



Chaffey College



USC
Suzanne
Dworak-Peck
School of Social Work

Higher Education Assessment Team



First Annual Report 2023



BJA
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BEHAVIORAL HEALTH
Justice Intervention Services

Higher Education Assessment Team Leadership

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Cheryl Newman- Tarwater	Interim Police Chief
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Executive Summary

The United States has seen increased school shootings and violence rates over the last few decades. The shooting at Columbine High School in 1999 prompted the need to learn more about how to prevent school shootings. The 2007 shooting at Virginia Tech and the 2014 shooting at Isla Vista served as lessons on assessing the behavior of individuals on a path toward violence and highlighted the importance of responding appropriately to such situations. All shootings exposed the mental health, public safety, and education systems' shortcomings in identifying and stopping individuals from reacting violently to any grievance they may have. These tragedies have served as advisories for mental healthcare and public safety professionals to strengthen their threat assessment skills to protect their communities from violence.

Chaffey College's leadership team recognizes the critical need for mental health threat assessment capabilities and has sought and received grant funding sources to implement program solutions. Chaffey College has three campuses, two satellite facilities, and two developing campuses in Fontana and Ontario. The Chaffey College Police Department (CCPD) provides public safety and security for approximately 20,000 students, faculty, and staff. To address growing concerns with violence, mental health, and substance abuse challenges that not only can become viable threats to our campus community, issues that can stand in the way of the essential part of this conversation, student success, CCPD launched the Higher Education Assessment Team (HEAT) in June of 2022.

The Higher Education Assessment Team (HEAT) at Chaffey College was created to incorporate collaboration between mental health experts and Chaffey College Police Department (CCPD) as part of Superintendent/President Dr. Henry Shannon's 10-point plan to retain a mental health expert who collaborates with campus police to de-escalate noncriminal incidents when possible. HEAT is a collaborative team that provides proactive assessment, intervention, early screening and identification, case management and monitoring, training, and program consultation for persons of concern. The HEAT response team's primary purpose is to ensure student success and enhance campus safety by identifying potential targeted violence and mental health threats to the campus and mitigating them.

The HEAT team intervenes before the behavior escalates due to untreated mental health challenges. The team will also refer to appropriate service providers to meet the students' needs. This report highlights what sets HEAT apart from other co-response models nationwide, the HEAT Team's impact, its partners' backgrounds, and the tools needed to create and operate HEAT.

Funding

Behavioral Health Justice Intervention Services

The Behavioral Health Justice Intervention Services (BHJIS) grant accepted proposals seeking to divert individuals with mental health and substance use disorders from the criminal justice system. The Request for Applications (RFA) resulted in 34 awards totaling more than \$14 million in funding for programs across California. Chaffey College was the only community college and one of three higher education institutions across California to receive funding from this grant. Chaffey College was awarded \$310,970 initially, with an additional amount of \$92,000 awarded later. The Higher Education Assessment Team officially launched at Chaffey College on June 1, 2022.

Bureau of Justice Assistance- Connect and Protect Program

The Bureau of Justice Assistance (BJA) sought funding proposals to support law enforcement-behavioral health cross-system collaboration to improve public health and safety responses and outcomes for individuals with mental health disorders and co-occurring mental health and substance use conditions. Chaffey College has recently been awarded \$550,000 in funding from this grant, allowing the HEAT team to continue providing services to the Chaffey Community in the future. Chaffey was the only award in California and the only community college nationwide to receive BJA Connect and Protect Law Enforcement Behavioral Health Response Program grant funding in the most recent cycle.



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HEAT Partners

The HEAT Team has become a part of Chaffey College’s Behavioral Intervention Team (BIT) under the Dean of Student Affairs. HEAT interacts with various internal partners designed to address the Chaffey College community's physical, emotional, and mental health needs.

HEAT Internal Partners	
Director of Social Wellness and Behavioral Support (Dr. Jennifer Henry, DSW, LMFT)	Improves Chaffey College students' social and emotional wellness by utilizing strengths-based, student-centered, and solution-focused therapeutic interventions.
Behavioral Intervention Team (BIT)	The goal of BIT is to identify students who appear distressed and provide supportive intervention and guidance to the reporting party before the student reaches a crisis level (other non-student concerns are documented in incident reports).
Chaffey College Police Department (CCPD)	Ensures the safety of students, staff, faculty, and visitors on campus and at college-sponsored programs and activities.
College Wrap	Offers individual, family, and couples counseling, ongoing drop-in groups, and specialized topics groups. Links students to resources within the community. This resource was only used during HEAT's first year.
Disability Programs and Services (DPS)	Serves disabled students at Chaffey College. Faculty and staff can also use DPS as a resource to meet the needs of their disabled students.
First Stop Health	FREE 24/7 telemedicine and virtual counseling for students’ physical and mental health needs
Panther Care	Helps meet the basic needs of students by creating access to items such as groceries, temporary housing, and emergency funds

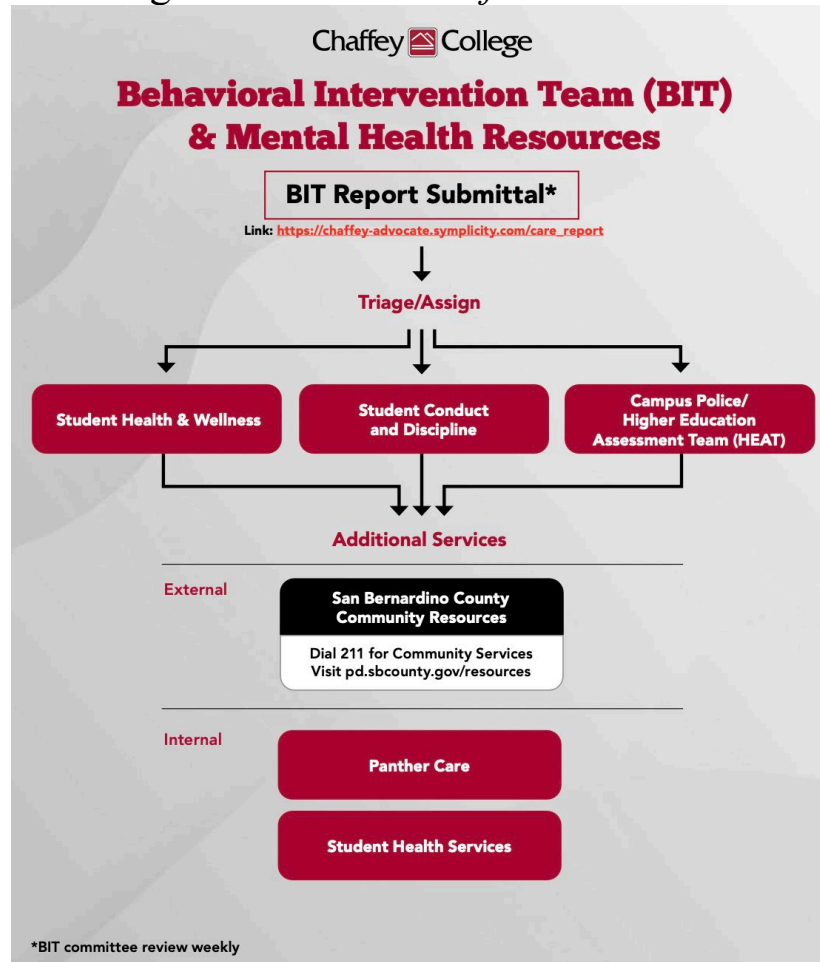
HEAT Partners

HEAT's external partners are a combination of higher education, county, and public safety entities that provide various mental health and intelligence resources.

HEAT External Partners	
Federal Bureau of Investigations (Special Agents Jeff Cugno and Erin Norwood)	Provides training sessions to the HEAT team on threat assessment skills and ongoing case consultation.
Intelligence Analyst (Tiffany Murray)	Provides intelligence reports on the referrals HEAT receives and other potential campus threats using available information on social media.
Threat Assessment Consultant (Dr. Maria Martinez, Ph.D.)	Provides threat assessment training for HEAT and conducts threat assessments on referrals when appropriate.
Chino Police Department	Municipal policing agency for the City of Chino.
Chino Hills Sheriff's Office	Policing agency contracted to service the Chino Hills community.
Joint Regional Intelligence Center	Receives, analyzes, and shares information regarding suspicious or potentially illicit criminal or terrorist activity. Provides support in identifying potential credible threats to the campus community.
Fontana PD	Municipal policing agency for the City of Fontana.
Rancho Cucamonga Sheriff's Office	Policing agency contracted to service the Rancho Cucamonga community.
San Bernardino County Department of Behavioral Health	Provides case consultation and linkage for HEAT referrals. Will provide a county-based social worker for HEAT funded by BJA.
USC Suzanne Dworak-Peck School of Social Work (Dr. Rosemary Alamo, DBH, LCSW, PPSC, and Ricardo Ornelas, MSW)	Supervise and place Master of Social Work Interns. Provide grant writing support, mental health practices training, case consultation, and infrastructure development.

HEAT Triage

Figure 1: *The BIT Referral Process*



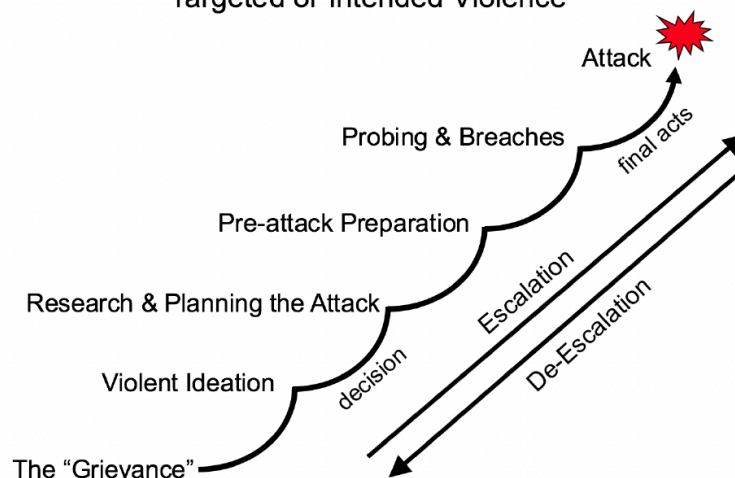
Anyone in the Chaffey community, such as faculty, staff, students, and residents, can submit a BIT referral. The process is depicted in Figure 1. When a BIT referral is submitted, it is automatically distributed via email to the initial triage team for screening. HEAT also receives CCPD-dispatched calls regarding welfare/wellness checks or individuals in a mental health crisis. CCPD and the HEAT team's social worker will be sent if the referral requires immediate action. The co-response team has a menu of options depending on the circumstances and the level of safety specific to each situation. These options can include either the social worker or the officer being the primary responder in de-escalating a situation or working collaboratively to de-escalate. HEAT consults with its internal and external partners about its cases as needed to provide the best interventions and long-term case management if needed.

HEAT Model

The HEAT model is based on the Los Angeles County Department of Mental Health's School Threat Assessment Response Team (START) (School Threat Assessment Response Team, 2023). Since 2008, START has provided assessment, intervention, early screening/identification, case management and monitoring, training, and program consultation for educational institutions throughout Los Angeles County. The HEAT model addresses how to support those experiencing behavioral health concerns or those who need to be redirected from a pathway to violence. Research has shown that prevention, early identification, and intervention are vital components (Cowan & Cole, 2021). This involves a person-centered approach and helping them move forward so their grievances do not continue to build and the pathway to violence is not an option for them.

Figure 2: *The Pathway to Violence*

Pathway to Workplace and Campus
Targeted or Intended Violence



Adapted with Permission from F.S Calhoun and S.W Weston (2003). Contemporary threat management: A practical guide for identifying, assessing and managing individuals of violent intent,

Figure 2 illustrates the pre-attack behavior model utilized by the United States Secret Service and the Federal Bureau of Investigation, known as the Pathway to Violence (Cowan & Cole, 2021). Mental health threat assessment experts widely recognize that individuals who engage in violent acts spend much time planning their attacks. Friends, family, and others associated with the individual commonly observe warning signs and are unsure how to handle the situation (Martinez et al., 2023; Cowan & Cole, 2021).

