

## PATHWAY INTERVENTIONS

Behavior	Pathway One	Pathway Two	Pathway Three
<b>Suicide</b>	<ul style="list-style-type: none"> <li>• Discuss voluntary referral to counseling services</li> <li>• Explore stressors and identify escalation triggers</li> <li>• Connect to peer and social supports, inspire hope</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate referral to counseling, walk over to clinic</li> <li>• Gather information on nature of threats, plan</li> <li>• Encourage and follow up, offering hope and connection</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate screening by clinical staff, LE or hospital</li> <li>• Detail nature of threats (notes, social media)</li> <li>• Contact emergency contacts/guardian under FERPA</li> </ul>
<b>Depression</b>	<ul style="list-style-type: none"> <li>• Discuss voluntary referral to counseling services</li> <li>• Explore stressors and identify source of depression</li> <li>• Encourage healthy eating, exercise and social acts</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly encourage counseling, discuss obstacles</li> <li>• Encourage social connection, clubs, sports, activities</li> <li>• Explore suicidal thoughts and refer if escalating</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate referral to counseling, walk over to clinic</li> <li>• Carefully document behaviors and comments</li> <li>• Contact emergency contacts/guardian under FERPA</li> </ul>
<b>Self-Injury</b>	<ul style="list-style-type: none"> <li>• Discuss voluntary referral to counseling services</li> <li>• Determine if suicidal or non-suicidal self-injury</li> <li>• Identify stressors, connect to supports/resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly encourage counseling, discuss obstacles</li> <li>• Consider conduct to address disruptive behavior</li> <li>• Identify escalation around suicidal self-injury risk</li> </ul>	<ul style="list-style-type: none"> <li>• Required counseling to address disruptive acts</li> <li>• Explore medical leave policy and off-campus treatment</li> <li>• Bring emergency contacts and/or guardian into plan</li> </ul>
<b>Alcohol/Marijuana</b>	<ul style="list-style-type: none"> <li>• Discuss pros/cons of use, discuss harm reduction</li> <li>• Clarify state laws and local college conduct code</li> <li>• Offer contemplative/preparation steps to change</li> </ul>	<ul style="list-style-type: none"> <li>• Increase harm reduction and pro/con discussion</li> <li>• Encourage referrals to NA/AA, counseling as needed</li> <li>• Address conduct/how to remain in good standing</li> </ul>	<ul style="list-style-type: none"> <li>• Strong referral to counseling or substance counseling</li> <li>• Address how behavior puts enrollment at risk</li> <li>• Bring emergency contacts and/or guardian into plan</li> </ul>
<b>Substance Abuse</b>	<ul style="list-style-type: none"> <li>• Discuss pros/cons of use, discuss harm reduction</li> <li>• Clarify state laws and local college conduct code</li> <li>• Offer contemplative/preparation steps to change</li> </ul>	<ul style="list-style-type: none"> <li>• Increase harm reduction and pro/con discussion</li> <li>• Encourage referrals to NA/AA, counseling as needed</li> <li>• Address conduct/how to remain in good standing</li> </ul>	<ul style="list-style-type: none"> <li>• Strong referral to counseling or substance counseling</li> <li>• Address how behavior puts enrollment at risk</li> <li>• Bring emergency contacts and/or guardian into plan</li> </ul>
<b>Hallucinations/Delusions</b>	<ul style="list-style-type: none"> <li>• Discuss voluntary referral to counseling services</li> <li>• Talk about impact of behavior on others</li> <li>• Explore how symptoms impact academic/social life</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss voluntary referral to counseling services</li> <li>• Explore if symptoms cause academic/social disruption</li> <li>• Offer support; referral to academic support/ADA/504</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate screening by clinical staff, LE or hospital</li> <li>• Explore medical leave policy, medication support</li> <li>• Contact emergency contacts/guardian under FERPA</li> </ul>
<b>Anxiety</b>	<ul style="list-style-type: none"> <li>• Normalize and offer support and care</li> <li>• Identify triggers and comforts/reducers</li> <li>• Discuss voluntary referral to counseling services</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage counseling referral and offer to walk over</li> <li>• Discuss interruption of academic, social and life skills</li> <li>• Connect to supports, family and friends</li> </ul>	<ul style="list-style-type: none"> <li>• Strong referral and walk over to counseling services</li> <li>• Involve emergency contact/parents in plan</li> <li>• Discuss increased support, medical leave</li> </ul>
<b>Manic Thought/Action</b>	<ul style="list-style-type: none"> <li>• Discuss symptoms, triggers, and behaviors</li> <li>• Identify areas of difficulty (social, academic...)</li> <li>• Introduce idea of counseling support</li> </ul>	<ul style="list-style-type: none"> <li>• Identify high risk behaviors, engage in harm reduction</li> <li>• Discuss how behavior disrupts academics, social, work</li> <li>• Referral to academic support, counseling, medications</li> </ul>	<ul style="list-style-type: none"> <li>• Strong referral and walk over to counseling services</li> <li>• Identify immediate safety risks, conduct violations</li> <li>• Contact emergency contacts/guardian under FERPA</li> </ul>
