

RED FOLDER

Purpose of the Folder:

The University of Minnesota is deeply committed to the physical and emotional well being of our students. We can all play a part by noticing worrisome behavior and responding with compassion. By sharing your concerns and intervening early you can help maintain a healthy and safe campus. This folder is designed to help you recognize indicators of student distress and how to respond and refer the student appropriately. **Worry less about saying the “right thing” than saying something.**

Indicators of Distress


Academic:	Physical:	Personal/Interpersonal:	Indicators of Risk:
<ul style="list-style-type: none"> • Repeated absences • Decline in quality of work or classroom performance • Essays or creative work that indicate disturbing content including, extreme hopelessness, social isolation, rage or despair • Classroom disruptions 	<ul style="list-style-type: none"> • Marked changes in physical appearance including deterioration in grooming, hygiene or weight loss/gain, changes in typical clothing • Excessive fatigue, nodding off • Intoxication, hung over, or smelling of alcohol • Appearing sick or ill, repeated reports of headache or digestive problems 	<ul style="list-style-type: none"> • Tearfulness • Expressions of hopelessness, worthlessness or shame • Exaggerated personality traits (more withdrawn, animated, or irritated than usual) • Direct comments about distress, family problems, or other difficulties • Expressions of concern by other classmates or peers 	<ul style="list-style-type: none"> • Implied or direct threats of harm to self or others • Self-injurious or destructive (out of control) behavior • Written work that is dominated by themes of despair, hopelessness, suicide, violence, death, or aggression

The 4R Model

Suggestions for Practice and Application

RECOGNIZE	<p>Key questions to guide your conversation</p> <ul style="list-style-type: none"> • Which areas of the student’s life are most impacted? • Are the indicators of distress in multiple areas? • What seems to be the biggest area of concern?
ROLE	<p>Be clear about personal boundaries and professional limitations. Focus on behaviors and actions that can be of most use.</p> <ul style="list-style-type: none"> • Attend/Connect/Listen to the student or your colleague • Consult about the situation generate options for follow up • Liaise with professional staff as needed
RESPOND	<p>The content of what you say will vary depending on the situation. However, there are some general guidelines you can follow to frame your response:</p> <p>Affirm and validate</p> <ul style="list-style-type: none"> • Reinforce help seeking behavior and requests for assistance <p>Empathize</p> <ul style="list-style-type: none"> • Refrain from judgments about what “should” happen or what the student “should” do • Recognize that students are often scared and intimidated to talk about their concerns • Be willing to talk about the emotions that you’re hearing and observing <p>Clarify</p> <ul style="list-style-type: none"> • To ensure accurate understanding • To build on past successes as you assist in identifying next steps
RESOURCES	<ul style="list-style-type: none"> • Clarify locations and hours prior to meeting with student if possible • Does this warrant urgent consultation?

Notes:



WHAT TO DO:

A few tips when helping a student in distress

- ✓ If possible, gather information before you intervene. Knowing where to refer a depressed or anxious student ahead of time might save time and increase the student's confidence in you.
- ✓ Ensure privacy when you talk and choose a time when you are not preoccupied or rushed. If you are concerned about your safety or about anyone's behavior being misinterpreted, ask your supervisor or a trusted colleague to join you and explain why to the student.
- ✓ Be honest and direct; it's often best to talk in very concrete terms about what's happening.
- ✓ Communicate hope by reminding the student that there are always options, and things tend to look different with time.
- ✓ Respect the student's value system and culture.
- ✓ Follow up in a reasonable length of time.
- ✓ Recognize that the student may not immediately welcome or act upon your interventions, but you may plant a seed that blossoms later and it is never wrong to communicate kindness and concern.
- ✓ Consult with other professionals about your concerns by contacting any of the offices listed on right.

URGENT NEEDS

UMN 24/7 Support and Crisis Helpline

Call 218.281.TALK (8255)

Concerned for a friend or student? *Call together.*

If you are in a life-threatening emergency, call 911.



