

Helping Students in Distress

Faculty & Staff Guide

For Assisting Students in Need



Acknowledgements

We would like to thank University of Southern Florida and their professionals for their efforts combined with our own in creating this manual for our community at Concordia University Texas. The material in this guide has been gratefully adapted from the University of Southern Florida.

University of Southern Florida, Division of Student Affairs

Concordia University Texas, Student Success Center

Concordia University Texas, Behavioral Intervention & Support Team

Dear Faculty & Staff

Have you had this experience?

- Students comes to class intoxicated
- A student reveals that they have had thoughts of suicide
- A junior is thinking about changing her major for the third time
- A typically good students begins missing classes and hasn't been turning in assignments

This Guide has been developed to be a useful tool for recognizing students who may be experiences emotional, physical or developmental challenges or difficulties. This tool will provide you with some basic guidelines in addressing a variety of student behaviors.

College students typically encounter a great amount of stress during their academic career. Many students handle the pressures fairly well and cope successfully while others do not. The pressure for some can become increasingly overwhelming and burdensome. It also serves as a guide to assist you in on campus referrals. We hope that this information is helpful as you work with students and please know that you are not expected to act as a counselor but have the confidence to intervene where appropriate.

Although many students cope successfully with the demands of college life, for some the pressures can be overwhelming and unmanageable. Students may experience stress as they attempt to perform well academically, begin their career path, navigate interpersonal relationships, and as they balance academic, social, work and family obligations. Some may feel isolated, sad, helpless, and hopeless. The emotional and behavioral consequences are often played out on campus in classrooms, residence halls, or offices.

As a faculty or staff member interacting with students, you are in a unique position to identify and assist students who are in distress. You are likely to be the first person a student reaches out to for help. Your ability to recognize the signs of emotional distress and potential health issues and to make an initial intervention can have a significant impact on a student's future well-being.

The purpose of this guide is to help you recognize some of the signs of students in distress, be supportive to their needs and facilitate appropriate referrals to the Counseling Center, Student Success Center, BIST Team or pastoral care. These resources are available to assist and provide consultation to you regarding problems or situations that you encounter with students.

Best Regards,

The Behavior Intervention and Support Team

Behavior Intervention and Support Team (BIST)

The Behavioral Intervention and Support Team (BIST) - exists to ensure that Concordia University Texas maintains a best-practices approach to providing appropriate threat assessment for the university and to provide support and resources to students of concern. The goal of the BIST team is as follows:

- Balance the educational needs of the student and the academic mission of the University
- Provide structure for an effective method of addressing student behaviors that impact the University
- Manage each case individually
- Initiate appropriate intervention
- Eliminate fragmented care
- Be a resource for students, faculty, administrators, and staff.

The BIST team seeks to work with the Concordia community in assisting students with emotional distress. The following guide is provided as a first step intervention for the community. However, BIST also invites the community to consult with the team at any point in the intervention process. More information can be found on our website, including the CTX Early Alert Report Form, at <https://www.concordia.edu/student-life/dean-of-students/behavioral-intervention-and-support-team-bist.html>

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Suggestions for Supporting & Encouraging Students

- Request to speak with the student in private.
- Briefly acknowledge your observations and perceptions of the student's situation and express concerns directly and honestly.
- Listen carefully to what the student's concerned about and try to see the issue from his or her point of view without offering judgment or immediate acceptance.
- Follow up with student to check in about the situation.
- Strange and inappropriate behavior should not be ignored. The student may be informed that such behavior is distracting and inappropriate.
- Help the student identify options for action and explore possible consequences. If possible offer to call or accompany the student to appropriate resources.
- Avoid labeling the student's behavior or issues presented.
- Inform the student about what may be gained from meeting with a counselor or other professional to discuss his or her present concerns.
- Be honest about your limits in the ability to assist the student.
- If the student appears to be in imminent danger of hurting self or others, consult the Counseling Center or CTX Police immediately.
- Inform the student of your *mandatory* reporting responsibility when informed of suspected sexual assault or suicidal ideation and/or intent.
- Do not promise to keep threats to self or others a secret.

