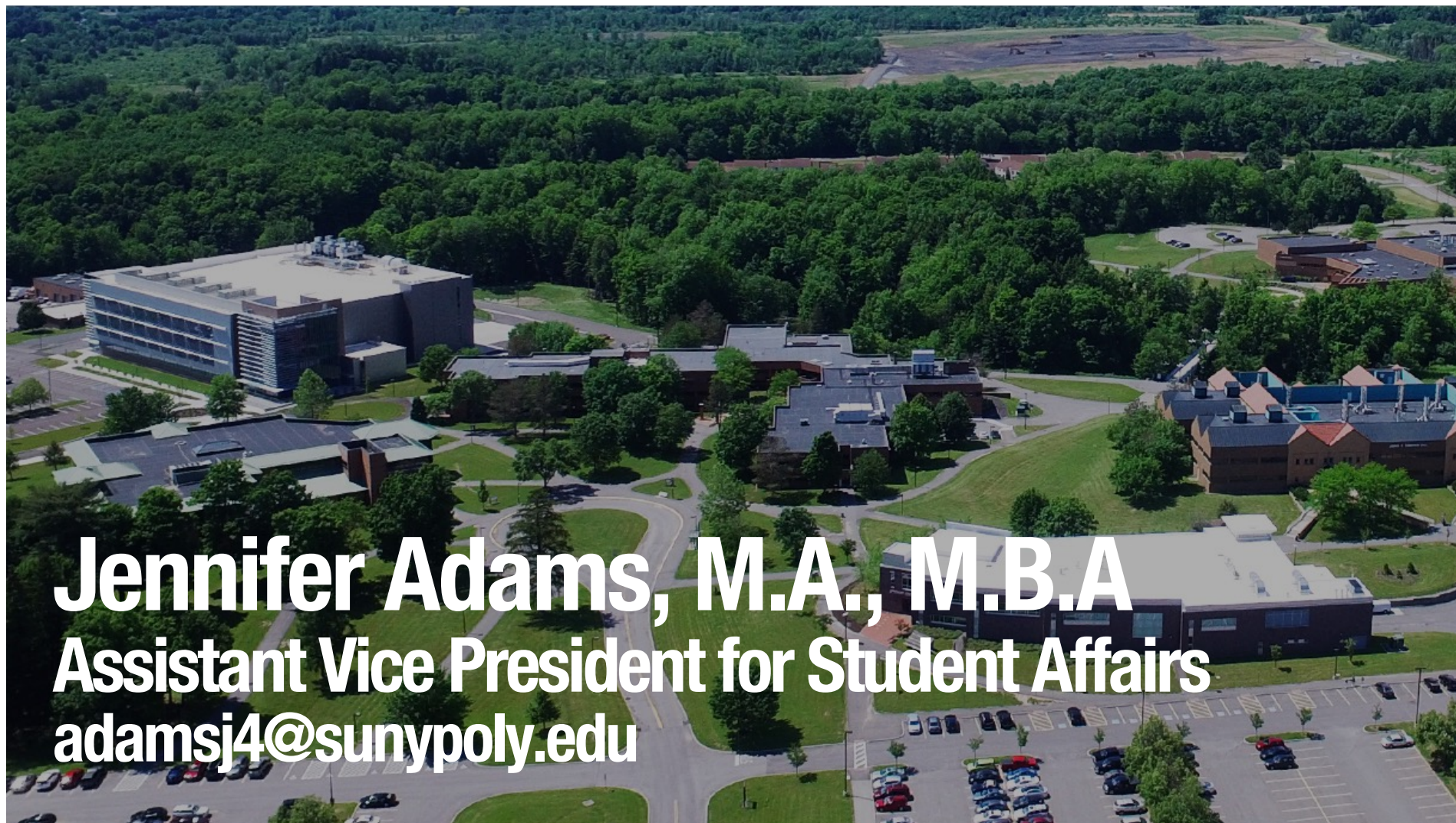


Managing Disruptive and Dangerous Behavior in the Residence Halls

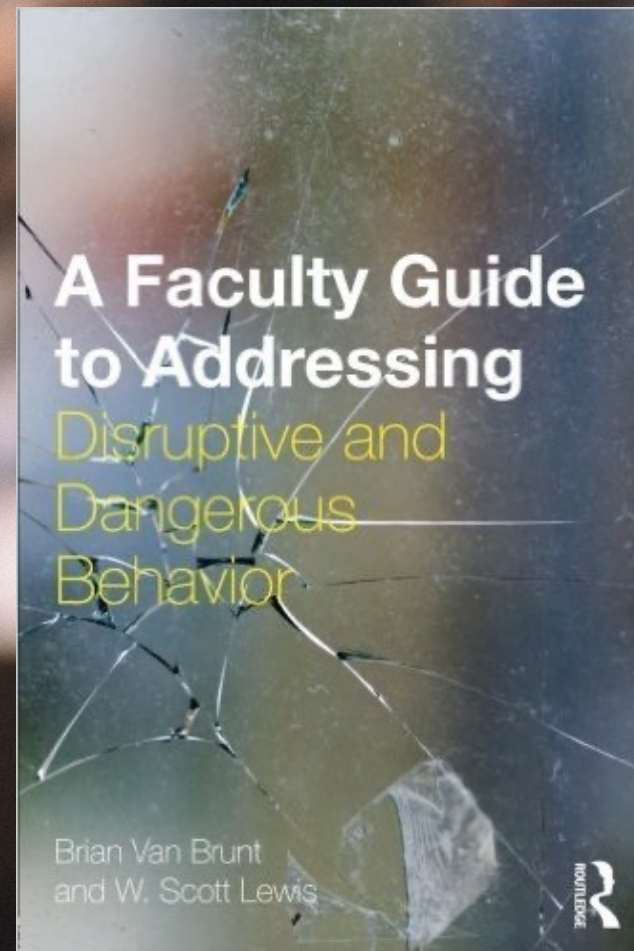
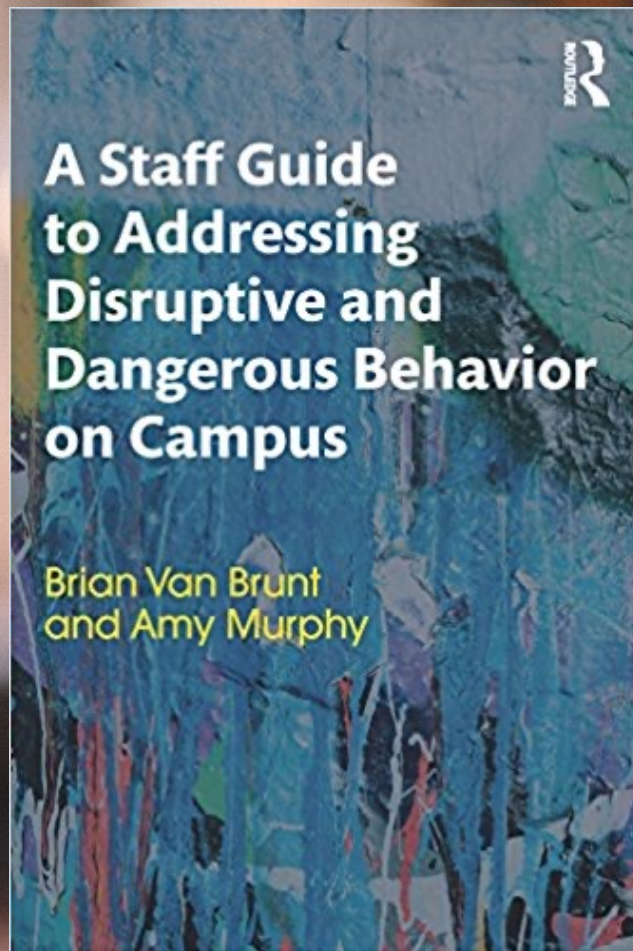




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Resource Page



Managing Disruptive and Dangerous Behavior in the Residence Halls

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Stress and Burnout Checklist for Resident Advisors

0 = Not at all 1 = Sometimes 2 = Almost always

Section 1: (in the past 30 days)

