

Cabrillo College

CRISIS

Intervention Procedures & Guidelines

**for assisting the
emotionally distressed student**

for Faculty/Staff/Administrators

2011-2012

TABLE OF CONTENTS

Introduction and Acknowledgments.....	1
Wisdom from Dr. Karl Menninger	1

Part 1 Crisis Intervention Procedures

Flowchart of Crisis Intervention Procedures.....	2
Basic Intervention Provision.....	3
Intervention Procedures by Type of Crisis	3
Members of the Crisis Intervention Team.....	4

Part 2 Guidelines for Assisting the Emotionally Distressed Student

A Tool Box	5
Faculty/Staff/Administrator Role.....	5
Signs of Emotional Stress	5
Employee Rights and Responsibilities	5

Part 3 Assisting the Emotionally Distressed Student

Abused	6
Anxious.....	6
Depressed.....	6
Delusional/Disoriented	7
Demanding/Passive	8
Harassed	8
Manic	9
Raped.....	10
Suicidal.....	10
Suspicious.....	11
Traumatized.....	12
Under the Influence	12
Verbally Aggressive.....	13
Violent.....	14

Community Resources	14
----------------------------------	-----------

INTRODUCTION

Daily contact with students at Cabrillo College is normally pleasant and productive. However, on occasion, we experience behavior that causes concern to us about a student's wellbeing. This guide is a response from Student Services for suggestions and support in dealing with troubling student behaviors and crises on campus. Non-instructional staff and faculty may encounter challenges in dealing with student behavior. Although many of the examples in this guide pertain to a classroom setting, it is important to understand that the legal rights and responsibilities concerning student behavior apply to **all employees** of the college.

Provided in this guide you will learn what to do when students are in crisis and how to assist when students display behavior that could indicate they are experiencing emotional or psychological distress. There is a brief summary of the legal rights and responsibilities of college employees. Finally, you are provided with lists of community resources and online resources for you and your students to better understand mental health and distress. We encourage you to take advantage of the information provided in this guide and provide feedback as to its usefulness.

ACKNOWLEDGEMENTS

We acknowledge the pioneering efforts of the California Organization of Counseling Center and Directors in Higher Education who are credited in all resources with the initiation of a crisis intervention guide. We appreciate staff from numerous California Community Colleges and the University of California, Berkeley for providing access to their crisis intervention guidelines online. Special thanks to Yuba College and West Valley College for providing us with their versions of this Cabrillo document. Special thanks to the Cabrillo staff who worked on this document.

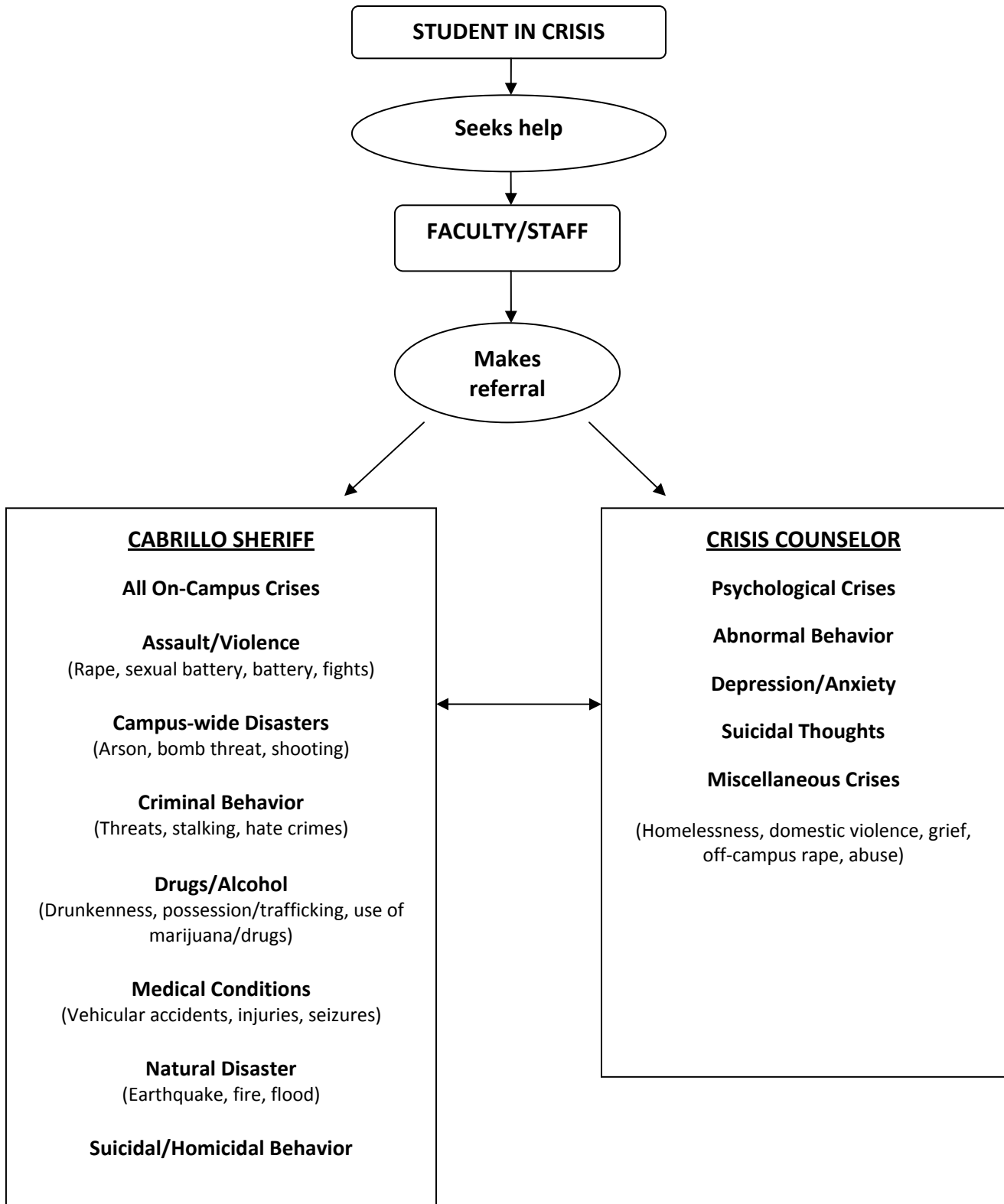
Dianne Avelar, Counselor, Student Health Services
 Sheryl Kern-Jones, Title V Project Coordinator
 Patrick Meyer, Instructor, Human Services
 Paul Ramos, Sgt., Santa Cruz County Sheriff's Department, Cabrillo College Division
 Marion Brodkey, Director, Student Health Services
 Sesario Escoto, Dean of Student Services
 Joe Nugent, Director of Facilities Planning and Planned Operations (Emergency Planning)
 Dennis Bailey-Fougner, Vice President of Student Services

WISDOM FROM DR. KARL MENNINGER

Karl Menninger, M.D., stated, **"We all have chosen work that impacts lives. In doing so, we must draw from many sources to acquire the skills needed to be effective."** Dr. Menninger devoted his life to working with people whose lives were in trouble and saw a side of life that many of us will never experience. As you serve students, remember these excerpts from an address he delivered to the United Nations in 1981.

*People are unreasonable, illogical, self-centered. **Love them anyway.***
*If you do good, people will accuse you of selfish, ulterior motives. **Do good, anyway.***
*If you are successful, you will win false friends and true enemies. **Try to be successful, anyway.***
*The good you do today will be forgotten tomorrow. **Do it, anyway.***
*Honesty and frankness make you vulnerable. **Be honest and frank, anyway.***
*People favor underdogs, but I notice they follow top dogs. **Fight for some underdogs, anyway.***
*What you spend years building may be destroyed overnight. **Build anyway.***
*People really need help, but they may attack you if you help them. **Try to help people, anyway.***
Give the world the best you have and you could get kicked in the teeth.
Give the world the best you have, anyway.

**PART 1
CRISIS INTERVENTION PROCEDURES**



Basic Intervention Provision

- **Cabrillo College Sheriff's Office:** Monday-Friday 8:00 a.m. to 5:00 p.m. or call 9-1-1. Designated to receive crisis calls from **students**; the emergency number is posted on telephones, in classrooms, and other public places on campus.
- **Crisis Counselor (Student Health Services):** 831.479.6435. Designated to receive crisis calls from faculty, staff, and campus sheriff regarding students.
- Alternate contacts:
 - VPSS office: 831.479.6317
 - Dean of Student Services office: 831.479.6525
 - Evening administrator: 831.809.0363 Monday-Thursday 5:00 p.m. to 9:00 p.m.

Intervention by Type of Crisis

PSYCHOLOGICAL CRISES – refer to Crisis Counselor.

