# **RED FOLDER**

### University of Minnesota Crookston | crk.umn.edu/counseling

# 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

<ul> <li>Decline in quality of work or classroom performance</li> <li>Essays or creative work that indicate disturbing content including, extreme hopelessness, social isolation, rage or despair</li> <li>Decline in quality of work appearance including deterioration in grooming, hygiene or weight loss/gain, changes in typical clothing</li> <li>Excessive fatigue, nodding off</li> <li>Excessive fatigue, isolation, rage or despair</li> <li>Intoxication, hung over, or</li> <li>Expressions of hopelessness, worthlessness or shame</li> <li>Expressions of hopelessness, worthlessness or shame</li> <li>Exaggerated personality traits (more withdrawn, animated, or irritated than usual)</li> <li>Written work that is dominated by them distress, family problems, or</li> </ul>		Academic:	Physical:	Personal/Interpersonal:	Indicators of Risk:
	ize	<ul> <li>Decline in quality of work or classroom performance</li> <li>Essays or creative work that indicate disturbing content including, extreme hopelessness, social isolation, rage or despair</li> </ul>	<ul> <li>appearance including deterioration in grooming, hygiene or weight loss/gain, changes in typical clothing</li> <li>Excessive fatigue, nodding off</li> <li>Intoxication, hung over, or smelling of alcohol</li> <li>Appearing sick or ill, repeated reports of headache or</li> </ul>	<ul> <li>Expressions of hopelessness, worthlessness or shame</li> <li>Exaggerated personality traits (more withdrawn, animated, or irritated than usual)</li> <li>Direct comments about distress, family problems, or other difficulties</li> <li>Expressions of concern by</li> </ul>	<ul> <li>destructive (out of control) behavior</li> <li>Written work that is dominated by themes of despair, hopelessness, suicide, violence, death,</li> </ul>

The 4R Model	Suggestions for Practice and Application	Notes:
RECOGNIZE	<ul> <li>Key questions to guide your conversation</li> <li>Which areas of the student's life are most impacted?</li> <li>Are the indicators of distress in multiple areas?</li> <li>What seems to be the biggest area of concern?</li> </ul>	
ROLE	<ul> <li>Clear about personal boundaries and professional limitations; focus on behaviors and actions that can be of most use</li> <li>Attend/Connect/Listen to the student or your colleague</li> <li>Consult about the situation generate options for follow up</li> <li>Liaise with professional staff as needed</li> </ul>	
RESPOND	<ul> <li>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:</li> <li>Affirm and validate <ul> <li>Reinforce help seeking behavior and requests for assistance</li> </ul> </li> <li>Empathize <ul> <li>Refrain from judgments about what "should" happen or what the student "should" do</li> <li>Recognize that students are often scared and intimidated to talk about their concerns</li> <li>Be willing to talk about the emotions that you're hearing and observing</li> </ul> </li> <li>Clarify <ul> <li>To ensure accurate understanding</li> <li>To build on past successes as you assist in identifying next steps</li> </ul> </li> </ul>	
RESOURCES	<ul> <li>Clarify locations and hours prior to meeting with student if possible</li> <li>Does this warrant urgent consultation?</li> </ul>	

# 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 you 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**

24-hour Phone Counseling and Textline 218.281.TALK (8255) or text "UMN" to 61222 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

## ESSENTIAL RESOURCES

#### **Counseling Services**

crk.umn.edu/counseling | umccoun@crk.umn.edu Let's Talk Drop In | Monday & Wednesday 2pm - 4 pm 218.281.8571 | 218.281.8348

24/7 Phone Counseling: 218.281.TALK (8255)