- ... I wish there was more clarity about how I was supposed to handle certain situations.
- ... I feel like I'm the only one in my department who cares about anything.
- ... The major goal of my department is to do just enough to not get in trouble.
- ... I get angry or frustrated throughout the day and can't always tell why.
- ... When I ask how to do something, the bureaucracy in the residence gets in my way.
- ... I avoid supervision and feel like I spend most of it being harassed and defensive.
- ... I feel trouble focusing on tasks because I'm so worried about my RA job.
- ... I wasn't trained for all of the things they are asking me to do.
- ... My friends tell me that my job is taking over my life.
- ... I feel overwhelmed with my classes, RA job duties, friends and relationships.
- ... I don't feel satisfied with my work, and more often wish I didn't take the job.
- ... As a result of helping others through my job as an RA, I don't take care of myself.
- ... I feel worn out as a helper; no one understands how hard this is.
- ... After doing something I enjoy or for fun, I still feel drained and when I come back, everything I do happens under a microscope. No one trusts me to know what to do.

Total for Section 1 (0-90)

Section 2: (in the past 30 days)

- ... I get a good night's sleep and wake refreshed.
- ... I like my work as an RA and would apply to do it again.
- ... There was good training and support from my department.
- ... I have good group of friends and support systems around me.
- ... I find time to help others and care for myself throughout the day.
- ... I am able to balance my RA work and class work, leaving time for both.
- ... I feel like the person I want to be. My work makes me feel good about myself.
- ... My supervisor supports me and my work; I look forward to our check-in times.
- ... Helping people sustain me. I have more energy after and feel good about myself.
- ... I am good at setting boundaries, saying no and feel supported by my supervisor.
- ... I feel like I have a good idea of what my job duties are.
- ... While there are some tough challenges with my job, overall, I find it rewarding.
- ... I have time for myself to recharge throughout the work.
- ... I am able to exercise and take time to engage in physical activities like...
- ... My work as an RA gives me a sense of purpose.

Total for Section 2 (0-90)

info@knowact.org



Page 1

Stress and Burnout Checklist for Resident Directors

0 = Not at all 1 = Sometimes 2 = Almost always

Section 1: (in the past 30 days)

- ... I wish there was more clarity about how I was supposed to handle certain situations.
- ... I feel like I'm the only one in my department who cares about anything.
- ... The major goal of my department is to do just enough to not get in trouble.
- ... I get angry or frustrated throughout the day and can't always tell why.
- ... When I ask how to do something, the bureaucracy in the residence gets in my way.
- ... I avoid about meeting with my supervisors, they are so bad at their jobs.
- ... I have trouble focusing on tasks I should be working on because of all the chaos.
- ... I wasn't trained for all of the things they are asking me to do.
- ... My friends tell me that my job is taking over my life.
- ... I never have time to myself and my friends, family and partners feel neglected.
- ... I don't feel satisfied with my work, but I don't have the energy to do a job search.
- ... As a result of helping others through my job, I don't take care of myself.
- ... I feel worn out as a helper; no one understands how hard this is.
- ... After doing something I enjoy or for fun, I still feel drained and when I come back, I like working with people and training, but the paperwork wears me down big time.

Total for Section 1 (0-90)

Section 2: (in the past 30 days)

- ... I get a good night's sleep and wake refreshed.
- ... I like my work in student affairs, I would apply to do it again.
- ... I feel like my department is supported by the college/university.
- ... I have good group of friends and support systems around me.
- ... I find time to help others and care for myself throughout the day.
- ... I'm happy with the job and feel satisfied with my work helping others.
- ... I feel like the person I want to be. My work makes me feel good about myself.
- ... My supervisor supports me and my work; I look forward to our check-in times.
- ... Helping people sustain me. I have more energy after and feel good about myself.
- ... I am good at setting boundaries, saying no and feel supported by my supervisor.
- ... I have a good idea of what my job duties are.
- ... While there are some tough challenges with my job, overall, I find it rewarding.
- ... I have time for myself to recharge throughout the work.
- ... I am able to exercise and take time to engage in physical activities like...
- ... My work as an RD gives me a sense of purpose.

