

## RECOGNIZE: COMMON INDICATORS OF DISTRESS

### ACADEMIC/ATHLETIC

- Frequently misses class, practice, and assignments
- Decline in the quality of work, performance, or grades
- Frequently requests extensions or special considerations
- Frequently seeks personal support from you
- Disturbing content in assignments, emails, texts
- Lack of response to outreach and requests to meet

### PHYSICAL/BEHAVIORAL

- Marked changes in appearance (grooming, hygiene, weight loss/gain)
- Unusual speech (rapid, rambling, tangential, disorganized, slurred)
- Depressed or lethargic mood or functioning
- Signs of injury or abuse (cuts, bruises)
- Intoxication or smelling of alcohol/marijuana
- Behavior is disruptive, out of context, bizarre, erratic
- Frequent complaints of headaches, digestive problems, illness

### PSYCHOLOGICAL

- Self-disclosed distress (family, financial, assault, discrimination, suicide ideation, etc.)
- Feeling hopeless, helpless, worthless, shame
- Excessive tearfulness, panic, irritability, apathy
- Unusual or disproportionate emotional response to events
- Unusually withdrawn or more animated
- Delusions and paranoia
- Peers have expressed concern

### SAFETY

- Physical aggression (shoving, grabbing, display of weapon)
- Direct or implied reference to suicide, self-harm, or harm to others (in-person, email, text, phone)
- Assignments dominated by themes of hopelessness, worthlessness, isolation, rage, despair, violence, self-injury
- Unprovoked anger or hostility
- Stalking or harassing behavior
- Verbal abuse (taunting, badgering, intimidating)
- Unresponsive or altered level of consciousness

## RESPOND: TIPS FOR HAVING A CONVERSATION

### PREPARE TO CONNECT

- Ensure your safety; Call Campus Safety or 911 if there is imminent danger to you, the student, or others Be aware of available resources
- Be knowledgeable of privacy rules Reduce distractions, ensure privacy Allow enough time
- Take a few deep breaths

### INITIATE CONNECTION

- Minimize power/authority differences (ex: sit if student sits) Relaxed, uncrossed body language Invite the student to talk
- Clearly express concern(s) focusing on behavior, in nonjudgmental terms Respect privacy without making false promises of confidentiality

### DURING THE CONVERSATION

- Be present, patient, listen to understand
- Share your observations (stick to the facts)
- Avoid labels, judgment, and assumptions
- Clarify understanding by reflecting back what you hear being said
- Avoid challenging or arguing with the student
- Ask directly about thoughts of hurting themselves (or others)
  - Asking DOES NOT give them idea
  - Asking DOES give them permission to talk about if they have thought about it

## REFER: SAMPLE THINGS TO SAY

- Do you have a minute we could talk?
- I've noticed \_\_\_\_\_, can we talk for a minute about it?
- It seems like \_\_\_\_\_. How are things going?
- It sounds like you've really been struggling. I'm worried about you.
- Have you talked to anyone else about this? Would you consider talking to someone? I think it could be helpful.
- What do you think would help?
- Have you thought about suicide or hurting yourself? Thank you for sharing this with me, I appreciate your trust.
- I'd like to help you get an appointment with the Counseling Center. We can call together or walk over now...
- I know there are resources on campus...
- I'm going to fill out a referral for our CARE team so that someone will connect with you about support that's available. How does that sound?

## SEE SOMETHING

You may be the first person to **SEE SOMETHING** distressing or concerning in a student you have frequent or prolonged contact with.

## SAY SOMETHING

If you see or know that something is off or concerning, trust your observations and instincts and **SAY SOMETHING**. Addressing the student directly is encouraged and/or submit a CARE Team Referral.

## DO SOMETHING

Many times, students have difficulty asking for help. Your expression of concern may be critical in supporting a student's academic/athletic career or saving their life.

## RESPONSE PROTOCOL:

FOLLOW THE CHART TO DETERMINE RESPONSE WHEN A STUDENT SHOWS DISTRESS INDICATORS

### DOES THE STUDENT NEED IMMEDIATE SUPPORT?

#### YES

The student expressed immediate/serious thoughts of suicide, self-harm or harm to others. Thoughts & behavior may be erratic, impulsive, risky, or not making sense OR student has engaged in a behavior that requires medical attention.



#### YES MEDICAL DISTRESS

Call 911 or  
Campus Safety: 845-398-4080



#### NO MEDICAL DISTRESS

**Business Hours:** Walk to Counseling Center  
**After Hours:** Call Campus Safety at  
845-398-4080



#### AFTER OR WITHIN 24 HOURS

Submit a Referral to the CARE Team via  
email: [care@stac.edu](mailto:care@stac.edu)

#### NOT SURE

The student displays signs of distress but the severity is unknown. The interaction or communication left you feeling uneasy or concerned.



#### REFER STUDENT

**Business Hours:** Walk to  
Counseling Center  
**After Hours:** Call Campus  
Safety: 845-398-4080



#### AFTER OR WITHIN 24 HOURS

Submit a Referral to the  
CARE Team via email:  
[care@stac.edu](mailto:care@stac.edu)

#### NO

No immediate safety concerns, but the student is having significant academic and/or personal issues that could benefit from support.



#### REFER STUDENT

to appropriate resources  
or walk student to  
Counseling Center to  
make an appointment



#### SUBMIT A STUDENT SUPPORT REFERRAL

to the CARE Team via email:  
[care@stac.edu](mailto:care@stac.edu)



#### FOLLOW UP

with student to see if  
they've connected  
with care.

## CARE & PRIVACY

To honor and protect student privacy, there may be times where you may want more information than the CARE team is able to provide. The team handles student privacy with the utmost respect and importance.

## FERPA

The Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern in connection with a health and safety emergency.

Observations of a student's conduct or statements made by a student are not protected by FERPA.

## MANDATED REPORTING

Any sexual misconduct, intimate partner abuse (dating violence / domestic violence), stalking, protected-class discrimination or harassment MUST be reported to TITLE IX.

It's important to disclose your status as a mandated reporter and to make students aware of the confidential resources available to them if they prefer. Confidential resources and Title IX are listed on the right.

## RESOURCES

### CONFIDENTIAL RESOURCES

Counseling and Psychological Services (CAPS):

845-398-4174

Romano Student Alumni Center

M-F / 9:00AM - 5:00 PM

Health & Wellness:

845-398-4242

McNelis Commons 2B

M-F / 8:30AM - 4:30 PM

### CAMPUS RESOURCES

Campus Safety & Security: 845-398-4080

Title IX Coordinator: 845-398-4068

Disability & Access Services: 845-398-4087

Academic Services: 845-398-4019

Residence Life: 845-398-4068

### OFF-CAMPUS RESOURCES

Rockland Behavioral Health Response Team (BHRT):

845-517-0400

Orangetown Police Department: 845-359-3700

Center for Safety & Change - Domestic Violence,  
Sexual Assault and Crime:

24-Hour Hotline: 845-634-3344

24-Hour Mobile Text: 845-286-4997

RCADD - Prevention and Recovery Services:

845-215-9788

### 24/7 SUICIDE PREVENTION HOTLINES

National Suicide Prevention Lifeline: Call/Text 988

Trevor Lifeline for LGBTQ Youth: 1-866-488-7386

Veterans Crisis Line: Dial 988 (Press 1)