- Abnormal behavior
- Depression/anxiety
- Suicidal thoughts
- Miscellaneous (homelessness, grief, off-campus rape, abuse, domestic violence, etc.)

1. Crisis procedures are initiated in one of three ways:

Walk-in: Student walks into the Counseling Department or Student Health Services and Crisis Counselor is alerted.

Call: Student calls the number posted for the campus sheriff, who immediately notifies the Crisis Counselor prior to any further action unless there is imminent risk of danger.

Referral: Staff calls Crisis Counselor on behalf of student.

2. Crisis Counselor role: Provide intervention.

- Meet privately with student, identify needs, and provide the appropriate intervention.
- Have the student sign "Authorization to Release Information" to refer student as needed to others on/off campus as required by Cabrillo College policy/procedures, state and federal laws.
- Maintain confidentiality required by state and federal laws.
- Document the incident.
- Follow up with the student.

3. Cabrillo College Sheriff's Office role: Standby and provide assistance as needed.

ALL ON-CAMPUS CRISES – refer to Cabrillo College Sheriff's Office or call 9-1-1.

- Assault/violence: rape, sexual battery, battery, fights, etc.
- Campus-wide disasters: arson, bomb threat, shooting, etc.
- Criminal behavior: threats, stalking, hate crimes, etc.
- Drugs/alcohol: drunkenness, possession/trafficking/use of marijuana/drugs, etc.
- Medical conditions: vehicular accidents, injuries, seizures, etc.
- Natural disaster: earthquake, fire, flood, etc.
- Suicidal/homicidal behavior

1. Crisis procedures are initiated in one of three ways:

Walk-in: Student walks into Student Health Services, staff immediately notify Cabrillo College Sheriff's Office.

Call: Student calls the campus sheriff who follows district policy and procedures, state and federal laws. Alerts the on-call Crisis Counselor or Student Health Services.

Referral: Staff calls Cabrillo College Sheriff's Office or 9-1-1.

2. Cabrillo College Sheriff's Office role: Provide intervention.

- Direct crisis intervention activities according to Cabrillo College policy and procedure, state and federal laws.

3. Crisis Counselor role: Standby and intervene as directed by Cabrillo College Sheriff's Office.

4. Staff should complete the "Concern for Student" form and submit to the Dean of Student Services.

Members of the Crisis Intervention Team

Dianne Avelar, MFT, Psychological Counselor, Student Health Services

Paul Ramos, Sergeant, Santa Cruz County Sheriff's Dept., Cabrillo College Division

Patrick Meyer, MSW, Program Chair/Instructor, Human Services Program

Sesario Escoto, Dean, Student Services

Loree McCawley, Director, Human Resources

Marion Brodkey, RN, Director, Student Health Services

Dennis Bailey-Fougner, Vice President, Student Services

Sheryl Kern-Jones, Title V Project Coordinator

Francisco Ponce, Counselor, Psychologist

Cabrillo College Sheriff

Office: 831.479.6313

Cell: 831.212.8462 or 8464

Student Health Services/Crisis Counselor: 831.479.6435

Dean of Student Services: 831.479.6525

PART 2 GUIDELINES FOR ASSISTING THE EMOTIONALLY DISTRESSED STUDENT

A Tool Box

The following guidelines are used extensively throughout California Community Colleges and Universities and were initiated by the California Organization of Counseling Centers and Directors in Higher Education. Considered a "tool box" these guidelines were created to assist you to recognize symptoms of distress and provide straightforward advice and suggestions on how to cope with and assist troubled and/or difficult students in or out of the classroom.

Faculty/Staff/Administrator Role

As a faculty, staff, or administrator interacting with students, you are in an excellent position to recognize behavior changes that characterize the emotionally distressed student. A student's behavior, especially if it is inconsistent with your previous observations, could well constitute an inarticulate attempt to draw attention to his/her plight -- a "cry for help". Your ability to recognize the signs of emotional distress and to acknowledge your concerns directly to him/her is often noted by students as the most significant factor in their successful problem resolution. ***Do not hesitate to call the Crisis Counselor or Student Health Services, Sheriff, Dean of Student Services, or Vice President of Student Services if you feel you need guidance or assistance at any time.***

Signs of Emotional Distress

- Inability to concentrate, procrastination
- Confusion, indecisiveness
- Persistent worrying
- Mood swings
- Increased irritability, restlessness
- Bizarre behavior
- Missed classes/assignments
- Social isolation
- Dangerous behavior
- Disheveled appearance