Total for Section 2 (0-90)

info@knowact.org



Page 1



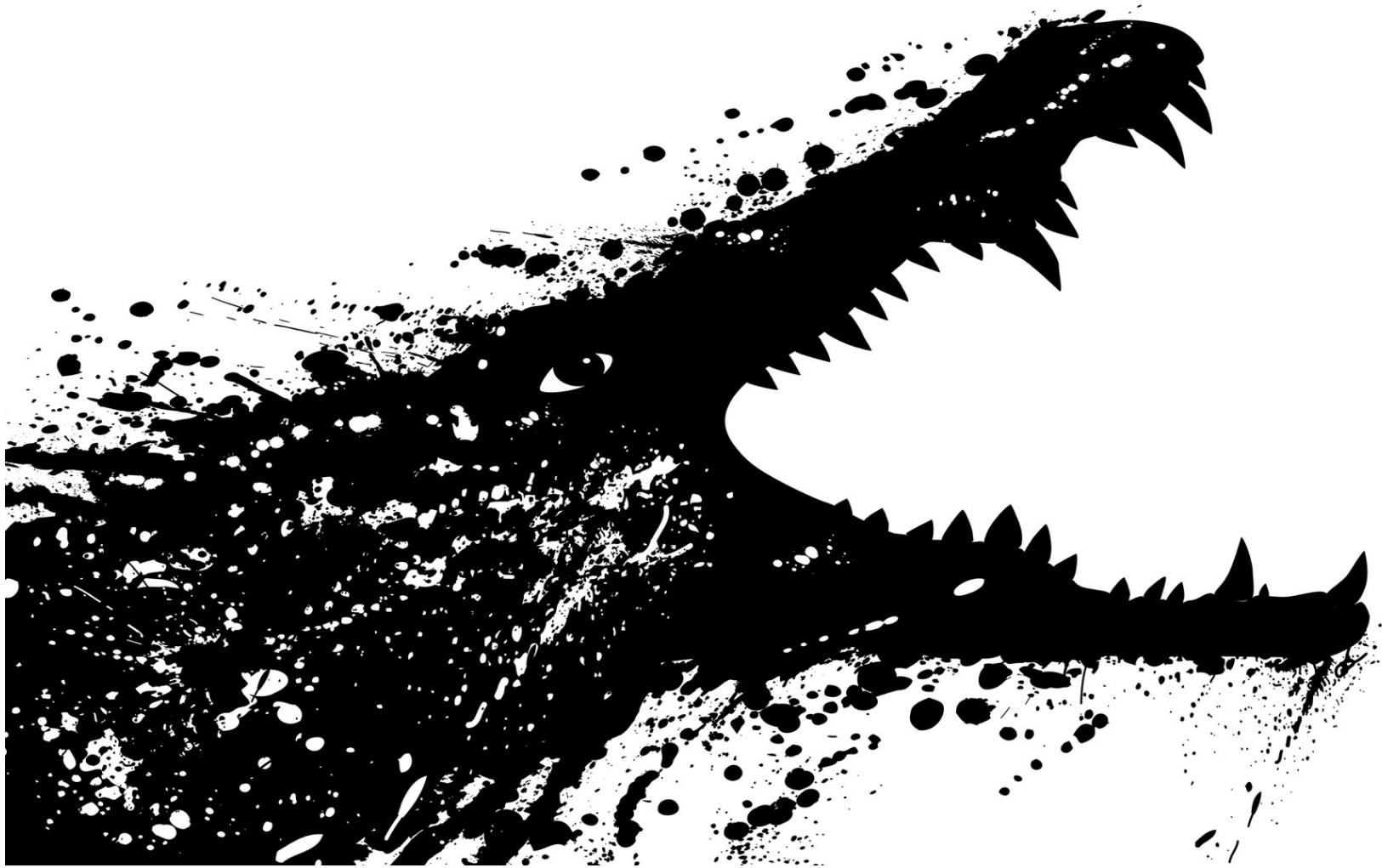


A Venn diagram consisting of two overlapping circles on a black background. The left circle is blue and contains the word 'Disruptive'. The right circle is red and contains the word 'Dangerous'. The overlapping area in the center is a darker purple color.

