ASSISTING STUDENTS IN DISTRESS

The purpose of this folder is to help you recognize behavioral indicators of student distress and identify appropriate referrals to campus resources.

SEE SOMETHING

John Jay College (JCC) faculty, staff, graduate teaching and research assistants are in a unique position to demonstrate compassion for JCC students in distress. Both undergraduate and graduate students may feel alone, isolated, and even hopeless when faced with academic and life challenges. These feelings can easily disrupt academic performance and may lead to maladaptive coping and other serious consequences.

You may be the first person to SEE SOMETHING such as distressing behavior in a student since you have frequent and prolonged contact with them. The College, in collaboration with the Behavioral Intervention Team (B.I.T.) requests that you act with compassion in your interactions with such students.

SAY SOMETHING

Students exhibiting troubling behaviors in your presence are possibly having difficulties in various settings including the classroom, with roommates, with family, and in even in social settings. Trust your instincts and SAY SOMETHING to Public Safety, Counseling Center or Dean of Students if a student leaves you feeling worried, alarmed, or threatened!

DO SOMETHING

Sometimes students cannot, or will not turn to family or friends. DO SOMETHING! Your expression of concern may be a critical factor in saving a student’s academic career or even their life.

The Family Educational Rights and Privacy Act (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 FERPA protected. Such information should be shared with Public Safety, Counseling Center or Dean of Students with appropriate consideration for student privacy.

Follow the chart to determine what to do when faced with a distressed or disruptive student.

Response Protocol

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<th>Student shows signs of distress, and/or concerned about the student.</th>
<th>Student is not concerned for the student’s immediate safety, but he/she is having significant academic and/or personal issues and could use some support.</th>
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Response Protocol:

- Report the student.
- Consult with the Behavioral Intervention Team to explore the issues involved and course of intervention.
- Be factual and objective.
- Do not try to minimize the student’s distress.
- Allow sufficient time to thoroughly address the issues of concern.
- Note that some campus resources can offer confidential support while others are required to respond or report.

Follow the chart to determine what to do when faced with a distressed or disruptive student.

Student shows signs of distress, and/or concerned about the student.

Student is not concerned for the student’s immediate safety, but he/she is having significant academic and/or personal issues and could use some support.

“YES” “I’M NOT SURE” “NO”
**Academic Indicators**
- Sudden decline in quality of work and grades
- Repeated absences
- Bizarre content in writings or presentations
- Multiple requests for extensions
- You find yourself addressing more personal than academic concerns during office hours
- Overly demanding of faculty/staff attention

**Physical Indicators**
- Marked changes in physical appearance, including deterioration in grooming, hygiene, or weight loss/gain; signs of physical abuse (bruises, pain, etc.)
- Excessive fatigue/sleep disturbance
- Intoxication, hang over, or smelling of alcohol
- Disoriented or “out of it”
- Garbled, tangential, or slurred speech

**Psychological Indicators**
- Self-disclosure of personal distress; family problems, financial difficulties, contemplating suicide, grief
- Excessive tearfulness, panic reactions, irritability or unusual apathy
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Expressions of concern about the student by his/her peers
- Elevated or expansive mood (e.g., exaggerated happiness, excessive dialogue for prolonged periods)

**Detection of Disruptive or Distressed Students**

**Disruptive Student**
A student whose conduct is clearly and imminently
- reckless
- disorderly
- dangerous or threatening
- including self-harmful behavior

**Distressed Student**
A student with persistent behaviors such as
- unduly anxious
- sad
- irritable
- withdrawn
- confused
- lacks motivation and/or concentration
- seeks constant attention
- demonstrates bizarre or erratic behavior
- expresses suicidal or threatening thoughts

To get help:
Consultation and Referrals: Counseling Center – 212.237.8111
Public Safety ~ 212.237.8524
Health Services ~ 212.237.8031
Accessibility Services ~ 212.237.8144

If behavior continues, ask the student to stop
- Ensure your safety in the environment.
- If behavior persists, ask the student to leave immediately and warn him or her that official action may be taken.
- If the disruptive behavior persists, notify the appropriate resource.