#### Dean of Student Engagement & Wellness

crk.umn.edu/engagement | 218.281.8505

Care Team | umcdean@crk.umn.edu

#### **ADDITIONAL RESOURCES**

**Disability Resource Center** 

crk.umn.edu/disability | 218.281.8587

Health Services

crk.umn.edu/health | 281.281.8512

#### Public Safety

crk.umn.edu/security | 218.281.8530 | 218.289.0565

Student Success Center

crk.umn.edu/ssc | 218.281.8555

Eagles Essential Pantry | Owen 170

International Programs crk.umn.edu/international | 218.281.8442

Residential Life crk.umn.edu/reslife | 218.281.8531

On Duty Phone: 218.289.0604 (evenings and weekends) Title IX Coordinator

crk.umn.edu/sexual-misconduct | 218.281.8424

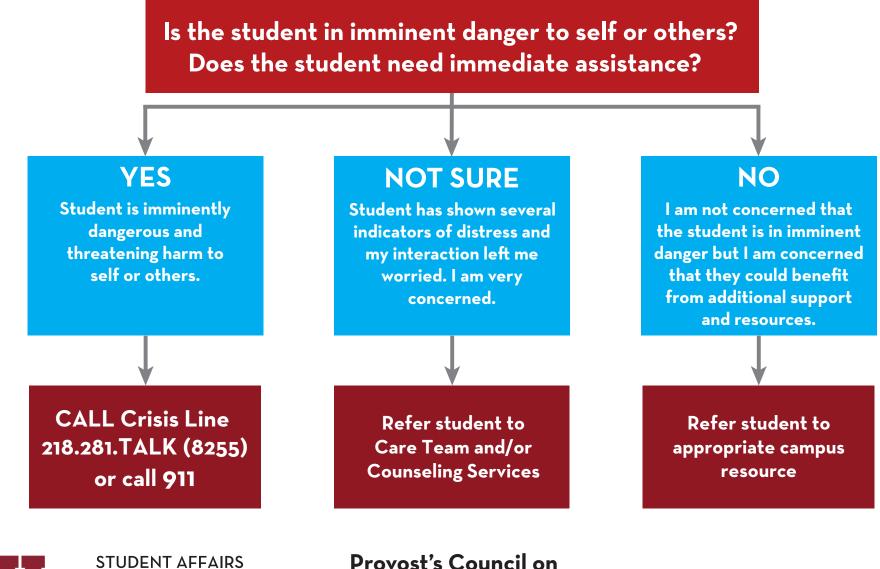
## RESPONDING TO BEHAVIORS OF CONCERN IN THE CLASSROOM

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BEHAVIORS OF CONCERN	BEST PRACTICES	CONTACTS & CONSULTATION RESOURCES
<ul> <li>Making it difficult for routine work or teaching to take place due to the negative impact it has on peers.</li> <li>Examples: <ul> <li>Failure to comply with directives</li> <li>Unruly or abrasive actions</li> <li>Monopolizing classroom discussion</li> </ul> </li> </ul>	<ul> <li>Speak with student privately</li> <li>Avoid escalating by debating or engaging</li> <li>If student continues to disrupt, ask student to leave the classroom</li> <li>If student is uncooperative in leaving the classroom, contact Public Safety</li> </ul>	Immediate Supervisor Dean of Student Engagement & Wellness crk.umn.edu/engagement   218.281.8505 umcdean@crk.umn.edu   Care Team Referral Public Safety crk.umn.edu/security   218.289.0565
Cause worry for the personal well-being of that student. <b>Examples:</b> • Marked changes in performance and/or appearance • Repeat requests for special considerations • Appearing overly nervous	<ul> <li>Speak with student privately and use the 4R model</li> <li>Document all conversations and observations</li> <li>Encourage student to meet with counselor</li> <li>Do not promise absolute confidentiality</li> <li>Contact your supervisor or direct report</li> </ul>	Care Team crk.umn.edu/engagement   umcdean@crk.umn.edu Counseling Services crk.umn.edu/counseling   umccoun@crk.umn.edu UMN 24/7 Helpline and Crisis Line 218.281.TALK (8255) or text "UMN" to 61222
Actions that make others feel uncomfortable or scared <b>Examples:</b> • Disjointed thoughts • Incongruent and/or inappropriate emotional responses • Frequent or high levels of irritability • Suspicious or paranoid thoughts • Assignments with concerning themes • Intoxication	<ul> <li>If there's no immediate threat, speak with student privately</li> <li>Express concern for behavior and set limits</li> <li>Do not reinforce delusions</li> <li>Acknowledge feelings without supporting misperceptions</li> </ul>	Care Team crk.umn.edu/engagement   umcdean@crk.umn.edu Counseling Services crk.umn.edu/counseling   umccoun@crk.umn.edu Bias Incident Team crk.umn.edu/engagement   umcdean@crk.umn.edu
<ul> <li>Threatening the safety or well-being others.</li> <li>Examples: <ul> <li>Harassment or stalking</li> <li>Brandishing a weapon</li> <li>Specific threats of physical harm</li> <li>Intimidating behavior</li> <li>Suicidal threats/gestures</li> </ul> </li> </ul>	<ul> <li>Contact Public Safety or 911 immediately</li> <li>If student poses a danger to others, dismiss the class; address later</li> <li>Avoid contact and speak calmly</li> <li>Do not attempt to keep the student from leaving the room</li> </ul>	Public Safety or 911         crk.umn.edu/security   218.289.0565         Care Team         crk.umn.edu/engagement   umcdean@crk.umn.edu         Title IX Coordinator         crk.umn.edu/sexual-misconduct

## RESPONDING TO STUDENTS IN DISTRESS PROTOCOL

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



UNIVERSITY OF MINNESOTA CROOKSTON

Provost's Council on Student Mental Health