HEAT Model

Proactive Responses- Prevention

Proactive measures aim to prevent problems before they occur. Part of being proactive is providing education to the Chaffey campus community. HEAT hosts workshops for all members of the campus community. Workshop topics include safety planning, understanding how to report persons of concern, threat management, crisis intervention/de-escalation training, domestic violence, sexual assault awareness, and discussing the availability of local resources. Workshops occur through a mixture of in-person and virtual venues. The goal is to promote healthy behaviors and relationships in the Chaffey community. As part of the commitment to increasing professional knowledge and skill sets, HEAT Team members attend training sessions that enhance professional expertise. In addition, HEAT has worked with its partners at the USC Suzanne Dworak-Peck School of Social Work to create and present an inclusive language report for Chaffey College Police Department. Inclusive language in a campus police department improves officers' rapport with each other and the greater community (Alamo et al., 2023). One element that makes the HEAT model unique is working closely with intelligence analysts. The intelligence analyst provides context if an individual is on the pathway to violence. The HEAT team uses this context to create an early intervention strategy. The team utilizes standardized tools and protocols to review an individual's history, conduct collateral interviews, and analyze their behavior and communication patterns to determine if they are a risk to themselves or others. Based on this assessment, the team determines the appropriate course of action, which may involve counseling, case management, monitoring, or removing access to weapons. These strategies are designed to prevent the accumulation of grievances and end the pathway to violence.

"The key to reducing violence and increasing public safety is interrupting the cycle early and diverting individuals to support services that address needs before they become crises." -Interim Police Chief Cheryl Newman-Tarwater.



From left to right: Public Safety Training Expert Bercini, Interim Police Chief Newman-Tarwater, Mascot Rocky the Panther, Bond Program Manager Shah, and Associate Superintendent Ament.

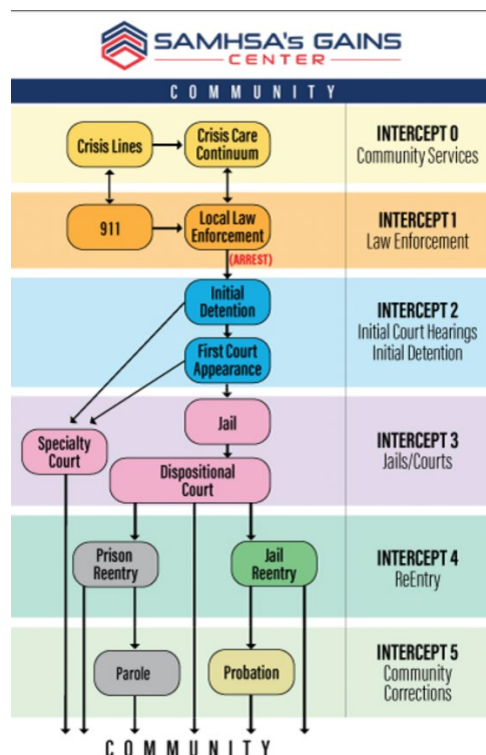
HEAT Model

Active Responses

The Substance Abuse and Mental Health Services Administration's (SAMSHA) Criminal Justice Sequential Intercept Model describes how individuals with mental health and substance use disorders interact with the criminal justice system (SAMSHA, 2023). It comprises five Intercept levels where individuals interact: community services, interaction with law enforcement, court hearings, prison/reentry, and probation/parole. The HEAT team operates within Intercept 0 and Intercept 1, diverting 99% of contacts from Intercept 2 (Figure 3).

The HEAT team's social worker and police officer de-escalated situations and provided appropriate interventions and referrals. Our HEAT officer is certified in Crisis Intervention Training (CIT), as are several officers in CCPD. Leadership plans to have all CCPD officers CIT certified within two years. The HEAT Team provides an immediate response to calls for service utilizing collaborative methods between police officers and social workers to intervene during immediate crises and provide behavioral threat assessment support to assess and manage the risks of targeted violence and its potential perpetrators.

Figure 3: *The Sequential Intercept Model (SIM)*



HEAT Model

Reactive Response

Another critical element differentiating HEAT's response model is the follow-up of previous BIT referrals. This involves the mental health responder or the MSW interns providing one-on-one brief therapy interventions, case management services, or safety planning. HEAT offers safety planning to the referred individual and those impacted by the individual's actions, such as victims or loved ones. Safety planning could involve listing emergency contact numbers, creating an evacuation plan with the necessary equipment, and creating a strategy to monitor and follow up. Safety planning has empowered faculty, staff, and students to feel safe in their environment by reinforcing strategies to implement in an emergency.