**See Something**
**Campus Resources**

**Student Resources**
- Counseling Center 212.237.8111
- Dean of Students 212.237.8211
- Student Relations 212.237.8871
- Health Services 212.237.8031
- Women’s Center 212.237.8184
- Public Safety 212.237.8124
- Accessibility Services 212.237.8144

**Faculty/Staff Resources**
- Counseling Center 212.237.8111
- Legal Counsel 212.621.3712
- Human Resources 646.357.4748
- Dean of Students 212.237.8211
- Director of Student Relations 212.237.8871
- Behavioral Intervention Team BIT@jjay.cuny.edu

**After Hours**
**Emergency & Crisis Contacts**
- John Jay Security Emergency Service Hotline 212.237.8888
- Residence Hall After-Hours Hotline 212.237.8111
- Police/Alarmance 911
- 188th Precinct. 306 W. 54th Street 212.767.8400

**Mental Health/Suicidal Risk Emergency (After-hours Crisis Resources)**
- Mt. Sinai Roosevelt Hospital Emergency Room 1000 Tenth Avenue, (59th St. between ppk & 10th Avenue) 212.523.6775
- National Hope Line Network 1.800.SUICIDE (1.800.784.2433)
- Samaritans Suicide Prevention Hotline (24 Hours) 212.577.3000
- National Suicide Prevention Lifeline 1.800.273.TALK (1.800.273.8255)

**Say Something**
**LIFENET (Mental Health Referral Resource)**
- En espanol 1.877.AYUDENSE (1.877.298.3373)
- Mandarin, Cantonese & Korean 1.877.990.8585
- Mobile Crisis Team 1.800.LIFENET (1.800.543.3638)

*Referrals to the mobile crisis team are made through calling LIFENET. The team makes home visits when clients in crisis cannot come to the hospital.*

**Violence Prevention & Response Services**
- Dating and intimate partner violence Safe Horizon Domestic Violence Hotline 1.800.621.HOPE (1.800.621.4673)
- NYC Gay & Lesbian Anti-Violence Project 212.714.1141
- New York Asian Women's Center (Multilingual 24-hour hotline) 1.888.887.7702
- Gender-Based Violence Prevention and Response Advocate 646.557.4535
- Stalking (Stranger, Acquaintance or Previous Intimate Relationship) Safe Horizon Stalking 212.577.7777
National Center for Victims of Crime 1.800.211.7996

**Rape & Sexual Assault**
- Safe Horizon for Rape, Sexual Assault, Incest 212.227.3000
- NYU SVU Liaison Squad (24 hours) 212.267.RAPE (212.267.7272)

**SAFETY RISK INDICATORS**
- Unprovoked anger or hostility
- Implying or making a direct threat to harm self or others
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/violent behaviors - a “cry for help”
- Communicating threats via email, social media, correspondence, texting, or phone calls

**Physical Indicators**
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- reckless
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- including self-harmful behavior

**To get help:**
If you are concerned for your or others’ safety due to a student’s disruptive and/or threatening behavior, call Public Safety at 212.237.8888 or 911.

**Report incident to:**
- Public Safety ~ 212.237.8888
- Dean of Students ~ 212.237.8211
- Director of Student Relations ~ 212.237.8871
- For Consultation or Crisis Counseling:
  - Counseling Center ~ 212.237.8111
  - Dean of Students Office ~ 212.237.8211
- For Illness or Injury (Non-Urgent):
  - Health Services ~ 212.237.8031
  - Medical Emergency ~ 911

**Disruptive or Distressed? Use This Information to Determine**

**Disruptive Student**
A student with persistent behaviors such as
- unduly anxious
- sad
- irritable
- withdrawn
- confused
- lacks motivation and/or concentration
- seeks constant attention
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- Counseling Center ~ 212.237.8111
- Public Safety ~ 212.237.8524
- Health Services ~ 212.237.8031
- Gender-Based Violence Prevention and Response Advocate ~ 646.557.4535
- Accessibility Services ~ 212.237.8144

**Accesibility Services:**
BIT@jjay.cuny.edu
The purpose of the Behavioral Intervention Team (B.I.T.) is to bring the collective wisdom, professional perspectives, campus management and agency responsibilities to bear on a crisis that, because of its reach, complexity, or potential for risk, demands the involvement of multiple campus departments. The B.I.T. Team meets every other week to discuss crisis management issues, to review hypothetical and actual cases, and to update campus protocols for responding to these crises. Members adhere to legal, ethical, professional laws and guidelines while working together to create a plan to address a situation.

The John Jay College Behavioral Intervention Team was established in response to the terrible tragedy at Virginia Tech. Since its inception, the Team continues to address crises that demand a sense of urgency and require the involvement of various department heads both during and after these emergent situations concerning students and College personnel.

Depending on the nature of the incident, B.I.T. may call upon the expertise of other members of the College community to provide consultation on risk assessment and interventions.

*Departments not included are activated as needed or on a need-to-know basis. Activation of B.I.T. typically begins by contacting a member of B.I.T.

Contact: BIT@jjay.cuny.edu
PROACTIVELY ENGAGED

When a student issue rises and poses the potential for risk or harm to others, and where College liability is a possibility, the Behavioral Intervention Team coordinates multiple units and services in an effort to take a proactive stance in preventing and managing the issue.

