

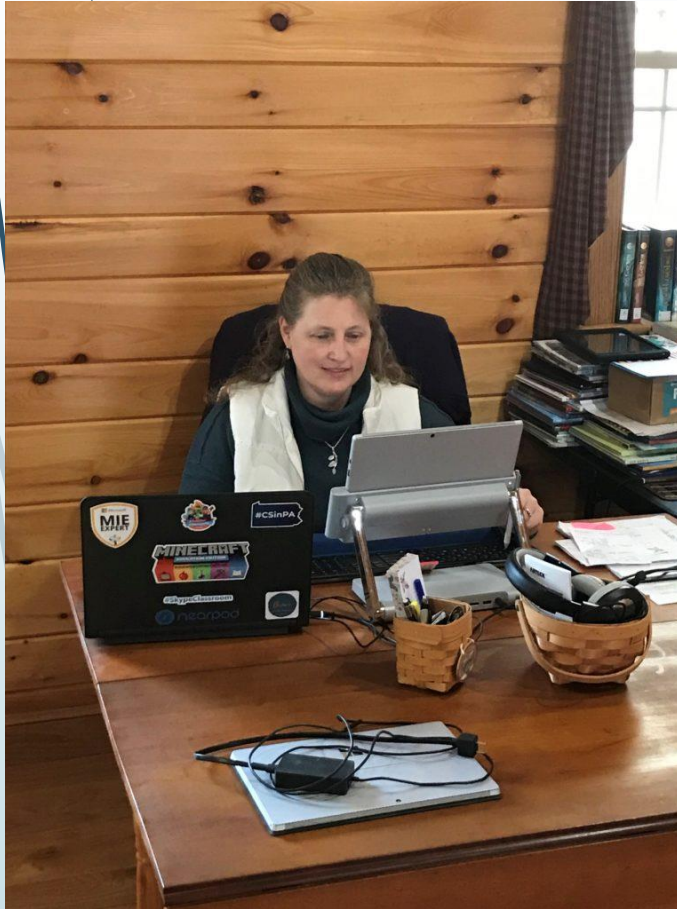


Behavioral Management During Covid and Beyond!

Jackie Wilson – UAS Dean of Students & Campus Life

1/6/2021

Virtual Environments – setting up for success!



- ▶ Remember a few things about students right now under Covid:
 - ▶ Financial Stress
 - ▶ Covid Stress
 - ▶ Underlying Mental Health concerns
 - ▶ Trauma in all of its forms: PTSD, Intergenerational etc.
 - ▶ Academic stressors based on lack of in person instruction
 - ▶ Pressure on taking short cuts – academic integrity tensions
 - ▶ Lack of social connection generally
 - ▶ Your OWN stress too!
 - ▶ A great resource : [Trauma-Informed Teaching During COVID-19](#)
- ▶ A Pro-active Classroom/Discussion/Event space
- ▶ Flexible syllabus
- ▶ Care statements in syllabus
- ▶ Relationships with ADA and Title IX offices
- ▶ Ways to form meaningful connections with students
- ▶ Statements about covid – how will you respond?
- ▶ Learning scaffolding – how will students get help academically if needed
- ▶ Resources for emotional assistance!

UAS Care Team – A great resource!

Who's who!

- ▶ Jackie Wilson – Chair – Dean of Students*
- ▶ Nathan Bodenstadt – Deputy Chair – Director of Residence Life*
- ▶ Aimee Richards – Deputy Chair – Advisor
- ▶ Ryan Sand – Emergency Management
- ▶ Carrie Kline – Lead Counselor and Disability Services
- ▶ Jenny Malecha – Disability Services
- ▶ Sean McCarthy – Coordinator Residence Life*
- ▶ Allison Mogensen – Coordinator Residence Life*

What do we do

- ▶ Triage all reports that come in submitted by faculty, staff or students
- ▶ Intervene directly with students
- ▶ Support faculty in situations involving students – setting boundaries and behavioral agreements
- ▶ Provide emergency services when needed including hospital referrals
- ▶ Partner with local agencies to problem-solve with students
- ▶ Address immediate basic needs in some cases such as housing, food, access to medical care and transportation
- ▶ Outreach to students for Counseling and Disability Services
- ▶ Interface with parents and family members to leverage partnerships in supporting the student if appropriate
- ▶ Engage Public Health for Covid situations