Employee Rights and Responsibilities

1. Faculty, staff, and administrators need to be aware of their rights of protection as well as legal responsibilities in dealing with disruptive behavior or a student in crisis.
2. The *California Education Code* and the *California Penal Code* outline the specific rights, responsibilities, and actions to be taken.
3. If a student's behavior is the sole basis for imposing disciplinary sanctions, whether the student has a mental disability or underlying emotional problem is irrelevant. File a Disruptive Student Behavior report with the Dean of Student Services.
4. Appropriate student behavior standards are outlined in the Student Rights and Responsibilities (AR6110) which can be found online a www.cabrillo.edu/services/studentaffairs/documents/rightsresponsibilities.pdf. It is the student's responsibility to be familiar with that code.

PART 3 ASSISTING THE EMOTIONALLY DISTRESSED STUDENT

Abused

If a student starts to tell you that he/she had suffered abuse as a child, stop and advise the student that this disclosure may mandate a report to the authorities. The law requires that a report be made to the authorities that identify the perpetrator, especially if that perpetrator is still around children. As mandated reporters, it is the responsibility of **all designated employees** to report to the appropriate agency when there is a reasonable suspicion that abuse or neglect of a child may have occurred. Mandated reporters include faculty, administrators, and designated classified staff. (BP/AP 3518 – Child Abuse Reporting) If the abuse occurred as an adult, a complaint is up to the victim. **Refer the student to the Crisis Counselor, Student Health Services, Cabrillo College Sheriff, and/or Dean of Student Services.**

Anxious

Anxiety is a normal response to a perceived danger or threat to one's well-being. For some, the cause of anxiety will be clear; for others it is difficult to pinpoint. Regardless of the cause, the resulting symptoms may be experienced as rapid heart palpitation, chest pain or discomfort, dizziness, sweating, trembling or shaking, and cold, clammy hands. This student may also complain of difficulty concentrating, of being on edge, of having difficulty making decisions, or being too fearful to take action. In rare cases, a student may experience a panic attack in which the physical symptoms occur spontaneously and intensely in such a way that the student may fear she/he is dying. www.ulifeline.org

It is helpful to:

- Let the student discuss feelings and thoughts. Often this alone relieves a great deal of pressure.
- Provide reassurance.
- Remain calm.
- Be clear and directive.
- Refer for personal counseling at Student Health Services or off campus county resources.
- Complete the "Concern for Student" form and submit to the Dean of Student Services.

It is not helpful to:

- Minimize the perceived threat to which the student is reacting.
- Take responsibility for the student's emotional state.
- Overwhelm with information or ideas to "fix" their condition.

Depressed

Depression (sadness), and the variety of ways it manifests itself, is part of a natural emotional and physical response to life's ups and downs. With the busy and demanding life of a college student, it is safe to assume that most students will experience periods of reactive depression in their college careers. When the depressive symptoms become so extreme or are so enduring that they begin to interfere with the student's ability to function in school, work, or social environment, the student may come to your attention. Look for a pattern of these indicators:

- Tearfulness/general emotionality
- Markedly diminished performance
- Dependency (a student who makes excessive requests for your time)
- Infrequent class attendance
- Lack of energy/motivation

Cabrillo College Sheriff

Office: 831.479.6313

Cell: 831.212.8462 or 8464

Student Health Services/Crisis Counselor: 831.479.6435

Dean of Student Services: 831.479.6525

- Difficulty sleeping
- Loss of appetite
- Increased anxiety /test anxiety/performance anxiety
- Irritability; deterioration in personal hygiene

It is helpful to:

- Let the student know you're aware she/he is feeling down.
- Encourage the student to discuss how she/he is feeling with someone they trust.
- Refer for personal counseling.
- Ask the student whether he/she is suicidal (See "Suicidal" page 10.)
- **Call the Crisis Counselor or Student Health Services**
- Complete the "Concern for Student" form and submit to the Dean of Student Services.

It is not helpful to:

- Minimize the student's feelings, e.g., "Don't worry" or "Everything will be better tomorrow."
- Bombard the student with "fix it" solutions or advice.
- Chastise the student for poor or incomplete work.

Delusional or Disoriented

A student who is **delusional** may have difficulty distinguishing fantasy from reality, the dream from the waking state. Thinking is typically illogical, confused or irrational; emotional response may be incongruent or inappropriate; and behavior may be bizarre and/or disturbing. While this student may elicit alarm or fear from others, he/she is **generally not dangerous** and may be more frightened and overwhelmed by you than you are by him/her. If you cannot make sense of the conversation with this student, she/he may be in serious trouble. A student who is **disoriented** may have a somewhat glazed expression, a lack of appropriate affect when talking, difficulty in listening with concentration, exhibit chronic self-talk, and may literally complain of disorientation, hearing voices or seeing things that aren't there. **Symptoms may be due to psychotic disorder.** For more information: www.halfofus.com or www.ulifeline.org or www.oflikeminds.com

It is helpful to:

- Respond with warmth and kindness, but with firm reasoning.
- Remove extra stimulation from the environment (turn off the radio, step outside of a noisy classroom).
- Acknowledge your concerns, state that you can see they need help.
- Acknowledge the student's feelings or fears without supporting the misperceptions, e.g., "I understand you think someone is following you, but I don't see anyone and I believe you're safe."
- Focus on the here and now. Ask for specific information about the student's awareness of time, place, and destination.
- Speak to their healthy side, which they have. It's OK to laugh and joke when appropriate.
- **If the student is disruptive, call the Cabrillo College Sheriff.**
- **Call the Crisis Counselor Student Health Services.**
- Complete the "Concern for Student" form or "Disruptive Student Behavior" report and submit to the Dean of Student Services.

It is not helpful to:

- Argue or try to convince the student of the irrationality of their thinking. This commonly produces a stronger defense of the false perceptions.
- Play along, e.g., "Oh yeah, I hear the voices (or see the devil)."

Cabrillo College Sheriff

Office: 831.479.6313

Cell: 831.212.8462 or 8464

Student Health Services/Crisis Counselor: 831.479.6435

Dean of Student Services: 831.479.6525

- Encourage further discussion of the delusional processes.
- Demand, command, or order.
- Expect customary emotional responses.

Demanding/Passive

Typically even the utmost time and energy given to this student is not enough. This student may often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth. You may find yourself increasingly drained and feeling responsible in a way that is beyond your normal involvement. It is important that this student be connected with many sources of support on campus and in the community in general.

It is helpful to:

- Let them make their own decisions.
- Set firm and clear limits on your personal time and involvement.
- Offer referrals to other resources on and off campus.
- Refer for personal counseling.
- Stand up while speaking with student and limit discussion to three minutes.
- Complete the "Concern for Student" form or "Disruptive Student Behavior" report and submit to the Dean of Student Services.

It is not helpful to:

- Get trapped into giving advice, special conditions, etc.
- Avoid the student as an alternative to setting and enforcing limits.

Harassed

If a student complains to you that another student has been making demeaning remarks or treating her/him in an unacceptable manner, listen to the student and refer the matter to the Dean of Student Services or the Cabrillo College Sheriff. The following are excerpts from AP 3430 regarding types of harassment:

***Discriminatory Harassment.** Harassment occurs when unwelcome conduct based on a person's national origin, religion, age, sex (gender), race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics is sufficiently severe, pervasive or persistent to as to alter the conditions of an individual's learning or work environment, interfere with an individual's academic or work performance, or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by the District.*

***Sexual Harassment.** In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:*

- *Submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;*
- *Submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;*
- *The conduct has a negative impact upon the individual's work or academic performance, or creates an intimidating, hostile, or offensive work or educational environment; or*
- *Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.*

If a student has been sexually harassed, please see AR5040 and follow these guidelines. Sexual harassment is usually found in the context of a relationship of unequal power, rank, or status. It does not matter that the person's intention was not to harass. It is the effect it has on others that counts. As long as the conduct interferes with a student's academic performance or creates an intimidating, hostile or offensive learning environment, it is considered sexual harassment. Sexual harassment usually is not an isolated one-time-only case but a repeated pattern of behavior that may include:

- Comments about one's body or clothing.
- Questions about one's sexual behavior.
- Demeaning references to one's gender.
- Sexually oriented jokes.
- Conversations filled with innuendoes and double meanings.
- Displaying of sexually suggestive pictures or objects.
- Repeated non-reciprocated demands for dates or sex.

Sexual harassment of students by an employee or another student is defined by the California Education Code, Section 89535. Common reactions by students who have been harassed is to doubt their perceptions, wondering if it was a joke, did it really happen, or if in some what they have brought it on themselves. A student may begin to participate less in the classroom, avoid or drop classes, or even change majors.