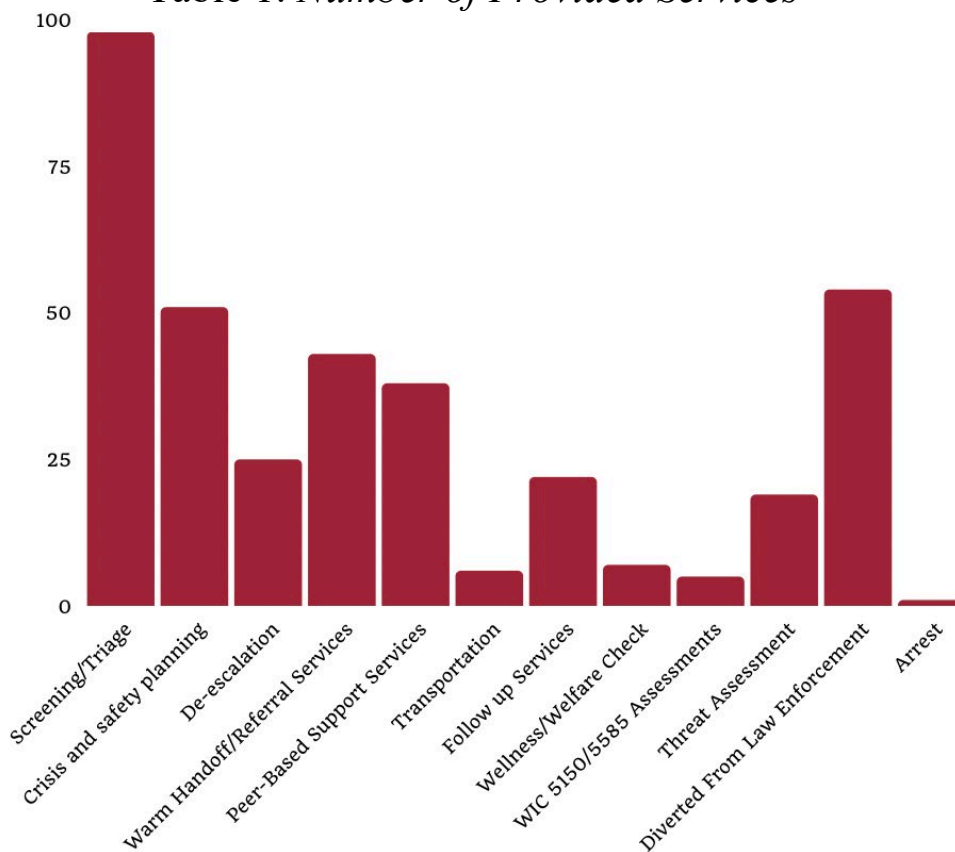
The HEAT model recognizes that police officers are also members of the Chaffey community. Therefore, HEAT mental health workers are also a resource for CCPD officer wellness. Social workers on the HEAT team debrief officers after an incident and provide resources if needed. Promoting officer wellness is one of the functions social workers practices across the legal system (Alamo & Ornelas, 2013). The HEAT clinician seeks to address the mental health concerns impacting the first responder community by being available to the officers when needed.

HEAT Systems and Tools	
Simplicity Advocate	The platform enables institutions to successfully manage the most critical student concerns, including student conduct, well-being, fitness to study, academic misconduct, and behavioral intervention.
CLEAR	A comprehensive open-source information system.
Flock	Early alert system that detects a person's vehicle on campus.
P3	Secured network utilized as HEAT's case management system.
Spokeo	Specializes in aggregating and organizing public data from public records, mailing lists, surveys, social media profiles, etc.
Tweet Deck	A social media dashboard application for the management of Twitter accounts.

Program Impact

In its first year, HEAT has interacted with over 126 individuals. Table 1 illustrates the number of services HEAT provided through referrals. These services include de-escalation, California Welfare Institution Code (WIC) 5150/5585 assessments, conflict resolution, and brief therapy interventions such as motivational interviewing, problem-solving therapy, and solution-focused therapy to address the crisis promptly and prevent further harm. As previously mentioned, HEAT operates within Intercept 0 and Intercept 1. Of the total number of interactions, only one person was arrested. Ninety-nine percent of HEAT's interactions were diverted from the criminal justice system.