How to Submit a Care Team Report

How to Submit an Academic Integrity Report

- Submitting a CARE TEAM report
 - <https://www.uas.alaska.edu/dean-of-students/careteam/index.html>
 - Helpful hints – provide as much detailed information as possible and focus on facts – as in the specific behavior observed
 - A Care Team member will be assigned the case and will follow up with you within 48 hours or less
 - For emergencies call 911 AND submit a report
 - You are also welcome to consult with me for any situation with a student!
- How to Submit Academic Integrity Report
 - Helpful hints – I recommend that you have a conversation with the student FIRST! There can be extenuating circumstances especially during COVID that could inform your decisions.
 - Issues can include plagiarism, not citing sources, submitting others work as their own, using notes or other platforms for assignments or exams inappropriately etc.
 - https://cm.maxient.com/reportingform.php?UnivofAlaska&layout_id=73
 - Flows directly into our Maxient conduct database
 - Questions:
 - J.WILSON@ALASKA.EDU



Behaviors that may indicate a Care Team report is needed!

- ▶ Verbal or written threats
- ▶ Verbal abuse
- ▶ Inappropriate references to weapons
- ▶ Inappropriate references to death, suicide, violence, assassinations, or terrorism
- ▶ Obsessive interest in another student/employee
- ▶ Claims of mental illness prompting problematic behavior
- ▶ Bullying
- ▶ Suspicious Activity
- ▶ Stalking
- ▶ Violent or threatening gestures
- ▶ Research into the personal life of another student/employee
- ▶ Frightening other students/employees
- ▶ (Calhoun and Weston eds. Threat Assessment and Management Strategies: Identifying the Howlers and Hunters. 2nd Edition. CRC Press. Boca Raton, Florida. 2016. p. 7)

A Few Case Studies:

- Case Study 1: Aisha
- Aisha is a first-year student at your school. Your school has recently shifted to all online classes and has instructed students not to return after Spring Break. Aisha is feeling overwhelmed by the coronavirus pandemic due to a variety of stressors that are piling up for her.
- Aisha was recently diagnosed with Bipolar Disorder and has been seeing a counselor for free at the school. She has also been seeing the on-campus psychiatrist and receiving significantly discounted prescriptions from the school pharmacy that were billed to her student account. Additionally, her boyfriend was on a study abroad trip in Italy and she hasn't heard from him since the outbreak there.
- Aisha has not been able to see a counselor or fill her prescriptions since returning home (in a different state) and she has started to feel incredibly overwhelmed and depressed. Aisha is worried that without support, she will get worse and start to think about killing herself again. Aisha called her counselor in a panic. After talking, the counselor had her sign a release of information to talk with the Care Team.



- Case Study 2: Jeremiah
- In response to the coronavirus, your school has moved all classes to online, however, your residence halls remain open. Jeremiah lives in the hall and is enrolled in several classes.
- During a heated debate on one of the class discussion boards, Jeremiah started going back and forth with two students in particular. The conversation escalated, ending with Jeremiah saying: "I hope you both get the coronavirus. I know where you live and I'm going to come infect your room."
- The professor notices the comment on the discussion board and makes a referral to the Care Team.

Final Case Study

- ▶ Case Study 3: Timothy
- ▶ Timothy is a sophomore in college and diagnosed with ADHD. He has not registered with Disability Services as he has been able to manage the academic environment on his own. Timothy's biggest challenge is focusing during lectures, so he tends to sit at the front of the class where he is less distracted.
- ▶ Timothy's school has shifted all classes to an on-line environment. He has never taken an on-line class before and finds the platform to be confusing and struggles to manage the virtual assignments and learning modules across his 6 classes. Most notably, Timothy finds it difficult to focus on recorded lectures and PowerPoints and has noticed that his notetaking is very sparse and scattered since moving to the online class. Timothy feels isolated and alone, unsure where to turn for help.
- ▶ Timothy's professor noticed the drastic drop in grades after the class shifted online and reached out to see what was going on. Timothy explained his challenges and the professor made a referral to the Care Team.

Case Studies courtesy of NABITA – National Association for Behavioral Intervention and Threat Assessment:

Nabita.org

Discussion and Q and A!

