

Food for Thought

# Supporting Students in Distress and the Role of BAT

Debbie Webster & Roberto Villegas

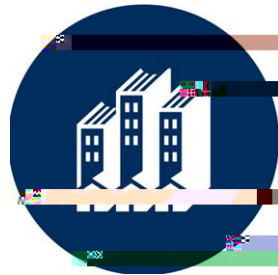


# Objectives

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

Determine your role in responding to students in distress

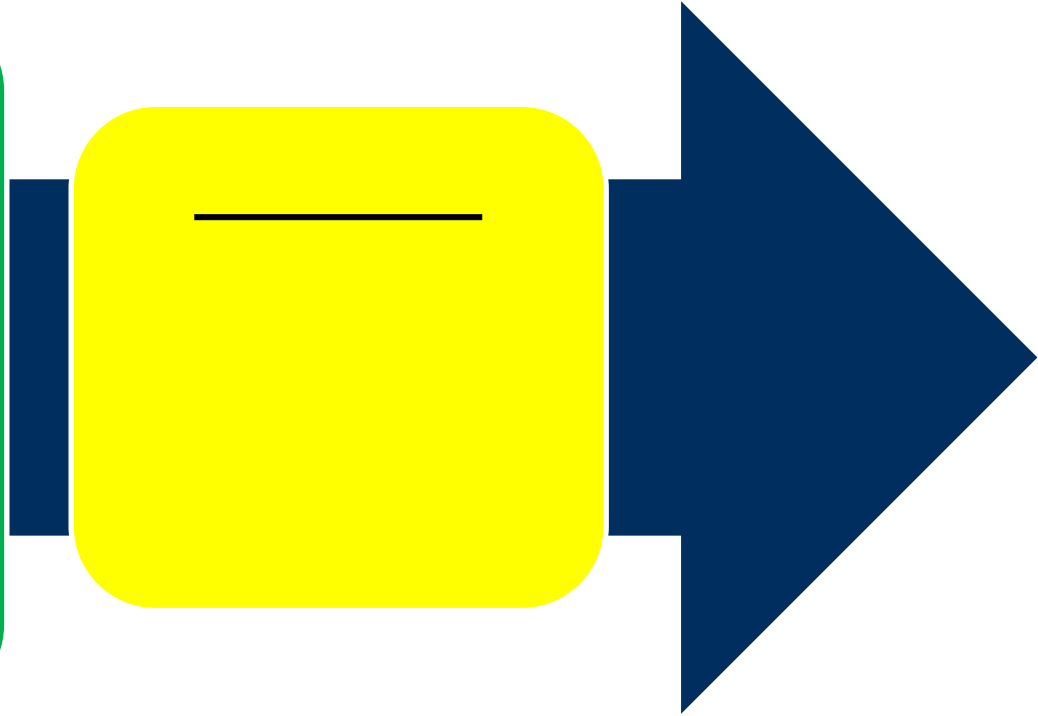
Utilize BAT in responding to students in distress



# The Prevention Continuum

## Primary Prevention

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



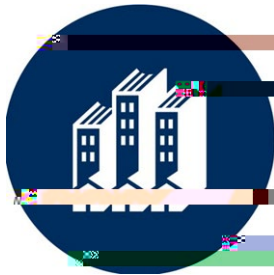


# Asking for help

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:

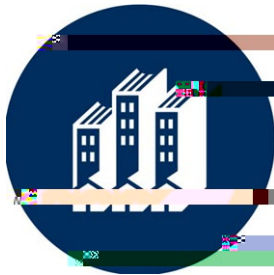
Familial background

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

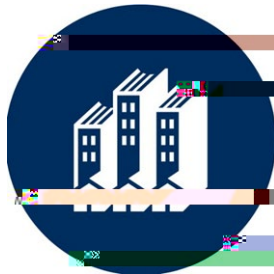
Remember:

Most people want help

Most people have trouble asking for help

Most people respond well to being offered help

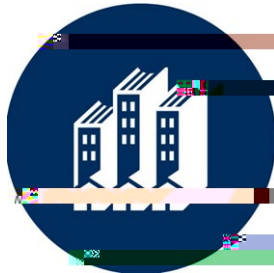
Most people need help getting help





# 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



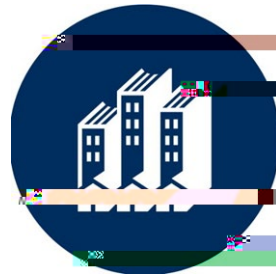
# What to look fo

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



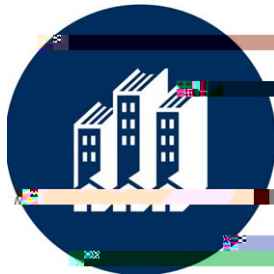
# Physical Indicators

Lack of personal hygiene

Excessive fatigue

Smelling of alcohol

Appearing sick or ill



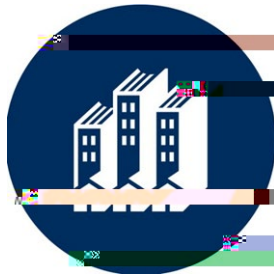
# Personal Indicators

Tearfulness

Direct statements of distress

Expressions of hopelessness/worthlessness

Exaggerated behaviors



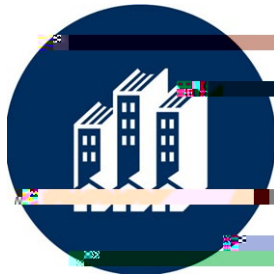
# Interpersonal Indicators

Verbal aggressiveness

Unprovoked anger/hostility

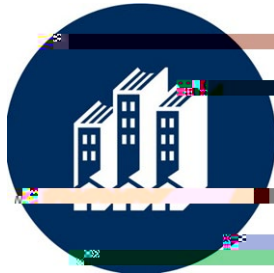
Disorganized or erratic behavior

Continual seeking of special accommodations



# Safety Risk Indicators

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





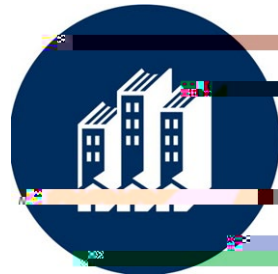
# What can you do

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

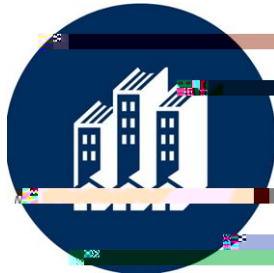
Listen for:

Global thinking

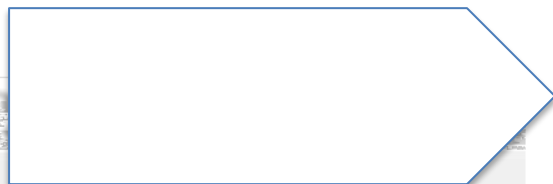
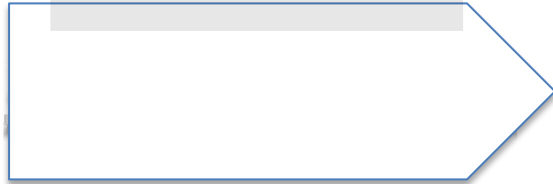
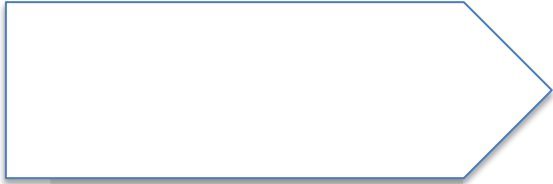
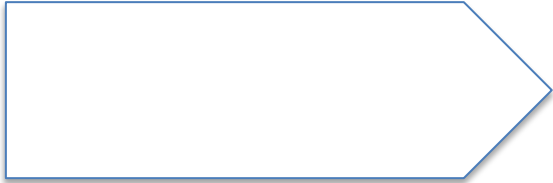
Stable thinking

Personal thinking

Negative thinking



# Four problematic ways of thinking



# Its not eas

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

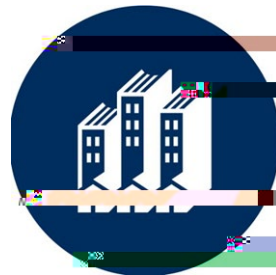
Dramatic

Angry

Disruptive

“High maintenance”

Seem to not respond

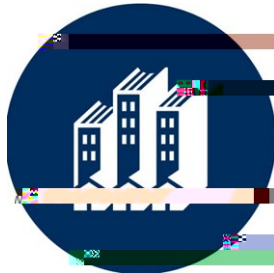


# Barriers

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

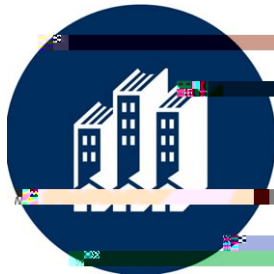
Stigma

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

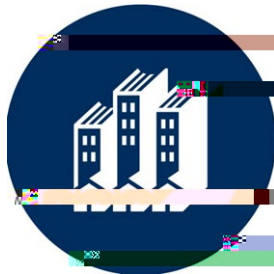
Supporting someone's academic achievement supports their emotional health

Supporting someone's emotional health supports their academic achievement

Each PC department, faculty, and staff play a role

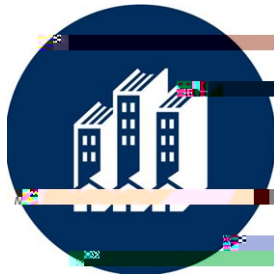
The mission should be the same:

*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

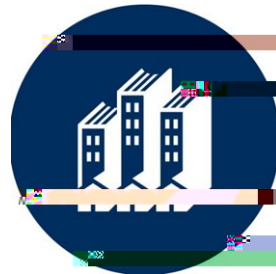




# Behavioral Assessment Te

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

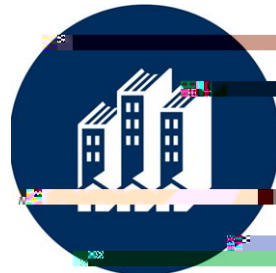
Kristine Kincaid, Athletic Director

Diana Martinez, Director of Student Life

Gene Heppard, Disability Resources Services Director

Cesar Rodriguez, Sergeant/College Police

Debra Palok, Commander/College Police



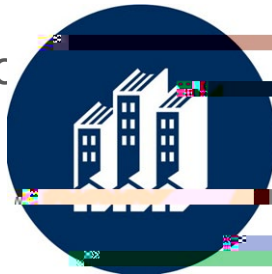
# Where to repo

Go to [employees.phoenixcollege.edu](https://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](https://phoenixcollege.edu/employees/behaviorassessment)

Submit a Report:

[Employees.phoenixcollege.edu](https://Employees.phoenixcollege.edu)

