Responding to Students in Distress

Quick Reference Guide

Life Threatening Situation
UNCG Police (24 hours) 334-4444
UNCG Police (Text) 447-3898
Non-Emergency
UNCG Police (24 hours) 334-5963
UNCG Dean of Students Office 334-5514

Administrative Resources
UNCG Dean of Students Office (Multiple Student Issues) 334-5514
UNCG Graduate School 334-5596
UNCG International Programs Center 334-5404
Residence Life Resource
UNCG Office of Housing & Residence Life 334-5636

Health & Mental Health Resources
UNCG Counseling Center 334-5874
UNCG Student Health Services 334-5340
UNCG Office of Accessibility Resources & Services 334-5440
Moses Cone Behavioral Health Center (24 hours) 832-9700

National Suicide Hotline
1-800-SUICIDE (784-2433)
1-800-273-TALK (273-8255)

Questions about Student Code of Conduct, Academic Integrity Policy, or Disruptive Behavior in the Classroom Policy
UNCG Dean of Students Office 334-5514

Student Life Threatening Indicators
1. Meet privately with a student who you feel is in distress if you feel comfortable doing so; if not, immediately call the Dean of Students Office (4-5514), University Police (4-4444).
2. Recognize an urgent situation.
3. If the situation is not urgent, you may also fill out the Starfish Early Alert form electronically and your email will be reviewed by a member of the UNCG Cares team.
4. Specifically point out signs of distress.
5. Listen to the student's response.
6. Talk to the student about seeing the behavior.
7. Try to come to an agreement about help seeking behavior.
8. Contact the Office of Accessibility Resources (334-5540) so we can also reach out to an appropriate professional on campus.
9. If safety risk indicators are present do not send an email, call immediately.
10. If after hours, contact the University Police.
11. Encourage the student to seek help and resources.

Ways to Help
1. Support your student by being present and non-judgmental.
2. Encourage your student to seek help and resources.
3. Let the student know that you are available.
4. Be patient and give your student time to adjust.

What to Say
1. It’s not your fault. It’s not your fault. It’s not your fault.
2. It’s not your fault.
3. It’s not your fault.
4. It’s not your fault.
5. It’s not your fault.

What to Do
1. Ask the student if he/she needs help.
2. Ask the student if he/she wants to talk.
3. Ask the student if he/she wants to talk about something.
4. Ask the student if he/she wants to talk about something.
5. Ask the student if he/she wants to talk about something.

Be alert to signs of distress

Frequently Asked Questions

When should I call the police?
Err on the side of caution. Call the University Police whenever you believe there is any threat of violence should be taken seriously. Threat of violence, a student is a risk to self or others, or other unlawful behavior. Any classroom and must do so. Faculty may implement the Disruptive Behavior in the Classroom Policy.

How do I respond when classroom disruption occurs?
Faculty members have broad authority to manage the classroom environment. Faculty should address disruptive behavior immediately. Students may be asked to leave the classroom if the faculty member determines that the student is not respecting the academic environment.

What if a disruptive student claims the behavior is a result of a disability?
The faculty member should consult with the Office of Accessibility Resources and Services (334-5540). Students who have a disability may only qualify for classroom accommodations after registering with that office. Students with or without disabilities must adhere to reasonable behavioral standards.

The classroom is a learning setting and as such, behavior should be addressed behavior. Generally, professors who state reasonable expectations early, and immediately so that the student can learn expectations for collegiate classroom behavior. Enforce them consistently, help students avoid the harsher consequences that flow from more serious infractions later.

What can I do to encourage appropriate behavior in the classroom?
Include on your syllabus a statement about the expectations of behavior. Discuss the concept on the first day of class. Consider having some way to start each class. Reward patients who are on time. Address inappropriate behavior immediately and respectfully. Give the student something that earns students points—example: a quiz—that will encourage timeliness. Address inappropriate behavior immediately and respectfully.

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**Students In Distress**

Students may experience a great deal of stress during the course of their academic experience. Some students find the various pressures of life unmanageable or unbearable. You may be the first person in the position to help the student. Take the initiative to reach out to the student, say something, and call for assistance.

Behaviors that have an underlying mental health component include threatening to harm self or others, delusional thinking, experiencing hallucinations, and/or becoming extremely withdrawn or depressed. Mental health issues can alter the content of the student’s communication.

**Disruptive Behavior**

Behavior is considered disruptive when it is not conducive to the teaching and learning process in the classroom or the residential community, and interferes with the functions and services of the University. These behaviors are usually a violation of the Student Code of Conduct or the Disruptive Behavior in the Classroom Policy.

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**Intervening with a Student Incident**

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<th><strong>Disruptive Student</strong></th>
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<td><strong>Assess</strong></td>
<td>What are the disruptive behavior issues, the potential causes, and reasons for concern?</td>
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<tr>
<td><strong>How to Identify</strong></td>
<td>Behavior is considered disruptive when it is not conducive to the teaching and learning process in the classroom or the residential community, and interferes with the functions and services of the University.</td>
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<td><strong>Make a Referral</strong></td>
<td>Listen sensitively to the student, and inform about the University standards of conduct. Review the Disruptive Behavior in the Classroom Policy at: sa.uncg.edu/handbook/policies</td>
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<tr>
<td><strong>Safety</strong></td>
<td>Know your physical environment and make provisions for your safety and that of others.</td>
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<td><strong>Consultation</strong></td>
<td>See front cover of this Quick Reference Guide for list of available resources.</td>
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**Assisting After an Incident**

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<td><strong>Goals</strong></td>
<td>Address the issues surrounding the behavior and avoiding reoccurrence.</td>
<td>Assist with re-entry into the academic and residential community, and prevent similar student crises in the future.</td>
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<td><strong>Review Actions</strong></td>
<td>The Counseling Center or the Dean of Students Office can provide feedback regarding response to student’s behavior and intervention.</td>
<td>The Dean of Students Office will schedule a crisis management meeting with the student. A self-care plan may be developed between the student, Counseling Center and Dean of Students Office to prevent and/or handle reoccurrence.</td>
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<td><strong>Support</strong></td>
<td>Have a follow-up conversation with the student and refer to appropriate resources.</td>
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<td><strong>Media</strong></td>
<td>Consult with University Relations at 334-3371 if contacted by the media.</td>
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