Recognizing and Helping Students in Crisis

WHERE DO I START?
If you are concerned about a student, don’t let uncertainty stop you from taking action. The University of Utah is committed to supporting students in crisis. The Behavioral Intervention Center has developed this guide to help you Recognize, Respond to, Refer, and Report troubling student behavior. For additional information, talk to your supervisor or department chair and contact the Office of the Dean of Students at (801) 581-7066.

CONCERNING BEHAVIOR RESPONSE GUIDE

We CARE about

Working with Students of Concern (What is BIT?)
In an effort to respond to the needs of distressed students and to keep the campus safe, the University of Utah has established the Behavioral Intervention Team (BIT). The BIT is a multidisciplinary team of campus partners from many divisions working to keep the University community safe and healthy.

What the Team Does
The goal of the BIT is to assist the student in making connections while keeping the community safe. The team gathers information from faculty, staff, students and other community members to assess the potential risk level of behavior, then provides recommendations or intervenes with students in a supportive way. The mission is to be proactive and educational rather than reactive.

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EMERGENCY RESOURCES
University Police and Public Safety
dps.utah.edu
Emergency Response
911
Non-Emergency
(801) 585-COPS (2677)
For detailed instructions, review the Campus Emergency Guide Flip Chart or download the U-Heads Up app for access to the Emergency Response Guide at utah.edu/headsup
Fire
Activate Alarm, Proceed to assembly point, Call 911

Earthquake
Drop, Cover, Hold on
Active Shooter
Get out, Hide Out, Take Out
Bomb Threat
Gather Information, Do not move suspicious packages
Call 911 from a LAND LINE—NO CELL PHONES
Severe Weather
Seek Appropriate Shelter
SEE SOMETHING, SAY SOMETHING

UNIVERSITY RESOURCES
Center for Disability & Access
disability.utah.edu
(801) 581-5487
Housing & Residential Education
housing.utah.edu
(801) 587-2002
International Student & Scholar Services
internationalcenter.utah.edu
(801) 581-8876
LGBT Resource Center
lgbt.utah.edu
(801) 587-7973
Office for Faculty academic-affairs.utah.edu/office-for-faculty
(801) 581-8763
Office of Equal Opportunity & Affirmative Action (Title IX)
oeo.utah.edu
(801) 581-8365
Office of the Dean of Students
deanofstudents.utah.edu
(801) 581-7066
Student Health Center
studenthealth.utah.edu
(801) 581-6431
Victim/Survivor Advocates
advocate.wellness.utah.edu
(801) 581-7776
University Counseling Center
counselingcenter.utah.edu
(801) 581-6826
Veteran Support Center
veteranscenter.utah.edu
(801) 587-7722
Women’s Resource Center
womenscenter.utah.edu
(801) 581-8030

COMMUNITY RESOURCES
Suicide Prevention Hotline
(800) 273-TALK
University Neuropsychiatric Institute
Crisis Line
(801) 587-3000
Family Justice Center
(801) 236-3370

YWCA
(801) 537-8600
Rape Recovery Center
(801) 467-7273
## Guide to Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>DPS</td>
<td>Department of Public Safety (Campus Police)</td>
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<td>OEOAA</td>
<td>Office of Equal Opportunity and Affirmative Action (801) 581-6826</td>
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<td>ODOS</td>
<td>Office of the Dean of Students</td>
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<td>OIT</td>
<td>Office of Information Technology</td>
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<td>OIE</td>
<td>Office of Inclusion and Equity</td>
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<td>UCC</td>
<td>University Counseling Center</td>
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<td>UPA</td>
<td>University Police Administration</td>
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<td>UVS</td>
<td>University Video Surveillance</td>
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<td>WRC</td>
<td>Women’s Resource Center</td>
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## CONCERNING BEHAVIOR RESPONSE GUIDE

**Recognize**

- "Not sure what, but something’s wrong"
  - Delinquent behavior in paper/pencil
  - Decline in academic performance
  - Emotional aberrations
  - Intromotivation, insomnia
  - Sudden change in demeanor (from extroverted to withdrawn, organized to disorganized, etc.)
  - Significant change in appearance, behavior, or personal hygiene

- Depression, self-harm, suicidal risk
  - Delinquent behavior in paper/pencil
  - Written or verbal statements expressing concern about death of self or others
  - Fresh cuts, pills, or other wounds
  - Withdrawal from family and friends
  - Statements of hopelessness such as, "I hate this life" or "Everyone is better off without me"

- Misconduct, inappropriate behavior, and classroom disruption
  - Incidents Conduct: Inappropriate gestures or persistent interruptions, continued arguing beyond the scope of academic debate, use of threats
  - Bullying Conduct: Threatening harm, refusing to leave, preventing others from leaving, showing or stating the presence of a weapon
  - "Unprovoked" or "Threatening" behavior requiring assistance from others

- Crime victimization, hazing
  - Physical or sexual assault
  - Threats to release private information/photos
  - Verbal abuse, unwanted sexual solicitations
  - Demand for sexual favors by peer or supervisor accompanied by implied or overt threat

- Actual or suspected medical issues (chronic illness, eating disorders, etc.)
  - Frequent or extended absences
  - Unusual or noticeable eating habits, dieting with unhealthy content of food

- Bullying, harassment, sexual harassment, cyberstalking
  - Internet bullying, teasing, name-calling, or harassment
  - Communications that continue after being told to stop
  - Threats to release private information/photos
  - Verbal abuse, unwanted sexual solicitations
  - Demand for sexual favors by peer or supervisor accompanied by implied or overt threat

- Bias incident
  - A(n) directed against a person or property on the basis of race, color, religion, creed, sex, national origin, ancestry, age, physical or mental disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, or genetic information
  - Deferred: posts, signs, or pictures; graffiti or vandalism; pictures, cartoons, or taped-up symbols associated with hate
  - Threatening (oral), written, or social media posts

- Violence/harassment, interpersonal/sexual assault
  - Frightening or distressing picture or property abuse
  - Mentions of partner’s or other’s possessiveness, prying or violent behavior, but may lack proof
  - Visible injuries or bruises
  - Visible injuries or bruises

- Alcohol or other drug abuse
  - Intoxicated/behaviors at meetings/events
  - Emotional disturbance
  - Declines in academic performance
  - Refusal to alcohol or drug use in conversations, paper projects, etc.
  - Determination of physical appearance (bloodshot eyes, swollen, trembling hands, etc.)

- Family or personal tragedy, loss, or crisis
  - Frequent or extended absences
  - Mention of family relationship, financial or other challenges
  - Difficult conversations and making decisions
  - Emotional fatigue
  - Excessive worry, sleeping problems

**Respond**

- Express concern and care
  - Give one example of a time that the student’s behavior has worried you
  - Listen to and believe student’s responses
  - Be supportive and encourage the student to get help

- Express concern and care
  - Always take serious statements, thoughts, or behaviors very seriously
  - If you suspect a student may be suicidal, seek immediate consultation
  - Call 911 if there is an threat to the student’s safety or the safety of others

- Express concern and care
  - Explain the impact of student’s behavior on the group or class
  - Outline your expectations and help student explore options and alternatives

- Express concern and care
  - Express concern and care
  - Mitigate the impact of student’s behavior on the group or class
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**Refer**

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**Report**

- ODOS (801) 581-7066
  - Department Supervisor
  - ODOS (801) 581-7066
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