Table 1: *Number of Provided Services*



Case Study

Area(s) of Concern

- A Professor reported a student using the BIT referral.
- The student sent multiple harassing messages from various (fake/disguised) phone numbers to their instructors' cell phone numbers.
- Messages included statements mentioning personal information, such as relatives' names, and that they should "watch out."
- The student was placed on Academic Probation for engaging in numerous inappropriate forms of communication with multiple Chaffey College Instructors.

Intel Findings

- The Intel Analyst located some information and social media.
- No indication of a connection to victims' content was found.
- No negative posts or reviews of Chaffey College were found that could be connected to the student of interest.
- No indicators were found of the student being on the pathway to violence.

HEAT Response

- The student was required to attend an assessment with the Higher Education Assessment Team social worker to determine the need for potential mental health/therapeutic interventions and adhere to the developed treatment plan.
- Failure to attend these sessions would have resulted in suspension.
- The assessments showed no significant concerns with the student's appearance, mood, perception, cognition, insight, or judgment and no indication of suicidality or homicidality.
- The student received services with the HEAT Social Worker for three months.
- The HEAT team will continue to make available brief therapy interventions to help the student identify and respond appropriately to areas of concern for the remainder of the school year.

Outcome

- The student completed the remainder of the school year without additional incidents.
- The HEAT team offered training sessions to Chaffey faculty and staff on best practices to reinforce strategies for interacting with students displaying difficult behavior.
- Reminded faculty and staff of internet footprint and encouraged steps to keep social media content private.

Case Study

Area(s) of Concern

- Chaffey's financial aid office reported online interactions with a student who believed they were entitled to additional financial assistance.
- The student of interest was told they did not have other funds awarded.
- The student responded with racist and threatening remarks.

Intel Findings

- Threats, weapons content/imagery not found.
- Prior relevant criminal history found.
- Unsuccessful military history.

HEAT Response

- Multiple attempts were made to contact the student.
- Attempts were also made to work cooperatively with the student's family in the area to resolve the situation safely.
- The family disclosed significant mental health history, including non-medication compliance.

Additional Action Taken

- After multiple attempts to coordinate voluntary/involuntary holds for stabilization, the student's online behavior continued.
- The Dean of Discipline attempts to make email contact with the student.
- The student responded with a direct credible threat.

Outcome

- All available options were exhausted to provide student services.
- The student was eventually located and arrested to ensure the safety and security of all involved.
- Follow-up with the student in custody and his family.
- Worked with Chaffey administration to withdraw the student from classes to help mitigate negative consequences to academic transcripts.
- Communication with parents to discuss necessary support.
- Planned check-ins to ensure the individual is receiving support and that no other grievances are being created in this process.

Internal Collaborations

The HEAT team collaborates with Chaffey College departments and external partners to develop training, presentations, and handouts that reduce stigma, fear, and barriers to accessing mental health services while increasing help-seeking and reporting behavior.

Table 2: *Number of Trainings Provided for Chaffey Community*

	Total Number of trainings	Number of in-person trainings	Total number attended in-person	Number of virtual trainings	Total number attended virtually	Total number of attendees
Crisis related training	30	22	606	8	105	711
Understanding SMI and MH crisis response (including MH First Aid)	21	13	151	8	105	256
Other (culturally responsive services, Domestic Violence, Human Trafficking, etc.)	7	5	72	2	53	125
Final Total	58	-----	-----	-----	-----	1092

External Collaborations

The HEAT Team provides a menu of presentations directed at creating safer classroom environments, learning about the HEAT model, and the mental health threat assessment process. Training sessions at college campuses include discussing with faculty and staff the threat assessment process and strategies when responding to disruptive and dangerous behavior. These sessions have allowed HEAT to collaborate with public safety and higher education institutions to host additional training sessions and share ideas with campus police departments about implementing the HEAT model.

HEAT Presentation Topics

De-escalation Strategies

- Provide effective de-escalation strategies for faculty and staff managing disruptive and dangerous behavior.

Disruptive vs Dangerous

- Define and distinguish between disruptive and dangerous behavior.
- Discuss the impact of disruptive and dangerous behavior on the college community.

Human Trafficking and Online Dangers

- Define what human trafficking is and the warning signs.
- Discuss how to identify victims of human trafficking. Predatory online dangers.

