Students will experience varying levels of distress, and it can be helpful to know who to contact and when. This is not a comprehensive list and each behavior does not have to be present in order to make an appropriate referral. This list is meant to serve as a guide in decision making when many referral sources are available. Keep in mind that in most cases, it is appropriate to reach out to the student directly, show concern, and let them know you will be contacting the appropriate referral. It is also appropriate to ask the student to reach out to the referral source directly. Reference the levels below for specific guidelines.

**LEVEL 1 MILD**

- Grade Problems
- Unaccountable Change from Good to Poor Performance
- Excessive Absences
- Change in Normal Participation Level
- Marked Change in Mood, Motor Activity, or Speech
- Marked Change in Physical Appearance

Refer To: Care Consultant | Assistant Dean/Advisor | Disability Services

**LEVEL 2 MODERATE**

- Repeated Requests for Special Consideration
- Sleeping or Disengaged in Class
- Disruptive Behavior or Pushing the Limits
- Unusual Exaggerated Emotional Response

Refer To: Care Consultant | Assistant Dean/Advisor | Disability Services

**LEVEL 3 SEVERE**

- Excessive Risk Taking
- Emotionally Reactive
- Aggressive and/or Violent
- Talk or Acts of Self-Harm
- Threats of Harm to Others
- Irritability or Agitation

Refer To: UCC | NDSP | Care Consultant

**LEVEL 4 CRISIS**

- Highly Disruptive
- Disjointed Thoughts or Speech
- Hallucinations, Delusions or Paranoia
- Stalking
- Harmful to Others
- Suicidal and/or Homicidal Intent

Refer To: UCC | NDSP | Care Consultant

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**HELPING STUDENTS IN DISTRESS**

*A PRACTICAL GUIDE FOR FACULTY, STAFF, AND ADMINISTRATORS*

Division of Student Affairs
University Counseling Center (UCC) & Care Consultants

**WARM LINE**

If you have concerns about a student, the UCC Warm Line is a resource for non-emergency consultation. Counselors on the warm line might:

- Help you assess the seriousness of the situation.
- Suggest potential resources.
- Assist you in finding the appropriate referral.
- Help you clarify your own feelings about the student and the situation

**WARM LINE NUMBER**

574-631-7336

Monday - Friday 9:00AM - 5:00PM

**CRISIS TELEPHONE CONSULTATION**

NDSP
574-631-5555

University Counseling Center (UCC)
574-631-7336

Care Consultants (M-F: 8AM-5PM)
574-631-7736

**ADDITIONAL CAMPUS RESOURCES**

University Health Services
574-631-7497

The McDonald Center for Student Well-Being
574-631-7970

Office of Disability Services
574-631-7141
<table>
<thead>
<tr>
<th><strong>STEP ONE</strong></th>
<th><strong>STEP TWO</strong></th>
<th><strong>STEP FOUR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RECOGNIZE WARNING SIGNS</strong></td>
<td><strong>LISTEN TO THE STUDENT</strong></td>
<td><strong>MAKE A REFERRAL</strong></td>
</tr>
<tr>
<td><strong>ACADEMIC</strong></td>
<td><strong>WHEN TO MAKE A REFERRAL</strong></td>
<td><strong>WHEN YOU DO NOT HAVE THE MEANS OR EXPERTISE TO HELP THE STUDENT.</strong></td>
</tr>
<tr>
<td>Dramatic drop in grades</td>
<td>If a student shares concerns with you, it’s important to listen in a non-judgmental way. Let them know you care about them.</td>
<td><strong>WHEN YOU CANNOT BE OBJECTIVE IN YOUR ADVICE TO THE STUDENT.</strong></td>
</tr>
<tr>
<td>Continual seeking of accommodations</td>
<td>Know your limitations. It is not necessary for you to solve the student’s problems.</td>
<td><strong>WHEN THE STUDENT IS EXPRESSING MANY PHYSICAL OR PSYCHOLOGICAL COMPLAINTS.</strong></td>
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<tr>
<td>Papers with themes of hopelessness or rage</td>
<td>Active and open listening will leave the student feeling that their concerns have been heard.</td>
<td><strong>WHEN THE STUDENT EXPRESSES THOUGHTS OF SUICIDE OR HOMICIDE.</strong></td>
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<tr>
<td>Disruptive behavior in the classroom</td>
<td><strong>EXPLAIN TO THE STUDENT WHY YOU ARE CONCERNED AND WHAT BEHAVIORS YOU HAVE NOTICED.</strong></td>
<td><strong>WHEN THE STUDENT IS ENGAGING IN DISRUPTIVE BEHAVIOR AND YOUR INTERVENTIONS HAVE NOT BEEN SUCCESSFUL.</strong></td>
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<tr>
<td>Excessive absences from class</td>
<td><strong>AVOID NEGATIVE COMMENTS ABOUT CHARACTER OR PERSONALITY.</strong></td>
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<tr>
<td><strong>PHYSICAL/PSYCHOLOGICAL</strong></td>
<td><strong>MAKE RECOMMENDATIONS FOR RESOURCES SUCH AS THE UCC OR CARE CONSULTANT.</strong></td>
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<tr>
<td>Sudden and visible increase or decrease in weight</td>
<td><strong>PROVIDE POSITIVE FOLLOW-UP, SUCH AS HOW YOU VALUE THEM IN CLASS, ETC.</strong></td>
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<tr>
<td>Smelling of alcohol, bloodshot eyes, or slurred speech</td>
<td><strong>OFFER SUPPORT AND ALLOW THE STUDENT TO SHARE THEIR CONCERNS, IF THEY CHOOSE.</strong></td>
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<tr>
<td>Significant changes in concentration or motivation</td>
<td><strong>THE MORE WARNING SIGNS PRESENT, THE MORE LIKELY THE STUDENT IS IN NEED OF ASSISTANCE</strong></td>
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<td>Sudden withdrawal from normal activities</td>
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<td>Exaggerated displays of emotional outbursts, crying, or aggressiveness</td>
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<td><strong>OTHER FACTORS</strong></td>
<td><strong>REACH OUT TO THE STUDENT</strong></td>
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<tr>
<td>Written or verbal statements expressing hopelessness</td>
<td><strong>EXPLAIN TO THE STUDENT WHY YOU ARE CONCERNED AND WHAT BEHAVIORS YOU HAVE NOTICED.</strong></td>
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</tr>
<tr>
<td>Direct statements indicating family or social problems</td>
<td><strong>AVOID NEGATIVE COMMENTS ABOUT CHARACTER OR PERSONALITY.</strong></td>
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<tr>
<td>Comments about self-harm or harm to others</td>
<td><strong>MAKE RECOMMENDATIONS FOR RESOURCES SUCH AS THE UCC OR CARE CONSULTANT.</strong></td>
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<tr>
<td>Expression of concerns about a student by peers</td>
<td><strong>PROVIDE POSITIVE FOLLOW-UP, SUCH AS HOW YOU VALUE THEM IN CLASS, ETC.</strong></td>
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</tr>
<tr>
<td>Your own sense that something “isn’t right,” or “something is off” with this student</td>
<td><strong>OFFER SUPPORT AND ALLOW THE STUDENT TO SHARE THEIR CONCERNS, IF THEY CHOOSE.</strong></td>
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<tr>
<td></td>
<td><strong>REACH OUT TO THE STUDENT</strong></td>
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*July 2015*