Helping Students in Distress

Responding to Student Emergencies

Immediate and decisive intervention is necessary when student behavior poses a threat to self or others, including:

- Suicidal language, intention, or attempts
- Other behavior posing a threat to the student (ie., hallucinations, drug abuse)
- Threats or aggression directed toward others
- Demonstrated inability to care of oneself

Campus resources for responding to mental health emergencies:

- CTX Police 512-313-3311
- CTX Counseling Services 512-313-5032

For consultation with a counselor, call x35032 or escort the student to the Counseling Center in the Library, F112.

If the student requires immediate medical attention or hospitalization, call CTX Police 512-313-3311 or 911.

If the student is aggressive or unmanageable call CTX Police for immediate assistance 512-313-3311.

If you are directly threatened by a student or feel at risk, call CTX Police 512-313-3311

How to help

Move the student to a quiet and secure place.

Listen attentively, and respond in a honest and considerate way.

Recruit the help of a colleague so the student isn't left alone and you aren't left alone with the student.

Arrange for appropriate university intervention if necessary.

When contacting a campus resource, have available as much information as possible, including your name; the student's name and location; a description of the circumstances and the type of assistance needed; the exact location of the student in the building; and an accurate description of the student.

Signs of Distress

Race, ethnicity, nationality, sexual orientation, spirituality, and other dimensions of difference are all important to keep in mind when assisting a student in distress. Reactions to racism, sexism, homophobia, disability status, and forms of bias can affect the way in which emotional distress manifests and also can impact help-seeking behavior. Some barriers to seeking help may include denial, fear of being labeled or lack of information about campus resources. Communicating your support, concern, and understanding is crucial in reaching students who may feel isolated and marginalized.

Your sensitivity to the unique needs of international students, students of color, students with disabilities, LGBT students, non-traditional students, student veterans and other underrepresented populations is important in helping students receive assistance. Moreover, being aware of the campus resources that address the unique needs of underrepresented students is also critical.

- Campus Resources
 - Provost & Executive VP– 512-313-4601
 - Dean of Students – 512-313-4304
 - Academic Support Center Director – 512-313-5031
 - Counseling Center – 512-313-5032
 - Director Student Success - 512-313-4617

Signs of Distress

Academic Issues

- Excessive procrastination
- Uncharacteristically poor preparation or performance
- Repeated requests for extensions or special considerations
- Disruptive classroom behavior
- Excessive absences/tardiness
- Avoiding or dominating discussions
- Career and course indecision
- References to suicide or harm to others in verbal statements or writings

Interpersonal Issues

- Always asking for help with personal problems
- Dependency
- Spending a lot of time in or around your office
- Withdrawal
- Consistent oppositional behavior towards others
- Complaints from other students
- Burdening other students with personal problems

Behavioral Issues

- Change in personal hygiene
- Dramatic weight gain or loss
- Frequently falling asleep in class
- Irritability
- Oppositional behavior
- Impaired speech
- Disjointed thoughts/paranoia
- Frequent tearfulness
- Intense emotion
- Inappropriate responses or disruptions
- Difficulty concentrating
- Physically harming one self
- Destruction of property
- Anxiety and panic
- Inability to communicate clearly
- Loss of contact with reality

Distressed Behavior Continuum

Mild Risk	Moderate Risk	Elevated Risk	Crisis	Severe Risk
Disruptive	Failing in school	Depression/anxiety symptoms	Irrational fears	Highly disruptive
Poor Performance	Drug experimentation or Alcohol use	Self-destructive behavior	Excessive risk taking	Suicidal/homicidal intent
Failing grades	Change in hygiene	Suspiciousness, paranoia	Heightened emotional reactivity	Extreme self – injurious behavior
Absences	Lethargic	Criminal tendencies	Hostile, aggressive	Substance abusing
Difficulty managing stress	Falling asleep (at odd times/situations)	Unusual behavior	Self-harm or harm to others	Stalking
	Feelings of depression			Threats of harm
Interventions				
Meeting with student by faculty/staff or appropriate office or department	Faculty/staff referral to the counselor or appropriate office BIST referral CTX Early Alert	-BIST team referral -CTX Early Alert -Counseling Center -CTX Police	-CTX Early Alert -BIST Team referral -CTX Police -Dean of Students -Counseling Center	-CTX Police -Dean of Students -BIST Team referral

There are varying levels of distress and these are represented through a continuum. The list provided is not exhaustive, nor does each behavior need to be “present”. Additionally, the list of interventions provides the options available. When referring a student in distress to a CTX campus resource it is advisable to make a parallel report to BIST so follow up and communication is complete.

