The **Student Behavioral Management Committee (SBMC)** is a committee that collaboratively addresses issues related to student behavior on campus. The SBMC brings representatives from a variety of campus departments together to develop a general sense of the patterns of student behavior, to share advice and counsel, to collaborate on dealing with acting-out behavior, and to recommend strategies and policies to proactively address student behavior.

The SBMC reports to the UMD Vice Chancellor for Student Life and Dean of Students, and has the following responsibilities.

- **Threat Assessment**
  Threat assessment is defined as using a collaborative process to address situations that have the potential to be disruptive to the UMD community, in order to facilitate maximizing safety for students and the university community. SBMC focuses on situations as they arise from student behavior and decides the most productive course of action to minimize impact to the community and to facilitate the most positive outcome possible for the student acting out. Threats are generally lower level threats that affect a limited number of students. UMD’s emergency procedures take precedence and are employed when significant threats arise.

- **Recommend Strategies, Policies and Procedures**
  SBMC recommends strategies, policies and procedures for dealing with issues such as sexual assault, alcohol and drug abuse, self-harm, mental health concerns and parental notification.

**Basic Threat Assessment process:**
1. Identify students of concern
2. Gather and share information
3. Determine whether the student poses a threat
4. Develop and implement individual case management plan
5. Document information and case management plan

**Identify students of concern:** To effectively identify students of concern, several methods are available to be used.
1. Disciplinary situations where tickets have been issued through UMD/city police
2. Situations that are reported formally or informally from academic departments, student services and Student Life areas
3. Situations that are reported through Maxient or other reporting mechanisms established

To identify situations effectively it is important to have multiple reporting mechanisms, to inform/train faculty and staff that this committee and the reporting systems are in place, and to have a monitoring system that catches in a timely way the reports that are made.

**Gather and share information:** Gathering and verifying information received is significant. Corroboration of the facts from a variety of sources is important to get the whole context of the situation.
1. Use the resources of the representative members on the team
2. Information from the individual making the report can be gathered from the report, by phone or by having that individual attend the team meeting
3. Investigating other arenas of the student’s life gives important information for understanding the greater context
4. Explore issues related to the situation and context for the student involved
5. There is a list of questions that may be used as appropriate to the situation to drive the investigation that might get at the broader context (Appendix I)
6. Gather information in a timely manner. If the situation is high risk with imminent danger, call a subset of the team together as soon as possible
7. Get broader release of information permission from student if needed

**Determine whether the student poses a threat:** Analysis of the situation involves looking at information gathered from a wide context, using psychological, environmental, system, and contextual questions, with the awareness that situations are dynamic and always changing.
1. Analysis starts with evaluating the questions asked from the standard set of questions
2. Use a flow chart that addresses riskiness of the situation first (Appendix II)
3. Have a standard protocol that gives consistent results (Appendix III)
4. Monitor over time as safety issues change as the context changes
5. Recognize that safety is a broader issue than suspension/expulsion from campus

**Develop and implement key action plans:**
1. Use standard protocol to determine level of risk and start with steps defined for that level of risk (Appendix III)
2. Use a variety of actions steps as they seem relevant to the individual student given the evaluation (Appendix IV)
3. Use preventive steps as well as disciplinary steps
4. Determine who will complete and follow up with various steps of the action plan
5. Monitor ongoing progress of the plan in a systematic way at the SBMC team meetings

**Document information and case management plan:**
1. Document student actions and information
2. Document using reports, emails, verbal information, voice mails, or any other source by which information is obtained
3. Document action plan details in minutes that follows cases for SBMC meetings (minutes include the student’s name, a brief summary of the issue, and notation of the action steps and responsibility for completing them)
4. Document ongoing monitoring of the action plan in SBMC log (minutes include the student’s name, a brief summary of the issue, and notation of the monitoring activity of the action steps)

**Operational System**
A consistent system for managing a threat assessment policy helps ensure consistent action, increased safety for the community, and increased fairness for the student of concern.
1. SBMC team meets regularly—2 times/month, 9 months a year, flexible times as needed in the summer
2. SBMC may be convened on an as need basis if the situation needs immediate attention. The Office of Student Life will convene the team in these situations upon the recommendation of any member of the SBMC.
3. Meeting starts with new issues of student concern following this protocol.
4. After new issues have been addressed, monitoring of old issues is done.
5. Preventive issues are addressed after current student issues are addressed
6. The process will be reviewed annually and improved as needed to fill in gaps
Appendix I: Questions to be asked

1. What are the facts about the behavior?
2. What is the history of behavior for this student?
3. What is the context in which this behavior fits?
4. What additional information can be gathered from other sources?
5. What are the student’s motives and goals? (context)
6. Have there been any communications suggesting ideas or intent to attack?
7. Has the student shown inappropriate interest in:
   i. Workplace, school or campus attackers
   ii. Weapons
   iii. Incidents of mass violence
   iv. Obsessive pursuit
8. Has the student engaged in attack-related behaviors
9. Does the student have the capacity to carry out an act of targeted violence
10. Is the student experiencing hopelessness or despair
11. Does the student have a relationship with at least one responsible individual
12. Does the student see violence as acceptable, desirable, or only way to solve problem
13. Is the student’s conversation and “story” consistent with actions
14. Are other people concerned about the potential for violence
15. What circumstances might affect the likelihood of violence (environment)
16. Where does the subject exist along the pathway to violence
Appendix II: Threat Assessment Flow Chart

Action that is taken before it reaches SBMC.

Date: 7/25/2012
Adapted from The Handbook for Campus Threat Assessment and Management Teams, 2008
Appendix III

**Priorities and Risk Levels**

**Priority 1 (Extreme Risk):**
- Poses clear/immediate threat of violence or self-harm and requires immediate containment, law enforcement involvement, target protection, and plan of action. Requires monitoring of committee.

**Priority 2 (High Risk):**
- Poses threat of violence or self-harm but lacks immediacy or access to target. Requires monitoring by committee, meeting with the student to offer help, referral to counseling, and action plan.

**Priority 3 (Moderate Risk):**
- Does not pose threat of violence or self-harm, but exhibits significantly disruptive behaviors and/or need for assistance. Requires monitoring of committee, meeting with student to offer help, action plan, and appropriate referrals.

**Priority 4 (Low Risk):**
- Does not pose threat of violence or self-harm at this time, but may exhibit some disruptive behavior and/or need for assistance. Requires monitoring of committee, action plan, and referrals as appropriate.

**Priority 5 (No Identified Risk):**
- Does not pose threat of violence or self-harm nor is there evidence of disruption to community. No action plan or monitoring required.
Appendix IV: Possible Action Plans

- Monitor the situation
- Meet with the identified student to offer help
- Identify an ally or trusted individual
- Family/parental notification
- Law enforcement intervention
- Behavioral contract (agree to certain behaviors to get what they want with consequences detailed)
- Mandated psychological assessment or hospitalization
- Options for leave or separation from the institution
- Modification of environment
- Victim protective actions