ASSISTING STUDENTS IN DISTRESS
SEE SOMETHING. SAY SOMETHING. DO SOMETHING.

SEE SOMETHING
UMD faculty and staff are in a unique position to recognize and demonstrate compassion for UMD students in distress. Students may feel alone, isolated, and even hopeless when faced with challenges in their academic and personal lives. These feelings can disrupt academic performance and lead to dysfunctional coping and other serious consequences.

You may be the first person to SEE SOMETHING distressing in a student if you have frequent and prolonged contact with them. As members of the UMD community, it is important that we act with compassion.

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.

This document can help you recognize symptoms of student distress and identify appropriate referrals to campus resources.

SAY SOMETHING
Students exhibiting troubling behaviors in your presence are likely having difficulties in other areas of their lives, including the classroom, with roommates, with family, and even in social settings.

Trust your instincts and SAY SOMETHING if a student leaves you feeling worried, alarmed, or threatened.

WHAT ABOUT PRIVACY?
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 protected by FERPA.

Appropriate consideration for student privacy should be given before information is shared with people other than those suggested in this document and questions about when such disclosure is appropriate can be answered by University Office of General Counsel. Faculty and graduate assistants are Responsible University Employees (see OCRSM.UMD.EDU).

INDICATORS OF DISTRESS
Use the following chart to identify a student in distress. Look for patterns, frequency, duration, and severity.

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>PHYSICAL</th>
<th>PSYCHOLOGICAL</th>
<th>SAFETY RISK</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sudden decline in quality of work and grades</td>
<td>• Marked changes in physical appearance (e.g., grooming, hygiene, weight loss/gain)</td>
<td>• Self-disclosure of personal distress (e.g., family or financial problems, grief, suicidal thoughts)</td>
<td>• Unprovoked anger or hostility</td>
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<tr>
<td>• Repeated absences</td>
<td>• Excessive fatigue or sleep disturbance</td>
<td>• Unusual or disproportionate emotional response to events</td>
<td>• Physical violence (e.g., shoving, grabbing, assault, display of weapons)</td>
</tr>
<tr>
<td>• Disorganized performance</td>
<td>• Intoxication, hangovers, or smelling of alcohol</td>
<td>• Excessive tearfulness or panic reactions</td>
<td>• Implying or making a threat to harm self or others</td>
</tr>
<tr>
<td>• Multiple requests for extensions</td>
<td>• Disoriented or &quot;out of it&quot;</td>
<td>• Irritability or unusual apathy</td>
<td>• Academic assignments dominated by themes of hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations, violent behaviors</td>
</tr>
<tr>
<td>• Overly demanding of faculty or staff time and attention</td>
<td>• Garbled, tangential, disconnected, or slurred speech</td>
<td>• Verbal abuse (e.g., taunting, badgering, intimidation)</td>
<td>• Stalking or harassing</td>
</tr>
<tr>
<td>• Bizarre content in writings or presentations</td>
<td>• Behavior is out of context, disruptive, or bizarre</td>
<td>• Concern from peers</td>
<td></td>
</tr>
<tr>
<td>• You find yourself providing more personal than academic support</td>
<td></td>
<td>• Delusions and paranoia</td>
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</tbody>
</table>
RESPONSE PROTOCOL

Follow the chart to determine who to contact when faced with a distressed or distressing student.

**Is the student a danger to self, or others, or does the student need immediate assistance for any reason?**

<table>
<thead>
<tr>
<th>YES</th>
<th>The student’s conduct is clearly and imminently reckless, disorderly, dangerous or threatening including self-harm behavior or having a weapon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call 911 or UMPD 301-405-3555</td>
<td></td>
</tr>
<tr>
<td>After speaking with police report the concern to: BETA Team 301-314-2382 <a href="mailto:beta@umd.edu">beta@umd.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I’M NOT SURE</th>
<th>The student shows signs of distress but I am unsure how serious it is. My interaction has left me feeling uneasy and/or concerned about the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>During Business Hours Call the Counseling Center for consultation at 301-314-7651 or Graduate School Counselor at 301-405-0296 <a href="mailto:gs-counselor@umd.edu">gs-counselor@umd.edu</a> or BETA Team 301-314-BETA (2382) <a href="mailto:beta@umd.edu">beta@umd.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

| NO | I am not concerned for the student’s immediate safety, but they are having significant academic and/or personal issues and could use some support. |
| Refer the student to an appropriate campus resource. (See options on the right.) Walk student to Counseling Center |

**TIPS**

**PREPARING TO REACH OUT**
- Know the available campus resources and the referral process.
- Review information on privacy rules.
- If safe, meet privately and always allow sufficient time to meet.
- Ensure your safety.
- If you decide not to have direct contact with the student, refer the incident to your college dean. It is best if you can have a conversation with the student.
- Contact UMPD if a student expresses a direct threat to self or others, or acts in a bizarre, highly irrational and disruptive way.

**CONNECTING WITH THE STUDENT**
- Clearly express your concerns, focusing on the behavior in nondisparaging terms.
- Allow the student to talk.
- Do not challenge or become argumentative with the student.
- Ask directly if the student wants to hurt themselves or others.
- Respect the student’s privacy without making false promises of confidentiality.
- Document all incidents and attempts to resolve the situation.

**MAKING THE REFERRAL**
- Recommend services and provide direct referrals; assist student in contacting resources.
- Frame any decision to seek and accept help as an intelligent choice.
- Make sure the student understands what actions are necessary.
- Be frank with the student about your limits (e.g., time, expertise).
- Encourage and assist the student to make and keep an appointment and set a follow-up meeting with the student.

**RESOURCES**

**ON CAMPUS**
- Dean of Students Office 301-314-8484
- BETA Team 301-314-2382
- University Health Center 301-314-8184
- Counseling Center 301-314-7651
- Faculty Staff Assistance Program 301-314-8170
- Office of Civil Rights and Sexual Misconduct 301-405-1142
- Office of Student Conduct 301-314-8204
- Accessibility & Disability Service 301-314-7692
- CARE To Stop Violence 301-741-3442
- Hate-Bias Response Team 301-405-0980
- University Chaplains 301-314-9866
- Student Legal Aid Office 301-314-7756
- Veteran Student Life 301-314-0073
- UMD Police Department (Non Emergency) 301-405-3555
- UMD Police Department (Emergency) 301-405-3333
- Graduate School Academic Counselor 301-405-0296

**IN THE COMMUNITY**
- Suicide and Crisis Lifeline 988
- The Trevor Project 866-488-7386
- National Hopeline Network 800-784-2433

**TRAININGS/LINKS**
- T.E.R.P.S. for Terps Training counseling.umd.edu
- Mental Health First Aid Training mentalhealthfirstaid.org
- Suicide Prevention Lifeline 988lifeline.org
- Undergraduate Advising Reps ugst.umd.edu/car/
- Title IX/OCRSM Training ocrsm.umd.edu