Identifying Concerning Behavior

Concerning behavior from a student usually causes us to feel alarmed, upset or worried.

When faculty or staff members encounter concerning behavior, they may feel concerned about the student's well-being. Students exhibiting these behaviors may be struggling in and out of the classroom.

Concerning behavior may include:

- A student who makes jokes or frequently comments about killing him/herself.
- A student who discloses that a loved one was recently diagnosed with a terminal illness.
- A student who appears to work harder than most students but cannot pass an exam.
- A student who has lost a significant amount of weight in a short time. They may or may not be overheard speaking about not eating or is rarely seen eating much.
- A student whose writing appears disjointed and fragmented as though he or she cannot maintain a logical sequence of thought, or contains themes of violence or agenda which are out of context with the assignment.
- A student who reports seeing or hearing things that are not there or has frequent paranoid thoughts (they are being watched by FBI agents).
- A student who perspires profusely when giving a presentation at the front of class or a student who shuts down during an exam.

Interventions for Concerning Behavior

Faculty and staff have options for responding to student behavior that they find troubling.

Suggestions for addressing/responding to concerning behavior:

- Seek advice and counsel from a department chair, the Counseling Center, or BIST.
- Initiate a conversation with the student about their concerning behavior.
- Refer the student to necessary departments or offices that have the expertise to assist the student.
- If you believe that behavior deserves a higher level of intervention submit a CTX Early Alert Report online at <https://cm.maxient.com/reportingform.php?ConcordiaUnivTexas> or contact BIST Chair at 512-313-4310.

Identifying Disruptive Behavior

Disruptive behavior is behavior that interferes with or interrupts the educational process of other students or the normal operations of the university.

A disruptive student typically resists intervention or corrective action.

Disruptive behavior may include:

- A student who verbally abuses or intimidates another.
- A student who is overly demanding of faculty or staff.
- A student who interrupts the educational process by:
 - Making hostile remarks out of turn
 - Aggressively taking over the lecture or monopolizing discussion
- A student who notably disrupts the CTX community outside the classroom.

Interventions for Disruptive Behavior

CTX faculty and staff may find the following procedures helpful when responding to disruptive behavior.

- Verbally request that the student cease the disruptive behavior.
- If the issue persists, tell the student to leave the class or area.
- Initiate a conversation with the student about the concerning behavior.
- Inform the student of the behavior that needs to change, define a timeline in which change needs to be made, and explain the consequences if change isn't made.
- After meeting with the student document the contents of the meeting in writing. It may be helpful to provide the student with a written copy of the expectations discussed in the meeting.
- Contact the department chair or supervisor for advice and support.
- Follow up with a referral to the BIST team or an early alert even if you believe the situation is resolved.
- Consult with the Dean of Students about possible next steps.
- Consult with the Counseling Center to assist you.

If the matter is serious and requires immediate action contact CTX Police at 512-313-3311

Identifying Threatening Behavior

Threatening behavior can leave us feeling vulnerable or fearful for our personal safety. Take these behaviors seriously.

Call CTX Police if you have immediate safety concerns 512-313-3311

Threatening behaviors may include:

- A student who implies or makes a direct threat to others.
- A student who displays or confirms possession of a firearm or weapon.
- A student who physically confronts or assaults another person.
- A student who stalks or harasses others.
- A student who sends threatening e-mails, letters or other correspondence to another person.
- A student whose writing contains themes and threats of violence.

Interventions for Threatening Behavior

The safety and well-being of the CTX community is the top priority when a student exhibits threatening or potentially violent behavior.

Interventions may include:

- Immediately contacting CTX Police at 512-313-3311.
- Contact the department chair or supervisor for advice and support.
- Inform the BIST team so they can intervene with the situation.
- Inform the Dean of Students and file a complaint.
- Consult with the Counseling Center to debrief and assist you, staff members and other students.

Informing the BIST team may result in the team notifying appropriate CTX personnel on your behalf.

If the situation is serious and requires immediate assistance call the CTX Police at 512-313-3311

The Suicidal Student

Suicide Prevention Policy

Concordia University Texas takes the danger of suicide or suicidal ideation/attempts among its students seriously. Suicide is the second leading cause of death for college students and 90% of completed suicides are related to untreated or undertreated mental illness, usually depression. Therefore, CTX requires students who threaten or attempt suicide, who engage in efforts to prepare to complete suicide or who have expressed a preoccupation with suicide to attend up to four, one hour sessions of professional assessment with a licensed mental health professional.

Suicidal persons are often ambivalent about killing themselves and most often respond to intervention. Suicidal states are time-limited and most who attempt or complete suicide are not psychotic, but they most often have an undiagnosed mental health issue.

High Risk indicators include:

- Feelings of hopelessness & futility
- Severe loss or threat of loss
- Detailed suicide plan
- History of previous attempts
- History of alcohol or drug abuse
- Feelings of alienation or isolation

DO

- Be available to listen, talk and share concern for the student. ASK about suicide.
- Take the student seriously. 80% of those attempting suicide give some sort of warning of their intent.
- Acknowledge that a threat or attempt of suicide is a plea for help.
- Walk with the student to the Counseling Center. Do not leave the student alone. After business hours contact CTX Police.
- Take care of yourself. Supporting someone who is suicidal is difficult and may be emotionally draining. Set appropriate boundaries.

DON'T

- Don't minimize the situation it only invalidates the individual's experience. e.g., "Oh things will be better tomorrow".
- Don't be afraid to ask the person if they are so sad or depressed that they are thinking of suicide. e.g., "Do you have thoughts of harming or killing yourself?"
- Don't over commit yourself to the student, and then not be able to deliver on what you promise.
- Don't ignore your limitations

If the situation is serious and requires immediate assistance call the CTX Police at 512-313-3311

Mental Health Concerns in Students

During the course of a student's college experience they will go through many life transitions that will be difficult and impact them socially, mentally, emotionally, behaviorally and academically. As staff and faculty you have the opportunity to witness these transitions and changes and have the ability to intervene. Statistically speaking mental health issues develop primarily between the ages of 15-24. The likelihood of a mental health event occurring in college is high. These events can range from grief, anxiety, depression and adjustment issues to Bipolar disorder or a full psychotic break such as Schizophrenia. Many of these issues may be coupled with suicidal thoughts or intentions as a way to escape the emotional pain.

There are many ways you can be helpful to a student who is experiencing a mental health issue.

DO

- Talk to the student in private
- Listen carefully and validate their feelings and experience
- Remain calm and reassure the student when appropriate
- Be supportive and express your concern about the situation
- Where appropriate, if you feel comfortable, share a relatable experience with the student to help de-escalate the situation.
- In times of adjustment, convey to the student that transitional stress is normal and may temporarily bring a decline in performance.
- Encourage positive coping strategies such as regular exercise, social support, pleasurable activities, regular eating and sleeping routine.
- Be willing to consider or offer flexible arrangements with the students (e.g. paper, exam due dates)
- Encourage the student to make an appointment with the Counseling Center
- If you feel overwhelmed or unprepared to help the student, refer the matter to the Behavior Interventions & Support Team.

DON'T

- Don't be afraid to ask if the student is experiencing suicidal thoughts or ideas.
- Don't downplay or minimize the situation
- Don't provide too much information or help for the student to process.
- Don't expect for mental health concerns (depression, anxiety) to stop without intervention.
- Don't assume that family members or friends know about the student's current emotional/mental health status.
- Don't assume the student understands the impact of life transitions and/or is aware of the source of stress.
- Don't discount or overlook factors that may be the student at greater risk for increased problems.
- Don't make things more complicated
- Don't be afraid of tears. Tears are a natural, healthy way of releasing emotion.
- Don't take responsibility for the student's emotional state.

If the situation is serious and requires immediate assistance call the CTX Police at 512-313-3311

The Student Who Reports a Sexual Assault

The nature of sexual assault makes it an inherently humiliating crime, which often makes it very difficult for students to talk about. Incidents of sexual assault are often traumatic. A student who has experienced an assault may have difficulty with concentration or motivation, may suffer sleep disruption, have trouble trusting others and may feel highly anxious or fearful. Please communicate with the student that you cannot maintain confidentiality if they choose to disclose an assault to you and that you have a duty to report to the Title IX Coordinator.