It is helpful to:

- Listen carefully to the student, validating her/his experience.
- Separate your personal biases from your professional role – maintain objectivity.
- Encourage the student to approach the person directly or in writing.
- Encourage the student to keep a log or find a witness to the incident.
- Help student seek informal advice through a department chair, supervisor, or advisor.
- Inform student that informal and formal complaints can begin with the Dean of Students Services (or Human Resources if an employee is charged).
- Use your discretion and report this situation to the Cabrillo College Sheriff if you feel it is appropriate.

It is not helpful to:

- Do nothing. Taking no action invalidates the student's already shaky perception and puts the college in a vulnerable position should this behavior continue.
- Overreact.

Manic

This student is characterized by having persistently lofty or irritable moods. During these moods, the student often sees him/herself in a grand light, sometimes believing that they are famous or that the work they are doing is awe-inspiring. The student may be overly talkative, with racing thoughts, or have high energy that interferes with sleep. The manic student can be very irritable and overly involved in pleasurable activities such as sex or spending money. Generally, this student is not dangerous, but caution should be taken, especially if alcohol or other drugs are involved, because if they try to put rapid thoughts and words into action, this student may place themselves in unsafe situations. Symptoms may be due to a psychotic disorder. For more information: www.halfofus.com or www.ulifeline.org or www.oflikeminds.com

It is helpful to:

- Stay calm and be direct.
- Talk in a quiet but openly accessible physical space.

Cabrillo College Sheriff

Office: 831.479.6313

Cell: 831.212.8462 or 8464

Student Health Services/Crisis Counselor: 831.479.6435

Dean of Student Services: 831.479.6525

- Assess safety, e.g., "Can you get home safely?"
- Connect them to a supportive friend or family member.
- **If the student is disruptive, call the Cabrillo College Sheriff.**
- **Call the Crisis Counselor.**
- Complete the "Concern for Student" form or "Disruptive Student Behavior" report and submit to the Dean of Student Services.

It is not helpful to:

- Enter their physical space or touch them.
- Try to out-talk them.
- Challenge their thinking.
- Be confrontational.
- Ignore them.

Rape

Rape ON campus: Report to Cabrillo College Sheriff IMMEDIATELY. Cabrillo College has very clear guidelines for dealing with rape ON campus.

Rape OFF campus: Refer to the Crisis Counselor. If a student speaks to you about rape that occurred OFF campus, listen supportively, advise of the right to file a complaint, and inform him/her of rape victim support services. **Women's Crisis Support: 831.685.3737 (crisis line).**

Suicidal

Suicide is the **second leading cause of death** among college students. You may be in contact with a student who expresses these thoughts to you. It is important that you not overlook comments or "clues" when a student reaches out to you. Suicidal risk is based on a constellation of clues, not just observing any one clue. For more information: www.halfofus.com or www.ulifeline.org or www.suicidepreventionlifeline.org. These clues fall into the following categories:

Situational clues: Overwhelming loss or multiple losses, rejection from a program, failing grades, etc.

Depressive clues (usually several symptoms are present): Insomnia, decreased concentration, anorexia, decreased energy, anhedonia (lack of pleasure), apathy, poor self care, crying spells, feelings of worthlessness, increased social isolation, low self-esteem, preoccupation with death, hopelessness about the future, irritability, mood swings.

Verbal clues (something stated, overtly or covertly, that communicates suicidal ideation and intent): "I'm going to kill myself." "I wish I were dead." "How do I donate my body to a medical school?" "My family would be better off without me." "The only way out is for me to die." "I just can't go on any longer." "You won't be seeing me around anymore." "You're going to regret how you've treated me." "Life has lost its meaning for me." "Nobody needs me anymore." "If (such and such) happens, I'll kill myself." "If (such and such) doesn't happen, I'll kill myself." "I'm getting out." "I'm tired of life." "Take this (valued possession). I won't need it anymore."

Behavioral clues (behavior communicated to you that indicates the student is self-destructive): Previous attempted suicide (particularly a recent or highly lethal attempt), giving away valued possessions, procuring means (buying a gun, drugs, etc.), composing a suicide note, putting personal affairs in order, poor adjustment to recent loss of loved one, **sudden, unexplained recovery from a severe depression**, resigning from social groups, extracurricular

Cabrillo College Sheriff

Office: 831.479.6313

Cell: 831.212.8462 or 8464

Student Health Services/Crisis Counselor: 831.479.6435

Dean of Student Services: 831.479.6525

activities, crying spells without external triggers, becoming disorganized, loss of reality contact, any unexplained change in typical behavior (change in grades, increased aggression, drug use, mood changes, social withdrawal, acting out sexually).

