

Food for Thought

Supporting Students in Distress and the Role of BAT

Debbie Webster & Roberto Villegas

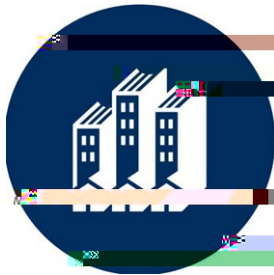


Objectives

Recognize common academic, personal, and physical indicators of students in distress

Determine your role in responding to students in distress

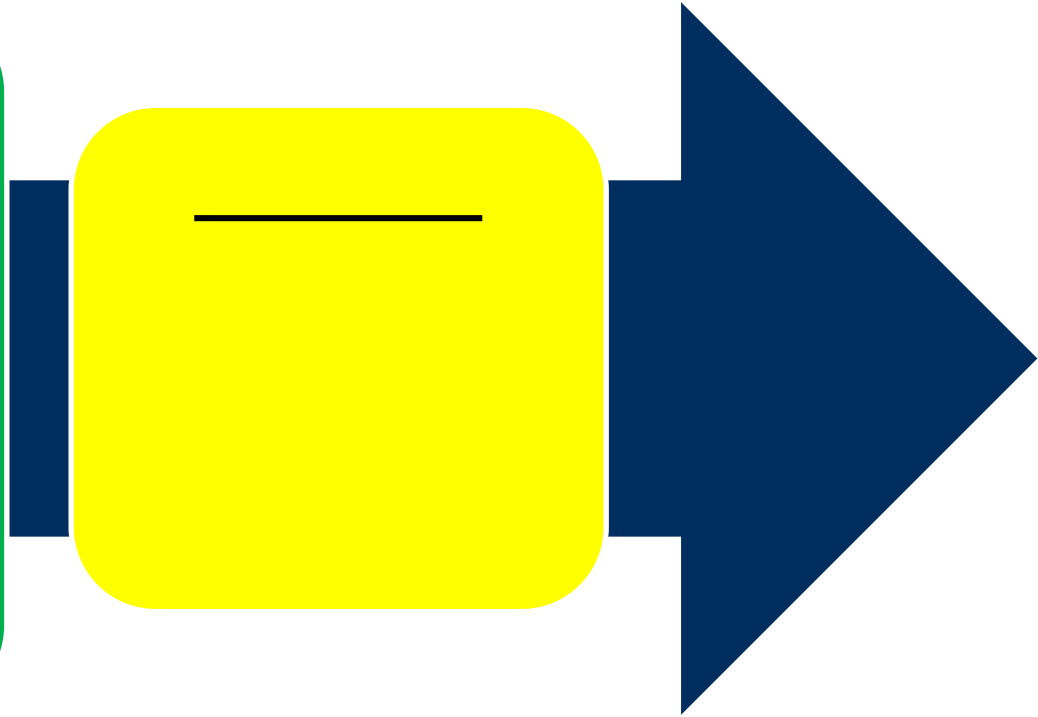
Utilize BAT in responding to students in distress



The Prevention Continuum

Primary Prevention

Target: All students,
staff, faculty, and
settings. College wide.
Goal: Prevent Harm



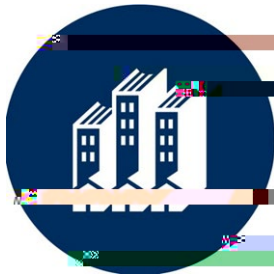


Asking for help

People have problems all the time

Most of the time, we can work through our problems with the help of self-care, our friends, and family

Dealing with barriers and challenges helps us to grow, mature, and learn about ourselves and the world



It's not eas

Barriers

Barriers are enhanced due to:

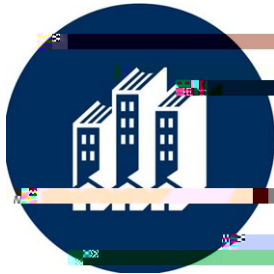
Familial background

Cultural / Racial / Ethnic background

Multiple sources of stigma

Economic disparities

Racism, prejudice, discrimination



Gatekeeper

Often the FIRST to see students in distress, you will have the first opportunity to help

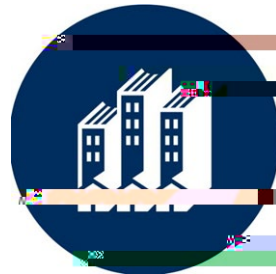
Remember:

Most people want help

Most people have trouble asking for help

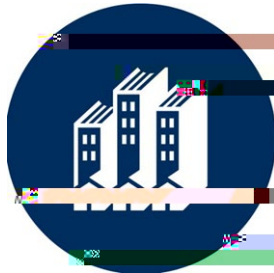
Most people respond well to being offered help

Most people need help getting help



Gatekeeper Role

- Trust yourself and your “sense”
- Provide opportunities for social interaction
- Model good communication
- Reminder of resources
- Involvement opportunities
- Observe and respond to early warning signs



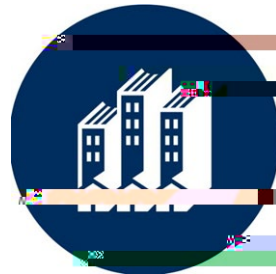
What to look fo

None of these indicators alone is sufficient for predicting when someone might be personally or emotionally struggling

Each is a “flag” and when presented alone or in combination, may indicate the possible need for inquiring and offering support

Know your limits

Better to act sooner rather than later



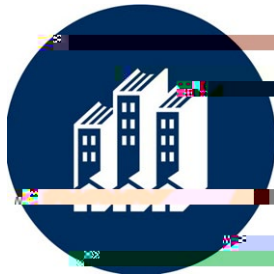
Physical Indicators

Lack of personal hygiene

Excessive fatigue

Smelling of alcohol

Appearing sick or ill



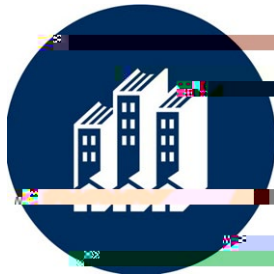
Personal Indicators

Tearfulness

Direct statements of distress

Expressions of hopelessness/worthlessness

Exaggerated behaviors



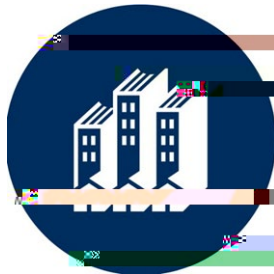
Interpersonal Indicators

Verbal aggressiveness

Unprovoked anger/hostility

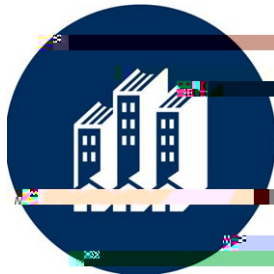
Disorganized or erratic behavior

Continual seeking of special accommodations



Safety Risk Indicators

Any statement of suicidality or self-harm
Giving away prized possessions
Self-injurious behaviors





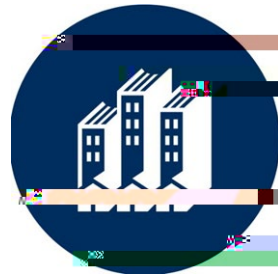
What can you do

Discuss your concerns with the student

Be direct

The reason you are discussing with the student is because you want to support them

There are many resources available, connect the student to them



Using 1 statement, 3 questions

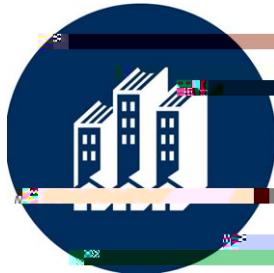
Listen for:

Global thinking

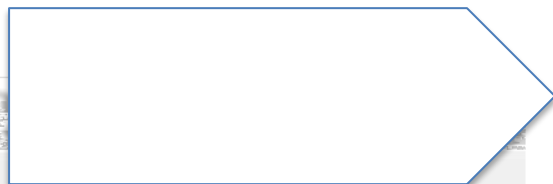
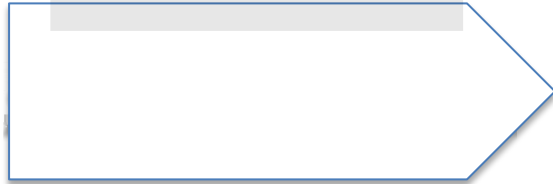
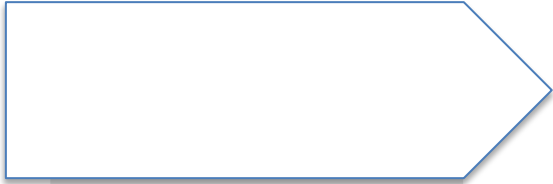
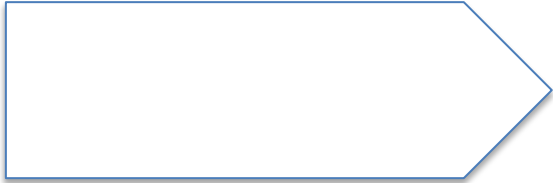
Stable thinking

Personal thinking

Negative thinking



Four problematic ways of thinking



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The students who are likely to benefit most from you reaching out are the same ones who it's hardest to reach out to...