DO

- Listen to what the student is telling you and believe them offering your support and encouragement.
- Guide survivors to campus and community resources. Encourage the student to seek medical attention.
- Remind survivors that whatever they are feeling is normal. They may feel “crazy”, out of control or overwhelmed.
- Validate survivors in their feelings. Everyone responds to trauma differently and validation is important to healing.
- Recognize that healing takes time.
- Take care of yourself. Pay attention to your own reactions to the sexual assault and seek support if you feel overwhelmed or stressed.

DON'T

- Don't question facts or blame the person for what happened, or for decisions she or he might have made.
- Don't show skepticism over their report or state that you do not believe them or have difficulty believing them.
- Don't try to be the student's only support. Recovery often includes professional services and/or advocacy.
- Don't withhold your mandatory reporter status from the student.
- Don't pressure the student to report the crime.
- Don't forget to check in with the student throughout the semester.

If the situation is serious and requires immediate assistance call the CTX Police at 512-313-3311

The Student Who Reports Relationship Violence or Stalking

Violence and/or stalking are serious offenses and can cause intense fear and disruption in a student's life. Violent relationships often involve a repeating pattern of verbal, sexual, emotional and/or physical violence that increases over time. The offender may be a romantic partner, a parent/guardian or roommate.

In speaking with students, believe their experience and listen attentively. Understand that the student may be fearful and feeling vulnerable by disclosing their experience. Relationship violence often involves complex dynamics, including a high level of denial that makes changing the situation difficult. Refer or walk the student to the Counseling Center, Library F112, for further support. You may also consult Safe Austin for victim advocacy and support, 512-267-7233.

Indicators of Relationship

Violence

- Humiliating or critical language
- Isolation from friends or family
- Fear of other/partner's temper
- Feeling trapped
- Acceptance of highly controlling behavior
- Assuming responsibility for other's violent behavior
- Physical marks, such as bruises in various stages of healing, bruising or marks around the throat.
- Sudden and frequent absences or cancelled appointments

Facts about stalking

- Stalking is repeated following or harassment of an individual that is designed to instill a sense of fear or danger.
- Stalkers often have an irrational obsession with the victim and try to gain power by intimidation
- Stalking behavior may include: following the victim, harassing via phone, messaging, email, social media, unwanted gifts and unwanted attention.
- Stalkers can be male or female and targets may be of the same or opposite sex.

***If you believe the student will not remain safe, contact CTX Police 512-313-3311**

The Student who Reports Having a Disability

Facts about Disability Services

- Students with documentation of a physical, learning, or psychiatric disability are eligible to access reasonable accommodations through the Academic Support Center 512-313-5031.
- Students may not realize that accommodations are available.

Students with:

physical disabilities present special classroom access needs with limitations in mobility, speaking, hearing, and/or vision.

medical disabilities may experience difficulties participating in their academic programs due to the condition itself or the ongoing treatment protocol.

learning disabilities may have impairments that interfere with and slow down information processing, memory and retrieval, and output. These disabilities may have an effect on reading, writing, math, attention, concentration, and or overall organization.

psychiatric disabilities have an ongoing psychological condition that may interfere with their ability to participate in the routine educational program.

Attention Deficit/Hyperactivity Disorder (ADD/ADHD) may experience inattentive, hyperactive, and/or impulsive behaviors due to a dysfunction in the central nervous system. These behaviors may compromise an individual's social, vocational and academic performance.

DO

- Treat each student with sensitivity and respect
- Maintain confidentiality about their disability
- Be open to follow up consultation with the ASC regarding accommodations for the student.
- Remember that any student requesting accommodations must present a letter from the ASC including recommended actions.
- Set parameters with all students; accommodation is not without academic expectation.

DON'T

- Don't undermine or question the stated disability
- Don't use condescending language with the student.
- Don't assume the student understands the academic limitations imposed by the disability. (especially if they are not using accommodations)
- Don't approve accommodations for a student without prior approval from the ASC.
- Don't adjust the academic standards of the course without prior consultation with the ASC.

The Verbally Aggressive Student

Students may become verbally aggressive when in a frustrating situation which they perceive as beyond their control. Frustration and anger may become displaced from the situation to you. Typically the emotion is not directed at you personally. In situations as these a person may believe they are being rejected and, therefore, reject you before you reject them. Most students realize the intimidation behind their anger and are aware of their impact. For the students who are not aware of the intimidation factor a frank conversation may be necessary.