It is helpful to:

- Take the student seriously – 80% of suicides are preceded by a warning of intent.
- **Be direct** and talk about suicide openly and directly. Ask if the student is suicidal, if there is a plan, and if he/she has the means to carry out that plan. **Exploring suicide with the student decreases his/her impulse to act on it.**
- Emphasize the temporary nature of the person's problems. Explain how the crisis will pass in time and therefore **suicide would be a permanent resolution of a temporary problem.**
- Mention the person's family as a source of strength, but if she/he rejects the notion, back off quickly.
- Try to sound calm and understanding.
- Be confident, caring, and know the resources available.
- Listen. **If there is an immediate threat of suicide, call the Cabrillo College Sheriff.**
- **If there is no immediate threat, call the Crisis Counselor and walk the student to Student Health Services.**
- Complete the "Concern for Student" form and submit to the Dean of Student Services.

It is not helpful to:

- Sound shocked by anything the person tells you.
- Stress the shock and embarrassment that the suicide would be to the person's family, before you're certain that's not exactly what he/she hopes to accomplish.
- Ignore comments such as "The world would be better off without me."
- Engage in a philosophical debate on the moral aspects of suicide. You may not only lose the debate, but also the suicidal person.

NOTE: Support for students who have been impacted by a suicide can be found at:

Suicide Prevention Service of the Central Coast: 831.458.5300.

Suspicious/"Paranoid"

Typically this student complains about something other than psychological difficulties. This student likely is tense, anxious, mistrustful, a loner, and has few friends. There is a tendency to misinterpret minor oversights as significant personal rejection and often overreact to insignificant occurrences. This student sees him/herself as the focal point of everyone's behavior and everything that happens has special personal meaning. Being overly concerned with fairness and being treated equally, this student's feelings of worthlessness and inadequacy underlie most behavior while he/she seems to be capable and bright. **Symptoms may be due to a psychotic disorder.** For more information: www.halfofus.com or www.ulifeline.org or www.oflikeminds.com

It is helpful to:

- Express compassion and remember that this student likely has trouble with closeness and warmth.
- Be firm, steady, punctual, and consistent.
- Be specific and clear regarding the standards of behavior you expect.
- Suggest to student that personal counseling is available and potentially helpful.
- Complete the "Concern for Student" form or "Disruptive Student Behavior" report and submit to the Dean of Student Services.

It is not helpful to:

- Be overly warm or sympathetically close to the student.
- Flatter the student, laugh with them, or be humorous.
- Assure the student that you are their friend or advocate.
- Assure them that you will be fair in your treatment of them.

Traumatized**Post-traumatic Stress Disorder (PTSD)**

This occurs when a student suffers an unexpected psychological shock. Many throughout the country suffered this after the 9/11 attack. The symptoms can be insomnia with flashbacks, unexplained anxiety, mild or severe depression, exaggerated vigilance for danger, and/or withdrawal from normal activities. Assault victims experience traumatic stress. Even the witness of a tragic incident can cause traumatic stress. Many may suffer this from involvement with our war in Iraq, Afghanistan, or other parts of the world. This disorder may also occur after physical or sexual abuse or trauma. For more information: www.halfmoon.com or www.cominghomeproject.net/

Traumatic Incident Stress

Traumatic Incident Stress may occur when a student has experienced a death in the family, spousal abuse, being evicted, being fired, loss of a pregnancy, death of a class member, divorce, etc. Approach the student privately before or after class and indicate your concern. In some cases, the student may approach you to reveal that he/she was absent due to something you see as traumatic. This allows you a means of inquiring how the student is coping with the situation.

In both of the above it is helpful to:

- Listen supportively and validate the student's feelings.
- Indicate to the student that their experience can create serious symptoms without intervention.
- Refer to the Crisis Counselor.
- Refer to community resources for personal counseling services.
- If a student in your class dies, contact the Crisis Counselor for support in determining the best way to support other students in the class.
- Complete the "Concern for Student" form and submit to the Dean of Student Services.

It is not helpful to:

- Do nothing.

Under the Influence

Alcohol is the most widely used psychoactive drug. It is common to find alcohol abusers in college populations also abusing other drugs, both prescription and illicit. Patterns of use are affected by fads and peer pressure. Currently, alcohol is the preferred drug on college campuses, followed by marijuana.