**Process**

1. **Critical**
   - Point of Contact (faculty or staff member) assesses behavior indicators of high concern.

2. **Critical**
   - Point of Contact consults a member of the Behavioral Intervention Team (B.I.T.).
   - The Behavioral Intervention Team consults/meets. Team may include persons from areas determined to have a need to know, and/or who are relevant to the planning of an intervention.

3. **Critical**
   - Point of Contact receives information on a coordinated plan of action.

4. **Non-Critical**
   - Behavioral Intervention Team meets bi-weekly to review Crisis Management and Crisis Intervention Protocols.
   - Contact: BIT@jjay.cuny.edu

**Assisting Students in Distress**

- **See Something**
- **Say Something**
- **Do Something**
SAY SOMETHING

CAMPUS RESOURCES

Academic Indicators
- Sudden decline in quality of work and grades
- Repeated absences
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Safety Risk Indicators
- Unprovoked anger or hostility
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To get help:
Consultation and Referrals: Counseling Center – 212.237.8211
Public Safety – 212.237.8888
Health Services – 212.237.8031
Dean of Students – 212.237.8211
Medical Emergencies – 911

Say something
Campus Resources

STUDENT RESOURCES
Counseling Center: 212.237.8111
Dean of Students: 212.237.8211
Student Relations: 212.237.8871
Health Services: 212.237.8031
Women’s Center: 212.237.8184
Public Safety: 212.237.8214
Health Services: 212.237.8032

FACULTY/STAFF RESOURCES
Counseling Center: 212.237.8111
Legal Counsel: 212.621.3712
Human Resources: 646.537.2746
Dean of Students: 212.237.8211
Director of Student Relations: 212.237.8871
Behavioral Intervention Team: BIT@cuny.edu

AFTER HOURS EMERGENCY & CRISIS CONTACTS
John Jay Security Emergency Service Hotline: 212.237.8888
Residence Hall: 212.237.8888
After-Hours Hotline: 212.237.8888
Police/Almance: 911

MENTAL HEALTH/SUICIDAL RISK EMERGENCY (AFTER-HOURS CRISIS RESOURCES)
Mt. Sinai Roosevelt Hospital: 212.237.6775
National Hope Line Network: 1.800.SUICIDE (1.800.784.2433)
Samaritans Suicide Prevention Hotline: 24 Hours: 212.477.0000
National Suicide Prevention Lifeline: 1.800.273.TALK (1.800.273.8255)

LIFFENET (MENTAL HEALTH REFERRAL RESOURCES)
En espanol: 1.877.AYUDES (1.877.298.3373)
Mandarin, Cantonese & Korean: 1.877.990.8585
Mobile Crisis Team: 1.800.LIFFENET (1.800.543.3609)

VIOLENCE PREVENTION & RESPONSE SERVICES
Safe Horizon Domestic Violence Hotline: 1.800.621.HOPE (1.800.621.4673)
NYC Gay & Lesbian Anti-Violence Project: 212.744.1141
New York Asian Women’s Center: 1.888.888.7702

STALKING (SPREADING, ANXIETY OR PREVIOUS INTIMATE RELATIONSHIP)
Safe Horizon Stalking: 212.237.7777
National Center for Victims of Crime: 1.800.211.7996

RAPE & SEXUAL ASSAULT
Safe Horizon for Rape, Sexual Assault, Incest: 212.227.3000
NYU SVU Liaison Squad: 212.267.8032

Not sure if it’s an emergency? Contact any one of the following for consultation:
Public Safety: 212.237.8888
John Jay Counseling Department: 212.237.8211

B.I.T. BEHAVIORAL INTERVENTION TEAM
If a student is a crisis a disruption but does not pose a threat:
- Ensure your safety in the environment.
- Use a calm, non-confrontational approach to de-escalate the situation.
- Set limits by explaining how behavior is inappropriate.
- If behavior continues, ask the student to stop and warn him or her 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 him or her that refusal to leave may be a separate violation subject to discipline.
- Immediately report the incident to the appropriate office.
- If you believe there is a safety risk, contact Public Safety ext. 8888

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 de-escalate the situation.
- Set limits by explaining how behavior is inappropriate.
- If behavior continues, ask the student to stop and warn him or her that official action may be taken.
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Are not FERPA protected. Such information should be shared with Public Safety, Counseling Center or Dean of Students with appropriate consideration for student privacy.

Sometimes students cannot, or will not, turn to family or friends. **DO SOMETHING!** Your expression of concern may be crucial.

Follow the chart to determine what to do when faced with a distressed or disruptive student.