<b>Loss or Bereavement</b>	<ul style="list-style-type: none"> <li>• Normalize and offer support and care</li> <li>• Identify triggers and comforts/reducers</li> <li>• Discuss voluntary referral to counseling services</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage counseling referral and offer to walk over</li> <li>• Discuss interruption of academic, social and life skills</li> <li>• In break up, identify boundary and conduct risks</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate referral to counseling, walk over to clinic</li> <li>• Address suicide risk and/or threats to previous partner</li> <li>• Contact emergency contacts/guardian under FERPA</li> </ul>
<b>Social Problems</b>	<ul style="list-style-type: none"> <li>• Normalize and offer support and care</li> <li>• Identify triggers and comforts/reducers</li> <li>• Referral to counseling, academic support, ADA/504</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage counseling referral and offer to walk over</li> <li>• Discuss interruption of academic, social and life skills</li> <li>• Connect to groups, clubs, and structured social outlets</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly outline conduct and behavioral expectations</li> <li>• Assess for suicide, referral to counseling for assessment</li> <li>• Involve emergency contact/parents in plan</li> </ul>
<b>Adjusting to Change</b>	<ul style="list-style-type: none"> <li>• Normalize and offer support and care</li> <li>• Identify triggers and comforts/reducers</li> <li>• Referral to counseling, academic and social support</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage counseling referral and offer to walk over</li> <li>• Discuss interruption of academic, social and life skills</li> <li>• Connect to groups, clubs, and structured social outlets</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly outline conduct and behavioral expectations</li> <li>• Assess for suicide, referral to counseling, medical leave</li> <li>• Involve emergency contact/parents in plan</li> </ul>
<b>Financial Insecurity</b>	<ul style="list-style-type: none"> <li>• Normalize fear and worry, offer hope and support</li> <li>• Identify major areas of stress and triggers</li> <li>• Referral to counseling, financial and academic help</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage counseling referral and offer to walk over</li> <li>• Discuss interruption of academic, social and life skills</li> <li>• Identify supports and comforts, connection to others</li> </ul>	<ul style="list-style-type: none"> <li>• Identify/manage disruptive behaviors and conduct</li> <li>• Assess for suicide, referral to counseling, medical leave</li> <li>• Involve emergency contact/parents in plan</li> </ul>
<b>Academic/Work Trouble</b>	<ul style="list-style-type: none"> <li>• Offer support and normalization, advice/guidance</li> <li>• Refer to academic support and/or counseling</li> <li>• Explore goals and strategies for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage counseling referral and offer to walk over</li> <li>• Offer support, identify and manage concerning conduct</li> <li>• Develop goals to reduce triggers and increase support</li> </ul>	<ul style="list-style-type: none"> <li>• Identify/manage disruptive behaviors and conduct</li> <li>• Assess for suicide, referral to counseling, medical leave</li> <li>• Involve emergency contact/parents in plan</li> </ul>

## PATHWAY INTERVENTIONS

Behavior	Pathway One	Pathway Two	Pathway Three
<b>Stalking</b>	<ul style="list-style-type: none"> <li>• Identify range of behaviors, address conduct issues</li> <li>• Set limits and boundaries, referral to counseling</li> <li>• Discuss need to inform third party; Title IX</li> </ul>	<ul style="list-style-type: none"> <li>• Assess need for Title IX involvement, process</li> <li>• Set clear conduct limits and monitor for compliance</li> <li>• Refer to counseling, consider parental/guardian notice</li> </ul>	<ul style="list-style-type: none"> <li>• Title IX, LE and conduct involvement</li> <li>• Consider suspension and/or removal</li> <li>• Parental/guardian notification; required counseling</li> </ul>
<b>Partner Violence</b>	<ul style="list-style-type: none"> <li>• Identify behaviors and parties involved</li> <li>• Consider Title IX involvement, conduct process</li> <li>• Offer both parties referrals to counseling/support</li> </ul>	<ul style="list-style-type: none"> <li>• Assess need for conduct, stay-away orders, and limits</li> <li>• Conduct and Title IX involvement,</li> <li>• Refer to counseling, academics, and accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated conduct, title IX, law enforcement process</li> <li>• Clear limits, boundaries and follow up process</li> <li>• Move forward to suspension and removal from campus</li> </ul>
<b>Harassment</b>	<ul style="list-style-type: none"> <li>• Identify range of behaviors; apply code of conduct</li> <li>• Refer to counseling to address behavior</li> <li>• Address both parties, referral to Title IX process</li> </ul>	<ul style="list-style-type: none"> <li>• Use Title IX and conduct process to address behavior</li> <li>• Monitor behavior and refer to counseling and support</li> <li>• Address both parties; Parental/Guardian notification</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated conduct, title IX, law enforcement process</li> <li>• Clear limits, boundaries and follow up process</li> <li>• Move forward to suspension and removal from campus</li> </ul>
<b>Sexual Assault</b>	<ul style="list-style-type: none"> <li>• Identify range of behaviors; apply code of conduct</li> <li>• Refer to counseling to address behavior</li> <li>• Address both parties, referral to Title IX process</li> </ul>	<ul style="list-style-type: none"> <li>• Use Title IX and conduct process to address behavior</li> <li>• Move to separation and interim measures for safety</li> <li>• Clearly address threatening and aggressive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated conduct, title IX, law enforcement process</li> <li>• Clear limits, boundaries and follow up process</li> <li>• Move forward to suspension and removal from campus</li> </ul>