The effects of alcohol on the user are well known to most of us. Alcohol abuse by a student is most often identified by faculty. Irresponsible, unpredictable behavior affecting the learning situation (e.g., drunk and disorderly in class), or a combination of health and social impairments associated with alcohol abuse noticeably sabotages student performance. Because of the denial that exists in most substance abusers, it is important to express your concern to the student in terms of specific changes in behavior/performance rather than terms of suspicions about alcohol/drug use. For more information: www.factsontap.org/factsontap/students.htm

It is helpful to:

- Confront the student with the behavior that is of concern. (Refer to the Cabrillo College Student Rights and Responsibilities handbook.)
(www.cabrillo.edu/services/studentaffairs/documents/rightsresponsibilities.pdf)
- Not allow the student to remain in class.
- Address the substance abuse issue if the student is open and willing.
- Offer concern for the student's overall well-being.
- **If the student is disruptive, call the Cabrillo College Sheriff.**
- **Call the Crisis Counselor.**
- Complete the "Concern for Student" form or "Disruptive Student Behavior" report and submit to the Dean of Student Services.

It is not helpful to:

- Convey judgment or criticism about the student's substance abuse.
- Make allowances for the student's irresponsible behavior.
- Ignore signs of intoxication in the classroom.

Verbally Aggressive

Students may become verbally abusive when in frustrating situations that they see as being beyond their control. Anger and frustration may result in explosive outbursts or ongoing belligerent, hostile behavior – the student's way of gaining power and control in an otherwise out-of-control experience. It is important to remember that the student is generally not angry with you personally, but is angry at his/her world and you are the object of pent-up frustrations. This behavior is often associated with the use of alcohol and other drugs.

www.factsontap.org/factsontap/students.htm or www.bpdresourcecenter.org

It is helpful to:

- Acknowledge their anger and frustration, e.g., "I hear how angry/upset you are."
- Rephrase what they are saying and identify their emotion, e.g., "I can see how upset you are because you feel your rights are being violated and nobody will listen."
- Reduce stimulation; invite the person to a quiet place if this is comfortable and the place is safe.
- Allow them to vent, get their feelings out, and tell you what is upsetting them; listen.
- Be direct and firm about the behaviors you will accept, e.g., "Please stand back, you're too close." "I cannot listen to you when you yell and scream at me that way." "Let's step outside to discuss this further."
- Privately (in an office or in the hall) state the consequences if behavior continues; for example, student will be dropped from class and referred to the Dean of Student Services. Refer to the Cabrillo College Student Rights and Responsibilities:
www.cabrillo.edu/services/studentaffairs/documents/rightsresponsibilities.pdf
- **Call the Crisis Counselor or Cabrillo College Sheriff for assistance.**
- **Stay safe; maintain easy access to a door; keep furniture between you and the student.**
- Prohibit the student from entering your work area/classroom/office if behavior repeated.
- Complete the "Disruptive Student Behavior" report and submit to the Dean of Student Services.

It is not helpful to:

- Get into an argument or shouting match.
- Become hostile or punitive, e.g., "You can't talk to me that way!"

Cabrillo College Sheriff

Office: 831.479.6313

Cell: 831.212.8462 or 8464

Student Health Services/Crisis Counselor: 831.479.6435

Dean of Student Services: 831.479.6525

- Press for explanations for their behavior.
- Ignore the situation.
- Touch the student.

Violent

Violence due to emotional distress is rare. It typically occurs when the student's level of frustration has been so intense or of such an enduring nature as to erode all of the student's emotional controls. The adage, "An ounce of prevention is worth a pound of cure" best applies here. This behavior is often associated with the use of alcohol and other drugs. For more information: www.factsontap.org/factsontap/students.htm

It is helpful to:

- ***Call 9-1-1.***
- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., "I can see you are really upset."
- Explain clearly and directly what behaviors are acceptable, e.g., "You certainly have the right to be angry, but breaking things is not okay."
- Stay safe; maintain easy access to a door; keep furniture between you and the student.
- Call the Cabrillo College Sheriff immediately.
- Complete the "Disruptive Student Behavior" report and submit to the Dean of Student Services.

It is not helpful to:

- Ignore warning signs that the person is about to explode, e.g., yelling, clenched fists, threats.
- Threaten, touch, or corner the student.

COMMUNITY RESOURCES

The link below is to the Cabrillo web site for Community Resources. It includes: Social Services, Veterans Services, Food Sources, Housing Services, Health Services, Crisis Counseling, Support Services, and miscellaneous services.

<http://cabrillo.edu/services/studserv/OFF-CAMPUSRESOURCES.html>