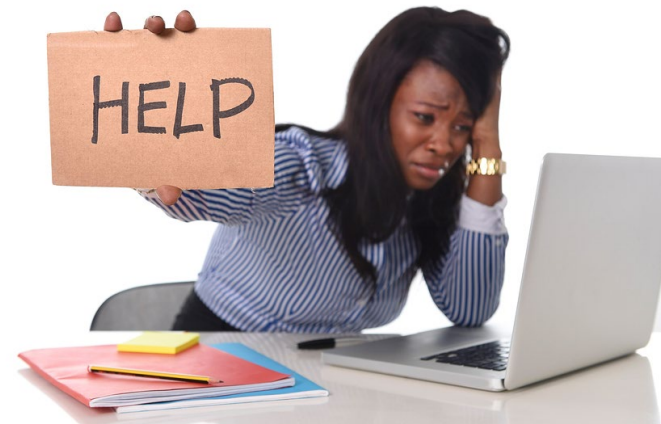
Mental health concerns

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Food insecurity

Housing insecurity

Physical health concerns



Signs of Distress

A student with persistent behaviors such as:

- Sad
- Overly anxious
- Irritable
- Withdrawn
- Confused
- Lacks motivation and/or concentration
- Seeks constant attention
- Demonstrates bizarre or erratic behavior (including written/electronic communication)
- Expresses suicidal thoughts



What can I do?

Intrapersonally:

- Try to understand where they are coming from
- Avoid judging, evaluating, and criticizing

Interpersonally:

- Talk in private
- Give hope - help student realize there are options
- Suggest resources (SHS, Fin Aid, Adult Re-Entry, DSPS, EOPS/LINC/CARE, Veterans Resource Center, etc.)
- Help them with relaxation skills
- Avoid sarcasm, jokes, overly personal remarks

Active listening

Removing all distraction

Observing speakers signs and body language

Responding back to what you have understood

Useful phrases



What I hear you saying is ...

Let me see if I have this right...[repeat what they said to you]....

It sounds like you are saying....

Please stand back you are too close...

I can see why that may be upsetting, let's see if we can solve this together...

I can see that you are frustrated, unfortunately the rules are...

Tell me more about....

Let me see if I can find someone to help ...

Disturbed Behaviors



- Verbal aggression (yelling, excessively loud)
- Not complying with instructions
- Inability to communicate clearly
- Loss of contact with reality (seeing or hearing things that others cannot see or hear; irrational beliefs or fears that others may be conspiring against them)
- Stalking behaviors and/or inappropriate communications
- Suicidal thoughts and/or attempts to kill self
- Under the influence of drugs and/or alcohol

Disruptive & Potentially Dangerous Behaviors

- Verbal aggression (yelling, excessively loud)
- Not complying with instructions
- Inability to communicate clearly
- Loss of contact with reality (seeing or hearing things that others cannot see or hear; irrational beliefs or fears that others may be conspiring against them)
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- Threats of violence
- Actual acts of violence towards others
- Uncontrolled expression of anger, frustration, impulsivity
- Interest in explosive devices, bombs, or fire
- Preoccupation with weapons or violence as a way to solve a problem
- Writing or use of social media that cause concern
- “Injustice Collector”



Remember...

**We cannot predict or prevent all acts
of campus/workplace violence.**

**There is no single demographic
profile of an “active shooter.”**

**SEE SOMETHING
SAY SOMETHING**

What should I do? (Immediate)

Disruptive

- If safety does not seem like an immediate concern, attempt to de-escalate the situation; offer to find someone to assist in problem-solving.
- Instructors may (and should) remove a disruptive student from class.

Administrative Procedure 5520: Student Discipline Procedures (lines 115-125)

Removal from Class (Education Code Section 76032): Any instructor may order a student removed from his/her class for the day of the removal and the next class meeting.

The instructor shall immediately report the removal to the Faculty Coordinator for Student Conduct and Grievance and complete a Student Conduct Incident Form. The Faculty Coordinator or designee shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the Faculty Coordinator or designee shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the Faculty Coordinator, or designee from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

What should I do? Cont'd (Immediate)


Dangerous

- If safe to do so, remove yourself and others from the room.
- Ask about the possibility of harm to self or others
 - ASK: Are you thinking of killing yourself? Are you thinking of or planning to harm someone?
 - Remember - it is not our role to diagnose and treat.