Multi-Disciplinary Threat Assessment Process

- Introduction to the Student Threat Assessment Response Team (START) and the Pathway to Violence models.
- Discussion of attacker characteristics and interview strategies for threat assessments.

Open-Source Information and Social Media Threat Intelligence Analysis

- Demonstrates the use of social media as an investigative tool to collect and create an open-source digital profile that provides context about persons of concern or potential public safety threats.

Prevention & Early Intervention: Mental Health Threat Assessment, Implementing the Heat Model

- Overview of the HEAT Team
- Implementation
- Funding
- Triage and Direct Services
- Campus Impact

Conclusion

The HEAT team at Chaffey College demonstrates a proactive and multidisciplinary approach to addressing mental health and safety concerns on college campuses to ensure student success and enhance campus safety. Year one has shown the success of a model designed to divert individuals from the pathway to violence and the criminal justice system. Furthermore, it highlights the need for collaboration between law enforcement, social workers, threat assessment professionals, and the greater community leading to a multidisciplinary, culturally responsive, and holistic approach to public safety. During the first year of implementation, lessons learned led to an understanding of the importance of the tools and resources necessary to establish and operate the HEAT team effectively. Given the never-ending reports of violence nationwide and college-aged students' unprecedented mental health needs, the HEAT Team is part of a greater solution to address violence and manage potential threats. By prioritizing student success and enhancing campus safety through a comprehensive threat assessment program, we can create an environment that not only supports the well-being of our students but also fosters a sense of security and empowerment for our entire college community.

The HEAT team is grateful for the academic and public safety partners who believe in the HEAT model and worked tirelessly to ensure our success during our first year in operation. This was only possible with our internal and external partners' administrative and case consultation support. Although the HEAT team encountered challenges, this support allowed HEAT to provide the best service possible for the Chaffey community. HEAT wants to acknowledge all law enforcement officers who worked together with HEAT in the last year. Despite the inherent risks with this type of work, HEAT's law enforcement partners held themselves to the highest standards while fulfilling the responsibilities of this work and ensuring the safety of the Chaffey community. The HEAT team looks forward to continuing to collaborate with all our partners.

The HEAT Team welcomes any dialogue regarding our work with Chaffey College. If you have any questions or want more information about the HEAT model, please contact Interim Police Chief Cheryl Newman-Tarwater (Cheryl.NewmanTarwater@chaffey.edu) or HEAT Social Worker Richard Muñoz (Richard.Munoz@chaffey.edu). Together, let us commit to safeguarding our students, strengthening mental health support, and building a brighter future for all.



Chaffey College

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Inclusive Language Best Practices

Chaffey College Police Department

By:

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Associate Professor Ricardo Ornelas, MSW

Joshua Romero, MSW

Last Updated June 2023

At the request of Associate Superintendent Troy Ament and Interim Police Chief Cheryl Newman-Tarwater, and in alignment with Superintendent/President Dr. Henry Shannon's 10-point plan, the USC Suzanne Dworak-Peck School of Social Work developed recommendations for adapting the use of inclusive language to support the Chaffey College Police Department (CCPD) in effectively addressing the diversity within the Chaffey Community College system.

Inclusive language has become increasingly relevant in contemporary society, as it is essential for promoting equity and ensuring that individuals feel respected and valued. Research suggests that language profoundly impacts how individuals perceive themselves, others, and the world around them. Therefore, inclusive language, which acknowledges and affirms diversity, is crucial for creating a more welcoming and inclusive environment that fosters trust and cooperation.

We recommend that CCPD actively incorporates inclusive language into its communication strategies and interactions with the Chaffey College Community. Further, we encourage academic research and scholarship to continue exploring the impact of inclusive language on social dynamics and community development.

The following briefly describes what inclusive language is, why it is essential to use, terminology, and references.

A. What is Inclusive Language

- a. The American Psychological Association defines inclusion as “an environment that offers affirmation, celebration, and appreciation of different approaches, styles, perspectives, and experiences, thus allowing all individuals to bring in their whole selves (and all their identities) and to demonstrate their strengths and capacity.”
- b. The University of Houston defines inclusive language as “language that avoids the use of certain expressions or words that might be considered to exclude particular groups of people. It gives respect to groups who are vulnerable to marginalization.”