Disruptive

Dangerous

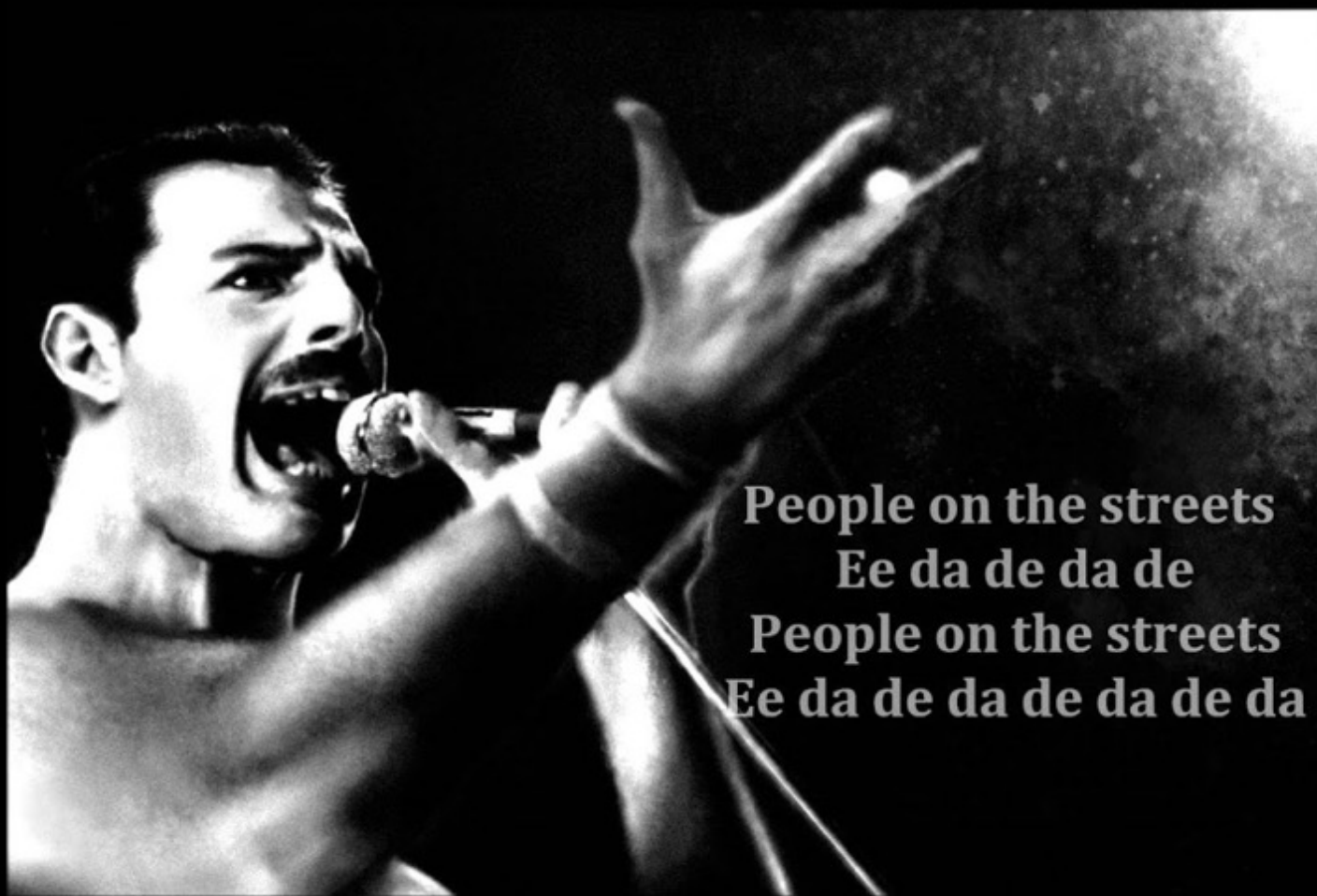










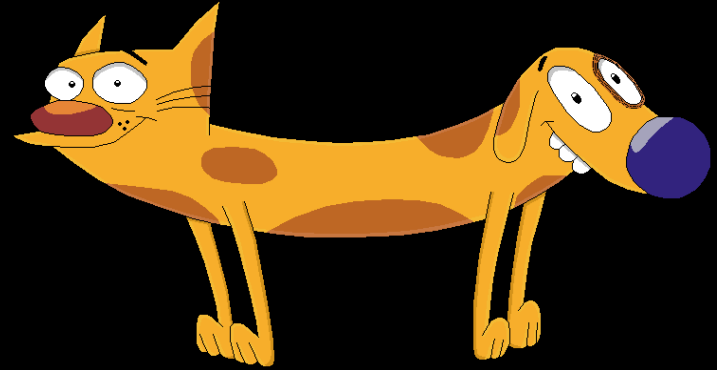


**People on the streets
Ee da de da de
People on the streets
Ee da de da de da de da**

















Modes of Violence
Threats
Building Connection
Cultural Competence
Hooks and Barbs
Content-Process
Motivational Interviewing