When physical safety of student(s) or others is of immediate concern, or the student acts in a highly irrational or disruptive way, call:

911 or 562-402-3674 (Cerritos College Police)

Continuum of Threats

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- Warning of impending violence
 - Attempts to intimidate
 - Thrill of causing a disruption
 - Attention-seeking, boasting
 - Fleeting expressions of anger
 - Jokes
 - Figures of speech

What should I do? (Secondary)

Submit a Report

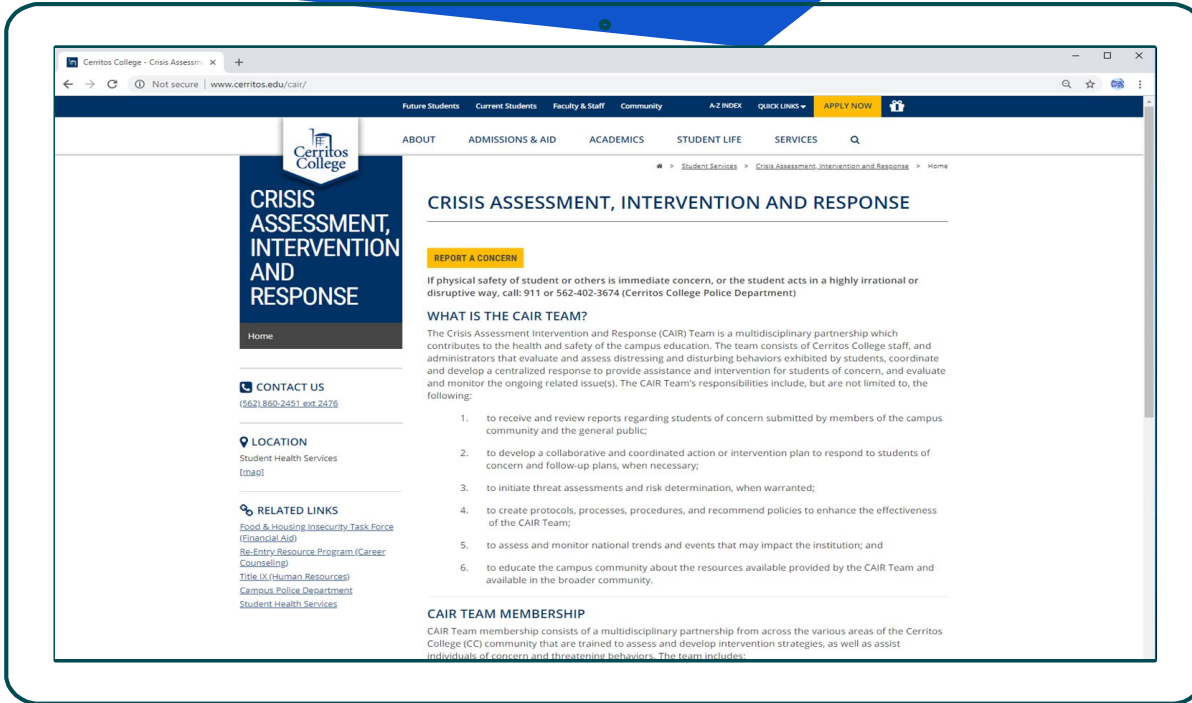
Why? Allows the District to:

- Record the incident from your perspective
- Review for additional services available to the student
- Monitor trends occurring on campus
- *Provide a safe learning and working environment!*

How? It's easy and online!

- To access the report visit the [CAIR webpage](#).

CAIR Website



Report Writing Tips:

Observations , facts and objectivity



A bout the person (name, relationship to reporter and the College)

B ehaviors observed (body language, phrases stated, tone of voice, actions)

C ontext (when, location of incident, if it occurred in a class what class did this take place in, any unique factors of the setting)

D etails (witnesses, times of incidents, anything else objective that is relevant)

E ffect (impact to others, impact to you)

F ollow-up/response (did anyone try to intervene, how did the individual receive that intervention, has the incident been reported to the police)

What happens next ...

