If a student is causing a disruption but does not pose a threat:

- Ensure your safety in the environment. Use a calm, non-confrontational approach to defuse/de-escalate the situation.
- Set limits by explaining how the behavior is inappropriate.
- If behavior continues, ask the student to stop and warn them that official action may be taken.
- If the disruptive behavior persists, notify the student that disciplinary action may be taken. Ask the student to leave. Inform them that refusal to leave may be a separate violation subject to discipline.
- If you believe there is a safety risk, contact campus police. Immediately report the incident to the appropriate PA (listed above).
### BE ALERT TO WARNING SIGNS OF A STUDENT IN CRISIS

Students exhibiting troubling behaviors may have difficulties in various settings besides the classroom. You may be the first contact person who is in a position to help a student in need. Being aware of distress signals, ways to intervene, and resources to help the student may assist you in responding effectively to such an event. If you find yourself feeling worried, alarmed, or threatened, “SAY AND DO SOMETHING.” Take signs of distress seriously. Help the student by calling for assistance and reporting your concerns to the designated “Principal Administrator” (PA). You might be the one saving a student’s life by being available in the right place at the right time.

### INDICATORS OF DISTRESS

*Look for clusters, frequency, duration, and severity—not just isolated symptoms*

<table>
<thead>
<tr>
<th>ACADEMIC INDICATORS may include:</th>
<th>PHYSICAL INDICATORS may include:</th>
<th>PSYCHOSOCIAL INDICATORS may include:</th>
<th>SAFETY RISK INDICATORS may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Decline in quality of work / grades</td>
<td>• Marked changes in physical appearance including deterioration in grooming, hygiene, weight loss/gain</td>
<td>• Self-disclosure of personal distress, family problems, financial difficulties, contemplating suicide, losses</td>
<td>• Unprovoked anger or hostility</td>
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<tr>
<td>• Repeated absences</td>
<td>• Excessive fatigue, listlessness</td>
<td>• Exaggerated personality traits (e.g., withdrawn or agitated, mutters under breath, slow response time to questions)</td>
<td>• Physical violence (e.g., shoving, grabbing, assault, use of weapon)</td>
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<tr>
<td>• Disorganized performance</td>
<td>• Sleep disturbances</td>
<td>• Unusual/disproportional emotional response to events</td>
<td>• Implying or making a direct threat to harm self or others.</td>
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<td>• Multiple requests for extensions</td>
<td>• Intoxication, hang over, smelling of alcohol</td>
<td>• Excessive tearfulness, panic reactions, irritability or apathy, antagonism, and impulsiveness</td>
<td>• Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out suicidal ideations/violent behaviors—a “cry for help”</td>
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<td>• Overly demanding of faculty/staff time and attention</td>
<td>• Disoriented or “out of it”/forgetful</td>
<td>• Verbal abuse (e.g., taunting, badgering, intimidation)</td>
<td>• Stalking or harassing</td>
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<td>• Conduct that interferes with classroom or activity engagement</td>
<td>• Garbled, rambling, tangential, disconnected, or slurred speech</td>
<td>• Expressions of concern about the student by his/her peers</td>
<td>• Communicating threats via email, correspondence, and phone calls</td>
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<td>• Bizarre content in writings/presentations</td>
<td>• Behavior out of context or bizarre</td>
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<tr>
<td>• You find yourself doing more personal rather than academic counseling during office hours</td>
<td>• Loss of contact with reality</td>
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<td></td>
<td>• Delusions and paranoia</td>
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</table>
### Preparing to reach out to the student:
- Know the available campus resources and the referral process.
- Consult with the PA 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 who 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 Campus Police.
- If you decide not to have direct contact with the student, report the incident to the PA.

### When engaging with the student:
- 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-disparaging 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.
- Offer supportive alternatives.
- 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.
- Offer resources and referrals.

### Making a referral:
- Be frank with the student about your limits (time, expertise, student’s reluctance to talk).
- Direct student to a preferred assistance source.
- 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 an appointment.
- 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.

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**SEE SOMETHING… SAY SOMETHING… DO SOMETHING.**
Responding to students of concern:

Safety First: The welfare of the student and the campus community is the top priority when a student displays threatening or potentially violent behavior. The most effective means of preventing suicide and violence is providing coordinated professional help and follow-up care.

Trust your instincts: If you experience any sense of unease about a student, it is important to pay attention to those inner signals. Seek consultation from the Department Chair, your supervisor, a PA, or CAPS. Promptly report safety concerns and conduct code violations.

Listen sensitively and carefully: Distressed students need to be seen, heard, and helped. Many students will have trouble articulating their real differences and feelings. Don’t be afraid to ask students directly if they are under the influence of drugs or alcohol, feel confused, or have thoughts of harming themselves or others.

Be proactive: Engage students early on, setting limits on disruptive or self-destructive behavior. Use the Student Code of Conduct http://www.ugr8.ucsd.edu/judicial/22_00.html and/or the class syllabus to inform students in writing of standards and expectations for campus/classroom conduct and of possible consequences for disruptive behavior. Devote time to reviewing this information in the syllabus or your policies and procedures manual.

Avoid escalation: Distressed students can be sensitive and easily provoked. Avoid threatening, humiliating and intimidating responses. Use a non-confrontational approach. Help them connect with the necessary University resources for assistance.

No excuses: Disabilities are not considered legitimate excuses for disruptive behavior on a university campus.

Help them get help: Be available. Show interest and offer support. Refer the students to campus departments or offices that have the necessary expertise and personnel to help them. Use one of the Telephone Numbers at a Glance on the front of this folder.

Work as a team: Share information and consult with the appropriate University officials to coordinate care for the student, including when to reach out to parents. Safeguard a student’s privacy rights. Serious or persistent inappropriate behavior should always be reported to a PA and may result in misconduct charges.