**RESPONSE PROTOCOL**

**IS THE STUDENT A DANGER TO SELF, OR OTHERS, OR DOES THE STUDENT NEED IMMEDIATE ASSISTANCE FOR ANY REASON?**

**YES**

The student’s conduct is clearly and immediately reckless, disorderly, dangerous, or threatening and is suggestive of harm to self or others in the community.

**“I’M NOT SURE”**

The student shows signs of distress, but I am not sure how serious it is. My information has left me feeling uneasy and/or concerned about the student.

**“NO”**

I am not concerned for the student’s immediate safety, but he/she is having significant academic and/or personal issues and could use some support or additional resources.

**PUBLIC SAFETY**

212.237.8888

CALL 911

After speaking with Public Safety, report the concern to Behavioral Intervention Team by contacting Dean of Students: 212-237-8121 or Counseling: 212-237-8141

**CALL the COUNSELING CENTER**

During business hours, call for consultation 212-237-8111 or contact B.I.T. at BIT@jjay.cuny.edu

**REFER Student to an appropriate campus resource**

Support for faculty and staff after working with a distressed or disruptive student:

Counseling Center: 212-237-8111

**HOW TO REFER**

Use these tips to help you refer a student in need of assistance.

**PREPARING TO REACH OUT TO THE STUDENT**

- Consult with the Behavioral Intervention Team to explore the issue involved and course of intervention.
- Know the available campus resources and the referral process of the Behavioral Intervention Team. Learn advice from experienced colleagues and the chairperson.
- Allow sufficient time to thoroughly address the issues of concern.
- 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.
- Remain calm and know whom to call for help in case of need.

**CONNECTIONS WITH THE STUDENT**

- Listen supportively. Repeat the student’s statement to clarify and to demonstrate an understanding of the student’s perspective.
- Do not challenge, shock, or become argumentative with the student.
- Do not try to minimize the student’s distress.
- Do not meet and talk in private to minimize embarrassment and defensiveness.
- Clearly express your concerns focusing on the behavior in non-accusatory ways.
- Ask if the student wants to hurt himself. Asking does not plant ideas in the student’s mind.
- Offer supportive alternatives, resources and referrals.
- Respect the student’s privacy without making false promises of confidentiality.
- Emphasize the importance of professional help for the student.
- Document all incidents and attempts to resolve the situation. Be factual and objective.

**MAKING THE REFERRAL**

- Recommend services and provide student with realistic expectations. Note that some campus resources can offer confidential support while others are required to respond or report.
- Know the available campus resources. Consult with colleagues and the chairperson to consider the best course of their college career to effectively achieve their goals.
- Direct the student to their preferred assistance source.
- Be frank with the student about your limits (time, expertise, student’s reluctance to talk).
- Frame any decision to seek and accept help as an intelligent and wise choice.
- Make sure the student understands what actions are necessary.
- Follow-up and assist the student to make and keep an appointment.
- If necessary, find someone to stay with the student while calls are made or contact B.I.T. for consultation.
- Be factual and objective.

**CONNECTING WITH THE STUDENT**

- Connect with the Behavioral Intervention Team to explore the issue involved and course of intervention.
- Know the available campus resources and the referral process of the Behavioral Intervention Team. Learn advice from experienced colleagues and the chairperson.
- Allow sufficient time to thoroughly address the issues of concern.
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- If necessary, find someone to stay with the student while calls are made or contact B.I.T. for consultation.
- Be factual and objective.

**RECOGNIZE BEHAVIORAL INDICATORS OF STUDENT DISTRESS AND IDENTIFY APPROPRIATE REFERENCES TO CAMPUS RESOURCES.**

The Family Educational Rights and Privacy Act (FERPA) empowers students with applicable considerations to student privacy. Under FERPA, educational agencies or institutions that receive financial assistance from the U.S. Department of Education are required to provide the.parent or eligible student, with whom the parent is no longer a parent with legal custody, written notice that explains (1) the policy or practice of the educational agency or institution with respect to disclosure of education records, (2) the rights of students concerning access to, review of, and amendment of education records, and (3) how to file a complaint with the appropriate educational agency or the Office for Civil Rights concerning such matters.

The Family Educational Rights and Privacy Act (FERPA) or the Privacy of Education Records Act (PERA).

**STUDENT DIRECTIONS**

The purpose of this section is to help you recognize behavioral indicators of student distress and identify appropriate references to campus resources. Following the chart to determine what to do when faced with a distressed or disruptive student.

**RESPONSE PROTOCOL**

**IS THE STUDENT A DANGER TO SELF, OR OTHERS, OR DOES THE STUDENT NEED IMMEDIATE ASSISTANCE FOR ANY REASON?**

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The student shows signs of distress, but I am not sure how serious it is. My information has left me feeling uneasy and/or concerned about the student.

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