DO

- Acknowledge their anger
- Rephrase what they are saying and identify the emotion.
- Allow them to tell you what is upsetting them.
- Tell them you will not accept verbally aggressive or abusive language.
- Assist the person with problem solving and address the issue when they are calmer.
- Remaining calm and modeling appropriate behavior may defuse and/or de-escalate the situation.
- Send an early alert to the BIST team if necessary.

DON'T

- Don't meet the student alone.
- Don't argue or get into a shouting match with the student.
- Don't become hostile or punitive yourself.
- Don't press for an explanation or a reason for the person's behavior.
- Don't stay in a situation in which you feel unsafe.
- Do NOT ignore your instinct if you believe you are in danger.

If the situation is serious and requires immediate assistance call the CTX Police at 512-313-3311

The Violent or Physically Destructive Student

Violence due to emotional distress is very rare. Typically, it occurs only when the student is frustrated and feels completely unable to do anything about the situation. The adage “An ounce of prevention is worth a pound of cure” applies best to this situation. If you are aware of the student’s concerns and have a scheduled meeting notify CTX Police and they will be in the area during your meeting as a precaution. Also, have a colleague or other person present during the meeting.

DO

- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation.
- Clearly explain acceptable behavior.
- Remain in an open area.
- When all else fails, divert attention.
- Obtain necessary help, other staff or security.
- Send an early alert to the BIST team.

DON'T

- Don't ignore warning signs that a student is about to explode (ie. yelling, clenched fists, threatening statements).
- Don't threaten, taunt, dare or back the student into a corner.
- Do not put your hands on the student.
- Don't stay in a situation in which you feel unsafe.
- Don't ignore your instinct if you believe you are in danger.

If the situation is serious and requires immediate assistance call the CTX Police at 512-313-3311

The Student in Poor Contact with Reality

These students have difficulty separating fantasy from reality, the dream from a waking state. Their thinking is often illogical, confused or disturbed. They may coin new words, see or hear things which no one else can, have irrational beliefs or fears, and exhibit bizarre behavior. Generally, these students are not dangerous and may feel scared and overwhelmed. They may be more frightened of you than you are of them.

Contact CTX Police if the student appears to be a danger to him/herself or others, 512-313-3311.

DO

- Respond with kindness but with firm reasoning.
- If you are comfortable, meet with the student in a quiet environment free of external stimuli.
- Acknowledge your concerns and state you are aware they need support.
- When appropriate address your difficulty understanding them.
- Focus on “here and now” language. Divert the focus from irrational to the rational and real.

DON'T

- Don't play along.
- Don't argue or try to convince them of their irrational thinking, it causes more defensiveness.
- Don't command, demand or give orders to the student.
- Don't expect typical or customary emotional responses.
- Don't encourage further revelations of delusional or hallucinatory behavior.

If the situation is serious and requires immediate assistance call the CTX Police at 512-313-3311



A Quick Reference Guide for Helping Students in Distress

Seeking Guidance or Advice

Student:

- Communication indicates loss of touch with reality
- Communication reflects suicidal thoughts or actions, depression, anxiety or difficulty dealing with grief



Counseling Center
512-313-5032
Library, 112

Student:

- Communication indicates having been a victim of stalking, harassment or other crime
- Communication reflects sexual assault or relationship violence



Title IX Coordinator
512-313-4601
Cedel Hall

Student:

- Has not attended class for extended period of time
- Is overwhelmed by a problem with the university
- Is debilitated or overwhelmed by a family emergency



Student Central
512-313-4700
Cedel Hall, 210

Student behavior:

- Substantially impairs, interferes with or obstructs orderly processes and functions with the university
- Deliberately interferes with instruction or office procedures
- Is lewd or indecent
- Breaches the peace of the CTX community



Dean of Students
512-313-4310
Library, 220

Reporting Concerning Behavior

Student:

- Does something significantly out of character
- Odd behavior raises alarm
- Displays unhealthy or dangerous behavior patterns
- Appears to be struggling with substance use
- Continues to be distressed despite intervention



Behavior Intervention & Support Team
512-313-4310
Complete a CTX Incident Report

Immediate Action

Student is:

- Threatening the safety of self or others
- Acting in an aggressive or threatening manner
- Disrespectful behavior towards anyone in CTX community
- Reporting or initiating criminal behavior toward CTX community



CTX Police
512-313-3311

Regardless of the situation contact any of the above offices for support or information.