After a report is submitted, it is immediately received via email by:

- Dr. Humberto Hernandez (point person for reports regarding student wellness concerns)
- Dr. Elizabeth Miller (point person for reports regarding concerning or unusual behavior)
- Dr. Valyncia Raphael (point person for reports including discrimination, sexual/partner violence, harassment, stalking, etc.)
- Dr. Hillary Mennella
- Dr. Dilcie Perez

Expect a response within 1-3 business days. You may also email any additional information and updates to Dr. Miller to include in the student's file.

The CAIR Team will review by next scheduled meeting, and discuss additional resources or responses.

Practice

Review the case study assigned to your group.

**One group member should be prepared to read out
your responses.**

Confidentiality, Privacy, & Discretion

For most of us, we cannot guarantee confidentiality to students in the roles we serve.

- Only ***Student Health Services*** may guarantee confidentiality.

We ***may*** and ***should*** promise ***discretion*** and ***privacy***.

If you are concerned with submitting a report due to privacy, please call one of the individuals below to talk through your concern.

- Dr. Elizabeth Miller, Dean of Student Services, x2476
- Dr. Humberto Hernandez, College Psychologist, x2321
- Dr. Hillary Mennella, Associate Dean of Student Health & Wellness, x7830
- Dr. Valyncia Raphael, Director, Diversity, Compliance, & Title IX Coordinator, x2276

NOTE: Staff above will not share information known about students, but will listen, and provide advice and consultation.

Confidentiality, Privacy, & Discretion cont'd

To comply with FERPA and avoid accidentally giving unlawful/incorrect advice, it is best that faculty and staff serve only as a resource and emotional support.

- Any materials written about students could be reviewable by the student per FERPA. That includes student conduct and CAIR reports.
- FERPA grants exceptions in emergencies to protect health & safety.

Additional FERPA training in the CCCCO Professional Learning Network (Skillsoft Portal):

- Keenan module on FERPA Confidentiality of Records (15 minutes)
- FERPA for Higher Education (30 minutes).
- Information and resources are available on the [US Department of Education Website](#).

Helpful Resource Links (slide 1 of 2)

[CalWORKS \(California Work Opportunity and Responsibility to Kids\)](#) – assists students receiving aid from the Department of Social Services to achieve educational goals and long term economic self-sufficiency.

[Campus Police Department](#) – ensures campus safety with a trained 24/7 police force, campus safety escorts, and emergency preparedness resources and activities.

[Cooperative Agencies Resources for Education \(CARE\)](#) - provides resources and support necessary for CalWORKs/TANF recipients to improve their educational opportunities through enrollment and completion of a degree or job training program.

[Disabled Student Programs and Services \(DSPS\)](#) – provides support services and instruction to students with disabilities.

[Extended Opportunity Program and Services \(EOPS\)](#) - provide **over and above** programs and services to economically and educationally disadvantaged students.

[Food and Housing Insecurity Task Force \(Financial Aid\)](#) – provides advocacy and resources for students experiencing food and/or housing insecurity. Website contains LA Food Bank distribution dates, and resource guides related to food and housing insecurity.

Helpful Resource Links (slide 2 of 2)

[Kognito and Related CCC Resources](#) – a suite of six (free) online, interactive, and research -proven training simulations about best practices in supporting students struggling with psychological distress, LGBTQ+ students struggling due to harassment or exclusion, and student veterans who are facing challenges adjusting to college.

[LGBTQ+ Resources \(Safe Zone\)](#) – information related to LGBTQ+ student experiences and challenges, and the Safe Zone Ally training program available to employees and students.

[Office of International Student Services](#) – provides assistance to international students with F -1 status, including admission, academic counseling, advising, cross -cultural adjustment, and compliance requirements.

[Office of Student Conduct & Grievances](#) – supports implementation of District policy related to the Student Code of Conduct, student discipline, and the student grievance process.

[Re-Entry Resource Program](#) - assist and supports adult students returning to school after a gap in their education.

[Student Health Services](#) - provide students the opportunity to have low-cost professional medical services which assist in achieving and maintaining optimum physical, mental, and emotional health.

[Title IX \(Human Resources\)](#) – provides advocacy and resources related to issues of sex discrimination and harassment, including sexual violence and pregnancy rights. Web resources include a faculty & staff tool kit.



Thanks!

Any questions?

CAIR TeamChair:

Dr. Elizabeth Miller, emiller@cerritos.edu