B. Why is it important?

- a. Studies have shown that using inclusive language improves performance within an organization. (Lauring and Klitmøller, 2017)

- b. Language is a powerful tool; the language we use to describe others impacts our perceptions of them and the perceptions of others as well as our interactions with them.
 - i. Certain words and terms have implied definitions that alter the users', readers', and listeners' perceptions of a person or event.

C. Recommended Terminology:

Gender Terminology		
<p>Note: Although it might be awkward at first, asking individuals their preferred pronouns is the best strategy to learn more about someone's gender identity. While the following terms are not necessarily outdated or offensive, they do not always incorporate non-binary individuals in the community.</p>		
Terms to avoid	Alternative Terms	Reasoning
Ladies and Gentlemen (Example: Welcome, ladies and gentlemen) He/she (Example: His or her job responsibilities include...)	Everyone (Example: Welcome everyone) They/them (Example: Their job responsibilities include...)	To create gender-inclusive environments, replace terms associated with gender with gender-neutral ones. This is useful when interacting with a large group of individuals at work or in the community where everyone's gender identity is unknown.

Sexuality Terminology		
Terms to Avoid	Alternative Terms	Reasoning
Tranny Transvestite	Transgender individuals LGBTIQ people	The transgender community finds these terms derogatory and offensive slurs.
Homosexual Sexual Preference	Gay, Lesbian Bisexual	The term "preference" implies that sexuality is a choice.
<p>Note: Avoid using the term "queer," as many individuals in the LGBTQIA+ community consider the term to be offensive.</p>		

Medical/Mental Health Terminology		
Terms to Avoid	Alternative Terms	Reasoning
Crazy/Nuts Defective	Mental health illness Person living with a mental health condition Person with a mental illness	People with a mental health illness can control their symptoms with the proper medication and interventions.
Using any disorder as a noun (e.g., schizophrenic, depressive, alcoholic, anorexic, AIDS victim)	Person with depression Person with AIDS Person with a substance use disorder	People are not their disorders or conditions.
Senile	Person with dementia Person with Alzheimer's	The term "senile" is derogatory.
Committed Suicide Successful suicide Died by firearm Died by overdose	Completed suicide Died by suicide	Avoid language that portrays suicide as a viable option or creates an accurate picture of how the individual died.
Wheelchair-bound	Person who uses a wheelchair	Avoid emphasizing an individual's limitations.

Race/Ethnicity/Nationality		
Terms to Avoid	Alternative Terms	Reasoning
Blacks	Black People African American	The term “blacks” is considered outdated.
Indian	Native American Indigenous	Several Native American tribes consider the term “Indian” to be offensive. If working with a specific tribe (e.g., Gabrielino-Tongva, Navajo), use the name of the tribe in your reports.
Minority	Person of Color	“Minority” can be belittling, overgeneralizing, and inaccurate depending on the location.
Illegal alien	Undocumented immigrant	Human beings are not illegal; actions are.

Sexuality Terminology		
Terms to Avoid	Alternative Terms	Reasoning
Tranny Transvestite	Transgender individuals LGBTIQ people	The transgender community finds these terms derogatory and offensive slurs.
Homosexual Sexual Preference	Gay Lesbian Bisexual	The term “preference” implies that sexuality is a choice.
Note: Avoid using the term “queer,” as many individuals in the LGBTQIA+ community consider the term to be offensive.		

Sexual Assault/Domestic Violence Terminology		
Terms to Avoid	Alternative Terms	Reasoning
Prostitute	Sex Worker	This term does not encompass the reasons why someone does this work (e.g., trafficking victims).
Child prostitute	Child who has been trafficked	The term “sex” implies consent. By law, no one under the age of 18 can legally consent.
Sex with an Underage person	Statutory rape	
Non-consensual sex	Rape	Use the term “rape” instead when applicable.
Victim	Person who has experienced... Person who was impacted by...	People who experienced Domestic Violence or other traumas often do not want to be portrayed as victims.

Socioeconomic Status Terms		
Terms to Avoid	Alternative Terms	Reasoning
Vagabond Transient	Person without a home Unsheltered Unhoused	Many individuals experiencing homelessness are not on the streets by choice.
Poor Poverty-Stricken Less-Fortunate	Low-income	Many agencies have defined income brackets for socioeconomic status. When possible, be specific about the resource an individual lacks (housing, medical attention, transportation).

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