MODES OF VIOLENCE



AFFECTIVE VIOLENCE



Immediate



Reactive





TARGETED VIOLENCE



Detailed planning; months/years

Strategic and tactical

Willing to give up life for cause





D·PREP

THREATS





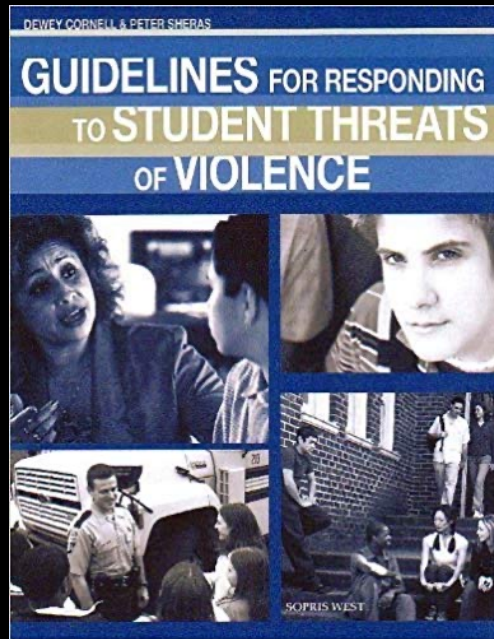
www.schoolta.com

**Comprehensive School Threat
Assessment Guidelines:**
*Intervention and Support
to Prevent Violence*

Dewey Cornell



Transient



Substantive



The background of the slide is a dark gray field filled with numerous three-dimensional question marks. These question marks are rendered in a light gray color with soft shadows, giving them a tangible, blocky appearance. They are scattered across the entire frame, some appearing in sharp focus while others are blurred in the background, creating a sense of depth and a thematic focus on inquiry or uncertainty.

**TRANSIENT OR
SUBSTANTIVE
THREAT?**



**TRANSIENT OR
SUBSTANTIVE
THREAT?**



BUILDING CONNECTION









Building Rapport

Understand what motivates

Establish trust

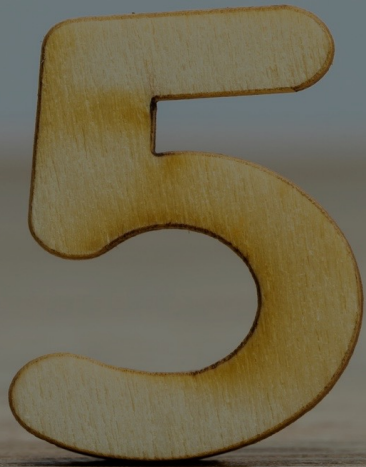
Convey genuineness

Look for commonalities

Thinking Cap Time!