LEARN TO LIVE

online cognitive
behavioral therapy tools

Students can visit
learntolive.com/partners
and use code UMN

CAMPUS RESOURCES

Counseling Services

crk.umn.edu/counseling | umccoun@crk.umn.edu
218.281.8571 | 218.281.8348

Student Affairs

crk.umn.edu/student-affairs | 218.281.8505

Case Manager | 218.281.8590

Wellness Care Team | crk.umn.edu/report

Eagles Essential Pantry | Evergreen Hall Room 1513

Diversity, Equity, and Belonging | 218.281.8580

Health Services

crk.umn.edu/health-services | 218.281.8512

Disability Resource Center

crk.umn.edu/disability-resource-center | 218.281.8587

Student Success Center

crk.umn.edu/student-success-center | 218.281.8555

International Programs

crk.umn.edu/international-programs | 218.281.8442

Residential Life

crk.umn.edu/residential-life | 218.281.8531

On Duty Phone: 218.280.0571 (evenings and weekends)

Public Safety

crk.umn.edu/public-safety | 218.281.8815 | 218.280.4240

Title IX Coordinator

crk.umn.edu/sexual-misconduct | 218.281.8424

24/7 Confidential Violence Advocate

Community Health Services, Inc. | 218.281.3552
chsclinics.org/locations/crookston-mn

RESPONDING TO BEHAVIORS OF CONCERN IN THE CLASSROOM

BEHAVIORS OF CONCERN	BEST PRACTICES	CONTACTS & CONSULTATION RESOURCES
<p>Behaviors that make it difficult for routine work or teaching to take place due to the negative impact it has on those around.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Failure to comply with directives • Unruly or abrasive actions • Monopolizing classroom discussion 	<ul style="list-style-type: none"> • Speak with student privately • Avoid escalating by debating or engaging • If student continues to disrupt, ask student to leave the classroom • If student is uncooperative in leaving the classroom, contact Public Safety 	<p>Consult with your immediate supervisor</p> <p>Refer to Care Team for coordinated campus response crk.umn.edu/student-affairs/wellness-care-team</p> <p>Public Safety crk.umn.edu/public-safety 218.281.8815</p>
<p>Behaviors that cause worry for the personal wellbeing of that student.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Marked changes in performance and/or appearance • Repeat requests for special considerations • Appearing overly nervous 	<ul style="list-style-type: none"> • Speak with student privately and use the 4R model • Document all conversations and observations • Encourage student to meet with counselor • Do not promise absolute confidentiality • Contact your supervisor or direct report 	<p>Refer to Care Team for coordinated campus response crk.umn.edu/student-affairs/wellness-care-team</p> <p>Counseling Services crk.umn.edu/counseling umccoun@crk.umn.edu</p> <p>Disability Resource Center crk.umn.edu/disability-resource-center umcdrc@crk.umn.edu</p>
<p>Irrational behavior that makes others feel uncomfortable or scared.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Disjointed thoughts • Incongruent and/or inappropriate emotional responses • Frequent or high levels of irritability • Suspicious or paranoid thoughts • Assignments with concerning themes 	<ul style="list-style-type: none"> • If there's no immediate threat, speak with student privately • Express concern for behavior and set limits • Do not reinforce delusions • Acknowledge feelings without supporting misperceptions 	<p>Refer to Care Team for coordinated campus response crk.umn.edu/student-affairs/wellness-care-team</p> <p>Case Manager 218.281.8590</p> <p>Public Safety crk.umn.edu/public-safety 218.281.8815</p>
<p>Behavior that threatens the safety or wellbeing others.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Harassment or stalking • Brandishing a weapon • Specific threats of physical harm • Intimidating behavior • Suicidal threats/gestures 	<ul style="list-style-type: none"> • Contact Public Safety or 911 immediately • If student poses a danger to others, dismiss the class; address later • Avoid contact and speak calmly • Do not attempt to keep the student from leaving the room 	<p>Public Safety or 911 crk.umn.edu/public-safety 218.281.8815</p> <p>Refer to Care Team for coordinated campus response crk.umn.edu/student-affairs/wellness-care-team</p> <p>UMN 24/7 Support and Crisis Helpline 218.281.TALK (8255) Call together or call on their behalf</p>

Follow the chart to determine first steps in helping a student in distress:

