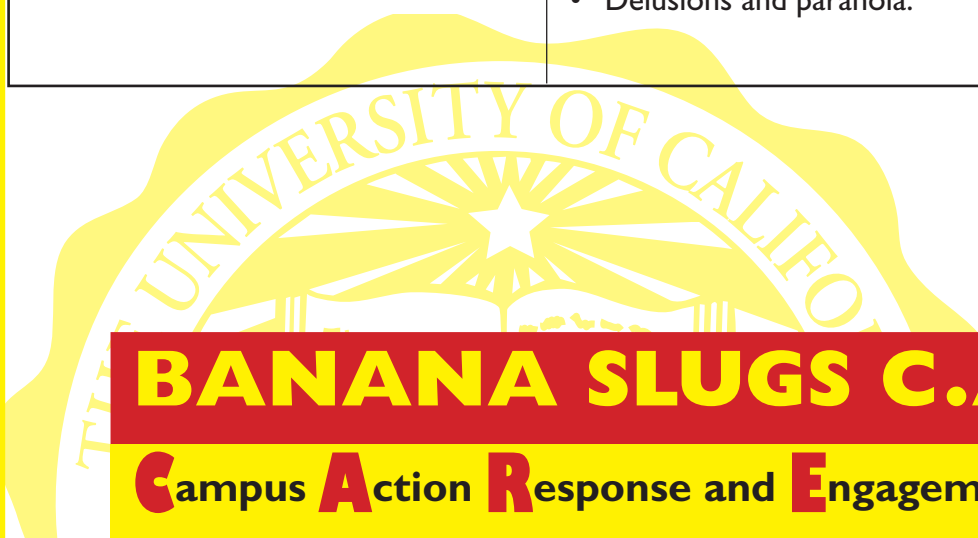


BE ALERT TO WARNING SIGNS OF A STUDENT IN CRISIS

Students exhibiting troubling behaviors may have difficulties in various settings including the classroom, with roommates or in social settings. You may be the first person who is in a position to help a student in need. Being aware of distress signals, ways to intervene, and resources to help your student may assist you in responding effectively to such an event. If you find yourself feeling worried, alarmed, or threatened, "SAY SOMETHING AND DO SOMETHING!" Take signs of distress seriously. Help your student by calling for assistance and reporting your concerns to Counseling and Psychological Services (CPS). You may be the one saving your student's life by being available and making the appropriate referral at the right time.

INDICATORS OF DISTRESS (what to look for)
Look for groupings, frequency, duration and severity — not just isolated symptoms

ACADEMIC INDICATORS may include:	PHYSICAL INDICATORS may include:	PSYCHOLOGICAL INDICATORS may include:	SAFETY RISK INDICATORS may include:
<ul style="list-style-type: none"> Decline in quality of work and grades. Repeated absences. Disorganized performance. Multiple requests for extensions. Overly demanding of faculty and staff time and attention. Conduct that interferes with classroom or activity engagement. Bizarre content in writings or presentations. You find yourself doing more personal rather than academic counseling during office hours. 	<ul style="list-style-type: none"> Marked changes in physical appearance including deterioration in grooming, hygiene, weight loss/gain. Excessive fatigue, listlessness. Sleep disturbances. Intoxication, hang over, smelling of alcohol. Disoriented or "out of it." Garbled, rambling tangential, disconnected, or slurred speech. Behavior out of context or bizarre. Loss of contact with reality. Delusions and paranoia. 	<ul style="list-style-type: none"> Self-disclosure of personal distress, family problems, financial difficulties, contemplating suicide, losses. Exaggerated personality traits (e.g., withdrawn or agitated, mutters under breath, slow response time to questions). Unusual/disproportional emotional response to events. Excessive tearfulness, panic reactions, irritability or apathy, antagonism, and impulsiveness. Verbal abuse (e.g., taunting, badgering, intimidation). Expression of concern about the student by his/her peers. 	<ul style="list-style-type: none"> Unprovoked anger or hostility. Physical violence (e.g., shoving, grabbing, assault, use of weapon). Implying or making a direct threat to harm self or others. Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/violent behaviors — a "cry for help." Stalking or harassing. Communicating threats via email, correspondence, texting, and phone calls.



SEE SAY DO SOMETHING

BANANA SLUGS C.A.R.E.

Campus Action Response and Engagement for Students in Distress (what to do)

Preparing to reach out to the student:	When engaging with the student:	Making a referral:
<ul style="list-style-type: none"> Know the available campus resources and the referral process. Consult with CPS, the Colleges or other important campus resources to explore the issues involved and course of intervention, which might include contacting the parents/guardian. Review your physical environment and make provisions for your safety and that of others. If necessary, notify colleagues in close proximity of your intended intervention. Allow sufficient time to thoroughly address the issues of concern. Remain calm and know how to call for help in case of need. When a student expresses a direct threat to self or others, or acts in a bizarre, highly irrational and disruptive way, call University Police at 459-2231, or 911 if it is an emergency. 	<ul style="list-style-type: none"> Connect with the distressed student. If safe, meet and talk in private to minimize embarrassment and defensiveness. Clearly express your concerns focusing on the behavior in non-judgemental terms. Do not challenge, shock, or become argumentative with the student. Listen empathically and supportively. Repeat the student's statement to clarify and to demonstrate an understanding of the student's perspective. Do not try to minimize the student's distress. Ask if the student is considering suicide. Asking does not plant ideas in the student's mind. Respect the student's privacy without making false promises of confidentiality. Explore the student's support system(s). Emphasize the importance of professional help for the student. 	<ul style="list-style-type: none"> Be clear with the student about your limits (time, expertise, student's reluctance to talk). Direct the student to the identified campus resources. Recommend services and provide student with realistic expectations. Frame any decision to seek and accept help as an intelligent and wise choice. Reassure them that students often seek help over the course of their college career to effectively achieve their goals. Make sure the student understands what actions are necessary. Encourage and assist the student to make and keep appointments. If necessary, find someone to stay with the student while calls to the appropriate resources are made, and offer to escort the student. Set a follow-up appointment with the student.

Suggestions or Comments? deanofstudents@ucsc.edu