**Name Five Ways to
Connect Verbally or
Physically**

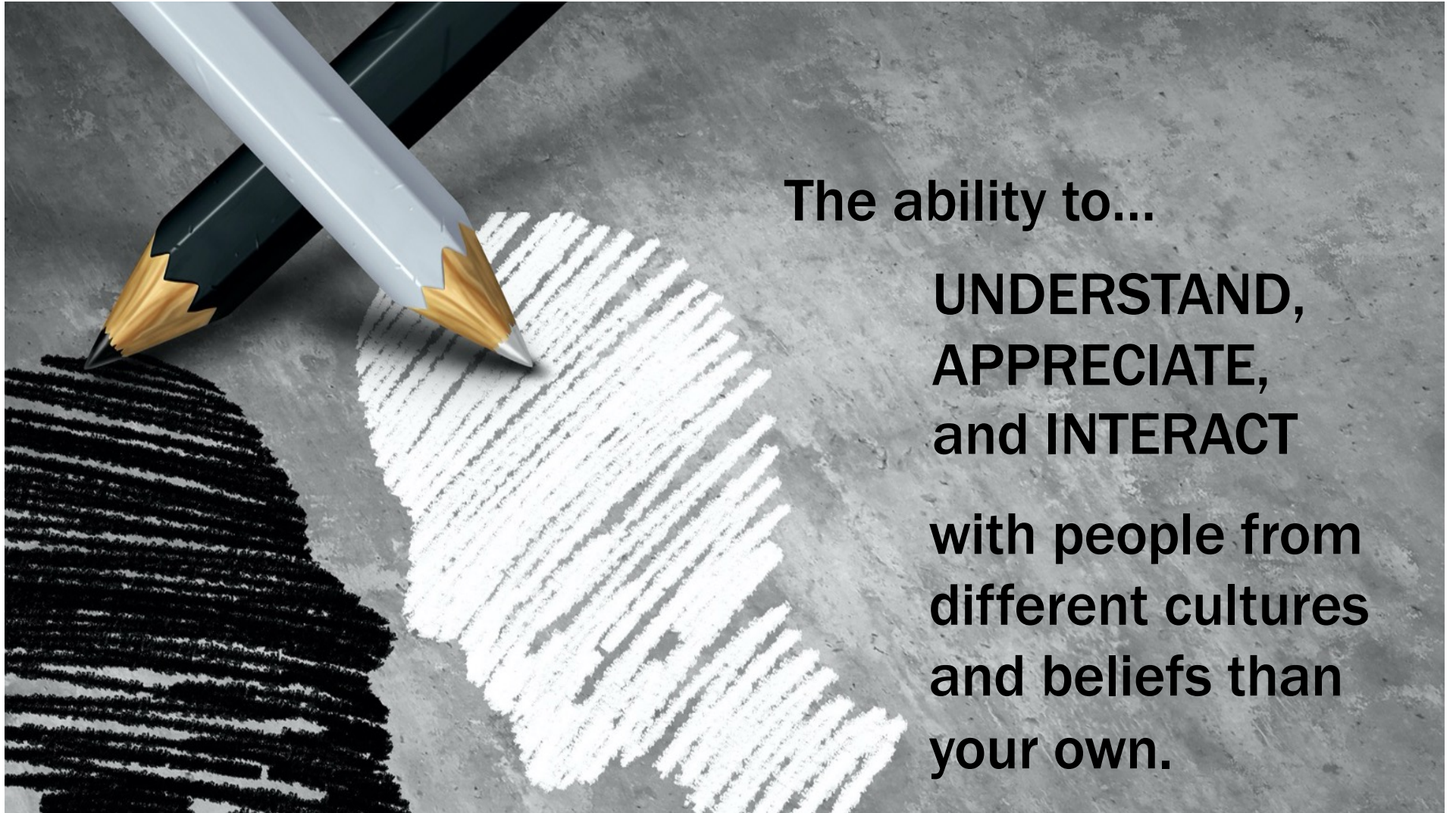


Name Five Ways To Connect Through Sharing



CULTURAL COMPETENCE





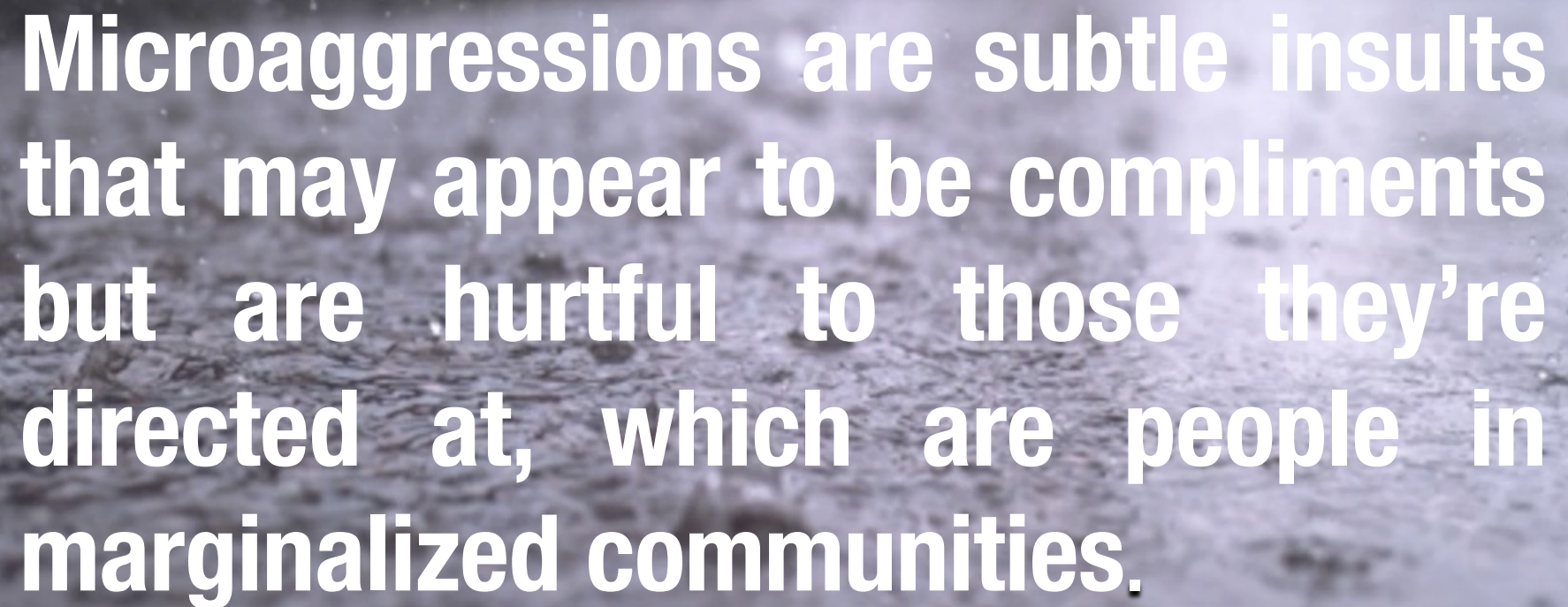
The ability to...

