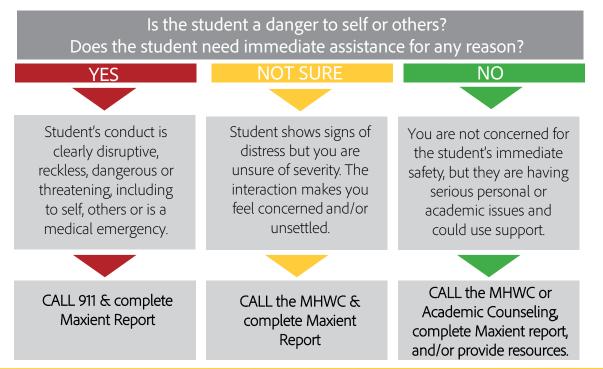
FOOTHILL ASSISTING STUDENTS IN DISTRESS

RED FOLDER



RESPONSE PROTOCOL:

Follow the chart below to best determine who to contact when faced with a student in distress or who may be struggling:



QUICK RESOURCES:

District Police Emergency 9-1-1 or (408) 924-8000 **District Police Non-emergency** (650) 949-7313 or x7313 Student Affairs (650) 949-7241 Mental Health and Wellness Center (650) 949-7910 Academic Counseling (650) 949-7423 Disability Resource Center (DRC) (650) 949-7017 **Crisis Hotline** 9-8-8

Report an Incident or Concern:

https://foothill.edu/studentaffairs/

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ASSISTING STUDENTS IN DISTRESS

INDICATORS

If you SEE something, SAY something, & DO something. YOU can save a life.

A student's behavior may be an indicator of distress or other struggles they are experiencing. Changes to behaviors may happen gradually and over time. You might be the first person to recognize the warning signs, especially if you have frequent and prolonged contact with them. If a student's conduct leaves you feeling threatened, concerned or unsettled, act on your instincts. You may be the catalyst to them receiving help!

CONFIDENTIALITY AND FERPA

FERPA (Family Educational Rights and Privacy Act) 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 may be shared with college administrators, campus police, or student health services to promote student and campus safety. Please remember NOT to send identifying student information via email.

ACADEMIC INDICATORS

- Pattern of repeated absences with or without communication
- Decline in grades, quality of work or participation
- Bizarre content in class submissions
- Repeated classroom disruptions

PSYCHOLOGICAL INDICATORS

- Self-disclosure of distress (e.g., interpersonal issues, suicidal thoughts or grief)
- Disproportional emotional responses (e.g., excessive tearfulness, panic)
- Verbal abuse (e.g., taunting, badgering or intimidation)

SOCIAL INDICATORS

- Marked elevation in or decline in engagement with peers or other campus activities
- Noticeable changes in physical appearance, grooming, hygiene, or weight
- Concern from peers

SAFETY RISK INDICATORS

- Unprovoked anger or hostility
- Implied or direct threats to harm self or others
- Stalking or harassing
- Communicating threats digitally via email, text, phone calls or social media

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ASSISTING STUDENTS IN DISTRESS

GUIDELINES FOR INTERVENTION

Contact the Mental Health F Wellness Center, Academic Affairs, Academic Counseling or Campus Police for consultation on the severity or urgency of the situation, and strategies for how to best support you and the student. Act sooner rather than later. In an emergency, don't hesitate to call 911!

DISTRESSED STUDENT

- While staying safe and maintaing the boundaries of your professional role, let the student know you are concerned about them and would like to help
- Provide information regarding services at the Mental Health and Wellness Center (MHWC). Offer a warm hand-off email introducing the student to the staff at MHWC or offer to walk them over personally to Lower Campus Center room 2120
- Stay calm, demonstrate and express that it is okay not to be okay
- Provide time and space for the student to discuss their thoughts and feelings. Some may not open up right away or directly. Avoid offering lots of advice or solutions
- Complete a Maxient Report

SAFETY IS THE FIRST PRIORITY!

If you are concerned for your own or others' safety, do not hesitate to call campus police.

Report an Incident or Concern:

www.foothill.edu/studentaffairs/

DISRUPTIVE STUDENT

- Ensure the physical safety of yourself and those present
- Use a calm, assertive but non-confrontational approach to defuse and de-escalate the situation
- Set boundaries by explaining how the behavior is inappropriate
- If the disruptive behavior persists, notify the student that action may be taken to ensure the safety of them and those present. If possible, ask the student to leave
- Call 9-1-1 if there is an immediate safety risk or behaviors continue to escalate
- Immediately complete a Maxient Report, contact your Dean for support

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ASSISTING STUDENTS IN DISTRESS

CAMPUS RESOURCES

District Police Emergency • 9-1-1 or (408) 924-8000

District Police Non-emergency • (650) 949-7313 or x7313

Call to reach an Officer at anytime (24 hours/7 days a week) for a non-emergency or to report a prior criminal incident.

Student Affairs • (650) 949-7241 Call or email studentaffairs@fhda.edu

Mental Health & Wellness • (650) 949-7910 Call or email fhMHWC@fhda.edu to schedule an appointment. If student is on-campus, they can come to the MHWC in lower Campus Center room 2120, for in-person support.

Disability Support Services • (650) 949-7017 Call or email drc@fhda.edu

TBH to be honest Virtual 24/7 Mental Health Support

www.foothill.edu/mentalhealthwellness for more information.

Stop Sexual Harassment and Sexual Violence Title IX

www.https://foothill.edu/titleix/

COMMUNITY RESOURCES

Santa Clara County Suicide & Crisis Services/Mobile Crisis Response Team:

Call 9-8-8 (for local area codes 408, 650, 669), all others call (800) 704-0900. Available 24/7 for Mental Health & Substance Use support/resources.

National Suicide Prevention Lifeline: Call 9-8-8

Crisis Text Line:

Text 9-8-8 for free, confidential crisis services 24/7.

Bill Wilson Center Crisis Line: (408) 850-6125

Domestic Violence 24/7 Hotline (Next Door Solutions): (408) 279-2962

YWCA Rape Crisis Center Hotline: (800) 572-2782

2-1-1 Bay Area Information & Referral Services:

Call 211 or (800) 273-6222, or text your zip code to 898211 to connect with a specialist for personalized assistance. Free, confidential, 24/7.

Family Supportive Housing: (408) 296-8885

Here4You Hotline: (408) 385-2400 | 9 a.m. – 7 p.m.

Brought to you by the Foothill College BIT Team, working to improve communication across campus by gathering more detailed information on individuals of concern in order to assess and address potential risks while implementing intervention strategies to prevent harm.