Withdrawn

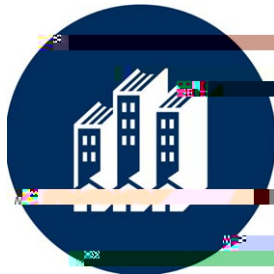
Dramatic

Angry

Disruptive

“High maintenance”

Seem to not respond

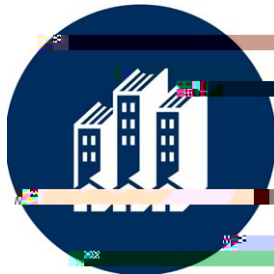


Barriers

Perception that there are no resources available to help (formal or informal)

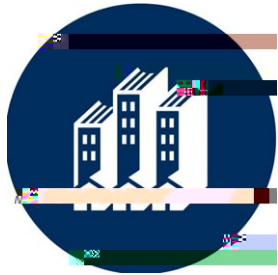
Stigma

Lack of ability to communicate distress



Barriers vs Pathways

Students in distress focus on barriers
Our job at PC is to highlight pathways



Asking for Help

Supporting Positive Chan

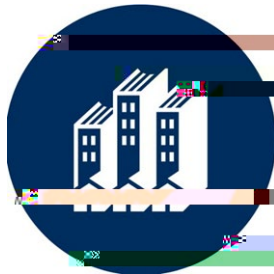
Supporting someone's academic achievement supports their emotional health

Supporting someone's emotional health supports their academic achievement

Each PC department, faculty, and staff play a role

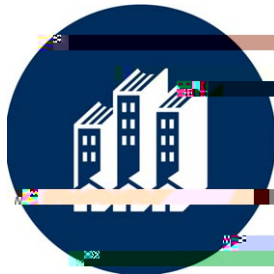
The mission should be the same:

Support student persistence and retention through a focus on the whole person



Behavioral Assessment Te

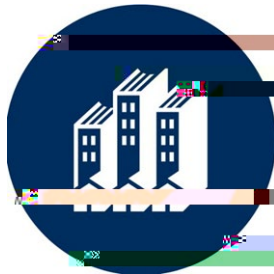
Provides proactive assistance to students who are exhibiting concerning behaviors, both to support students and assist faculty/staff



Behavioral Assessment Te

Created to:

- Act in a proactive manner to assist students
- Maintain confidentiality and handle all matters discreetly
- Provide consultation and support to faculty and staff
- Connect students with needed resources
- Recommend interventions or sanctions



BAT Team Member

Debbie Webster (cochair), Faculty

Cecilia Quiroz (cochair), Manager of Conduct & Compliance

Roberto VillegasGold, Faculty

Heather Kruse, VPSA

Julie Voller, Dean of Student Affairs

Ralph Thompson, Dean of Student Affairs

Wilbert Nelson, Dean of Academic Affairs

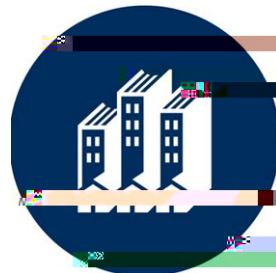
Kristine Kincaid, Athletic Director

Diana Martinez, Director of Student Life

Gene Heppard, Disability Resources Services Director

Cesar Rodriguez, Sergeant/College Police

Debra Palok, Commander/College Police



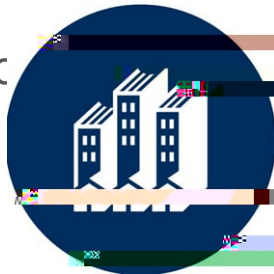
Where to repo

Go to employees.phoenixcollege.edu

or

<https://www.phoenixcollege.edu/employees/divisions/studentaffairs/speakup>

*note: never promise confidentiality to student(s) if they share information with you that may require some intervention



What happens next

BAT

Student Conduct

Title IX

CARE referrals

Feedback

Your feedback is important to us, please complete the form:

[Food for Thought Google Form](#)

Food for Thought Questions?

Explore our site:

phoenixcollege.edu/employees/behaviorassessment

Submit a Report:

Employees.phoenixcollege.edu