**UNDERSTAND,
APPRECIATE,
and INTERACT**

**with people from
different cultures
and beliefs than
your own.**

AWARENESS KNOWLEDGE SENSITIVITY COMPETENCY





Microaggressions are subtle insults that may appear to be compliments but are hurtful to those they're directed at, which are people in marginalized communities.



“You speak very well.”

“I don’t see color.”

**“But where are you
really from?”**

“You throw like a girl.”

“That’s so gay.”

1

Manage your feelings of defensiveness and avoid reacting with “but, I didn’t mean it that way!”

2

Listen intently to what happened and reflect on what you heard. Try to understand from their vantage point.

3

Take responsibility and do differently next time. This is about civility and manners; not political correctness.

HOOKS & BARBS









CONTENT- PROCESS



What's happening on top?



What's going on underneath?





MOTIVATIONAL INTERVIEWING



Motivational Interviewing

- ✓ **Expressing Empathy**
- ✓ **Developing Discrepancy**
- ✓ **Avoiding Argumentation**
- ✓ **Rolling with Resistance**
- ✓ **Supporting Self-Efficacy**



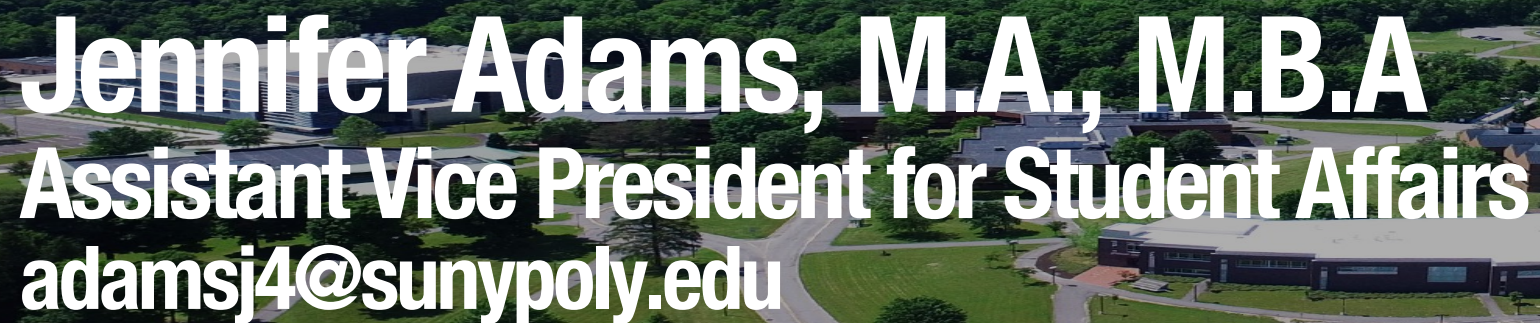












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