<b>Vandalism</b>	<ul style="list-style-type: none"> <li>• Explore stressors and identify escalation</li> <li>• Set limits and boundaries</li> <li>• Consider the conduct process</li> </ul>	<ul style="list-style-type: none"> <li>• Set clear conduct limits and monitor for compliance</li> <li>• Consider parental/guardian notification</li> <li>• Identify high risk behaviors and apply harm reduction</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly outline conduct and behavioral expectations</li> <li>• Schedule meeting with conduct, parents, BIT/CARE</li> <li>• Move forward to suspension and removal from campus</li> </ul>
<b>Affective Violence</b>	<ul style="list-style-type: none"> <li>• Explore stressors and identify escalation triggers</li> <li>• Consider the conduct process</li> <li>• Offer support, normalization, and advice/guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Set clear conduct limits and monitor for compliance</li> <li>• Assess need for conduct, stay-away orders, and limits</li> <li>• Consider parental/guardian notification</li> </ul>	<ul style="list-style-type: none"> <li>• Identify any immediate safety risks or conduct violations</li> <li>• Facilitate a meeting with conduct, parents, police</li> <li>• Move forward to suspension and removal from campus</li> </ul>
<b>Transient Threats</b>	<ul style="list-style-type: none"> <li>• Explore stressors and identify escalation triggers</li> <li>• Connect the individual to supports and resources</li> <li>• Consider the conduct process to address behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information on the nature of threats and plan</li> <li>• Set clear conduct limits and monitor for compliance</li> <li>• Consider parental/guardian notification</li> </ul>	<ul style="list-style-type: none"> <li>• Threat assessment to develop risk and management plan</li> <li>• Facilitate a meeting with conduct, parents, police</li> <li>• Use progressive disciplinary policy; consider suspension</li> </ul>
<b>Substantive Threats</b>	<ul style="list-style-type: none"> <li>• Explore stressors and identify escalation triggers</li> <li>• Connect the individual to supports and resources</li> <li>• Consider the conduct process to address behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Threat assessment mtg with conduct, parents, police</li> <li>• Use progressive disciplinary policy; consider suspension</li> <li>• Consider notification of threatened party</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate involvement of law enforcement and conduct</li> <li>• Threat assessment to develop risk and management plan</li> <li>• Progressive discipline with suspension and/or limits</li> </ul>
<b>Hazing/Intimidation</b>	<ul style="list-style-type: none"> <li>• Identify the range of behaviors and parties involved</li> <li>• Use progressive disciplinary policy, clear limits set</li> <li>• Explore goals and strategies for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Threat assessment to develop risk management plan</li> <li>• Progressive discipline; consider no-contact, suspension</li> <li>• Facilitate a meeting with conduct, parents, police</li> </ul>	<ul style="list-style-type: none"> <li>• Threat assessment to develop risk and management plan</li> <li>• Assess harm to group, interim measures applied</li> <li>• Move forward to suspension and removal from campus</li> </ul>
<b>Incel Behavior</b>	<ul style="list-style-type: none"> <li>• Explore stressors and identify escalation triggers</li> <li>• Offer support, normalization, and advice/guidance</li> <li>• Strongly encourage counseling, address obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• Set clear conduct limits and monitor for compliance</li> <li>• Identify high risk behaviors and apply harm reduction</li> <li>• Normalize fear and worry and offer hope and support</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly outline conduct and behavioral expectations</li> <li>• Threat assessment to develop risk and management plan</li> <li>• Facilitate a coordinated conduct, title IX, police process</li> </ul>
<b>White Supremacy</b>	<ul style="list-style-type: none"> <li>• Explore stressors and identify escalation triggers</li> <li>• Look for social supports; offer advice/guidance</li> <li>• Connect to peer and social supports, inspire hope</li> </ul>	<ul style="list-style-type: none"> <li>• Address the threatening and aggressive behavior</li> <li>• Clearly outline conduct and behavioral expectations</li> <li>• Strongly encourage counseling, discuss obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• Threat assessment to develop risk and management plan</li> <li>• Facilitate a meeting with conduct, parents, police</li> <li>• Progressive discipline with suspension and/or limits</li> </ul>
<b>Trolling Actions</b>	<ul style="list-style-type: none"> <li>• Identify areas of difficulty (social, academic, etc.)</li> <li>• Discuss social and conduct implications of behavior</li> <li>• Explore alternative behaviors, supports</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss motivation, history, and goals of behavior</li> <li>• Address how behavior puts their enrollment at risk</li> <li>• Consider conduct to address disruptive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Progressive discipline; consider no-contact, suspension</li> <li>• Facilitate a meeting with conduct, parents, police</li> <li>• Set clear limits, boundaries and follow up processes</li> </ul>