

# THE RED FOLDER PROJECT

REBECCA ROGGE • ASSOCIATE DEAN OF STUDENTS  
2024 TEACHING CONFERENCE



**GUIDE FOR ASSISTING STUDENTS**

Thank you for taking additional commitment to assisting students, supporting opportunity and to a better future, and helping students to flourish through support of faculty and staff. Faculty assistance is a critical role.

Thank you for taking additional commitment to assisting students, supporting opportunity and to a better future, and helping students to flourish through support of faculty and staff. Faculty assistance is a critical role.

**STEP 1: RECOGNIZE**  
Understanding the difference between a student in **distress**, behavior that is **disruptive**, and **unsafe** situations.

BEHAVIOR	DISRUPTION	CRISIS
<p>The student struggles and seeks assistance in additional support resources.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Student seeks a counselor</li> <li>• Disrupting classes</li> <li>• Disrupting classes that is at work</li> <li>• Being in danger</li> <li>• Homelessness</li> <li>• Substance use</li> <li>• Not having adequate food</li> <li>• Not having adequate safe or stable living situation</li> <li>• Incomplete course progress</li> <li>• Academic and social isolation</li> <li>• Academic and social isolation</li> <li>• Homelessness</li> <li>• Homelessness</li> <li>• Homelessness</li> </ul> <p>These situations are the responsibility of the student and the institution.</p>	<p>The student creates behavior that disrupts the learning ability of other students.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Disruptive behavior in class</li> <li>• Disruptive behavior in class or campus setting</li> <li>• Disrupting class with other legal things and behavior</li> <li>• Disrupting class with other legal things and behavior</li> <li>• Disrupting class with other legal things and behavior</li> <li>• Disrupting class with other legal things and behavior</li> </ul> <p>These situations can be challenging to manage. These situations can be challenging to manage. These situations can be challenging to manage.</p> <p>These situations can be challenging to manage. These situations can be challenging to manage. These situations can be challenging to manage.</p>	<p>The student is engaged in behavior that is unsafe for themselves or others.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Self-harm or suicide</li> <li>• Suicide or self-harm</li> <li>• Sexual assault</li> <li>• Sexual assault</li> <li>• Sexual assault</li> <li>• Sexual assault</li> <li>• Sexual assault</li> <li>• Sexual assault</li> </ul> <p>These situations require immediate response from campus personnel.</p>
<p><b>WHAT TO DO NEXT</b></p> <p>Connect with the student to appropriate resources.</p> <p>Connect with the student to appropriate resources. Connect with the student to appropriate resources. Connect with the student to appropriate resources.</p>	<p><b>WHAT TO DO NEXT</b></p> <p>Connect with the student to appropriate resources. Connect with the student to appropriate resources. Connect with the student to appropriate resources. Connect with the student to appropriate resources.</p>	<p><b>WHAT TO DO NEXT</b></p> <p>Connect with the student to appropriate resources. Connect with the student to appropriate resources. Connect with the student to appropriate resources. Connect with the student to appropriate resources.</p>

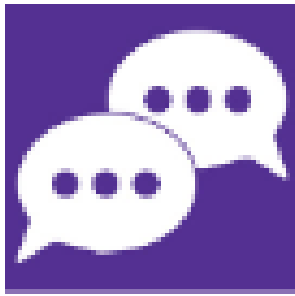
**What does it look like?**

Reporting forms are available online through Canvas. For immediate crisis situations contact campus police at 703.684.2222.



# RECOGNIZE

Notice behaviors you are observing in students



# RESPOND

Provide support to the student in the moment and follow up



# REFER

Connect the student to appropriate resources



## STEP 1: RECOGNIZE

Understanding the difference between a student in **distress**, behavior that is **disruptive**, and **crisis** situations.

### DISTRESS

The student is struggling and could benefit from connection to additional support and resources.

#### Examples:

- Anxious, fearful, or overwhelmed
- Difficulty regulating emotions
- Excessive absences in class or at work
- Family struggles
- Financial insecurity
- Grief or loss
- Sadness or depressed mood
- Self-harming behaviors such as cutting, burning, etc.
- Significant or abrupt changes in behavior, relationships, or self-care habits
- Sudden decline in academic performance
- Substance abuse
- Suicidal thoughts
- Traumatic events

These situations offer opportunity for direct outreach to the student to offer care and concern.

### DISRUPTION

The student exhibits behavior that is disruptive to the learning, living, or work environment.

#### Examples:

- Disrespectful, disturbing, or rude communication; verbal or written
- Deliberate disruption of class or university functions
- Difficulty interacting with others beyond typical group dynamics
- Entitlement or demanding behavior
- Making harassing statements or engaging in bullying behaviors
- Not responding to redirection of behavior
- Unprovoked or displaced anger

These situations can be challenging to navigate. **Focus on immediate safety and stopping the behavior first.**

Then outreach to the student for a follow up conversation (if you feel comfortable) or contact us for consultation before this follow up.

### CRISIS

The student is engaging in dangerous and/or threatening behavior or is experiencing an emergency.

#### Examples:

- Active threats of violence
- Bizarre or erratic behavior
- Medical emergency
- Mental health crisis
- Missing student
- Suicide action plan or attempt
- Threatening statements, whether direct or indirect

These situations require **immediate response by emergency personnel.**

### DON'T FORGET

Once the situation has resolved and is deemed safe, complete a **Student of Concern referral** to our office so we can be aware of what has occurred.

# **DISTRESS OR CRISIS?**

**Distress = often develops over time; usually preceded by unsuccessful attempts to manage stressors**

- **Focus on helping the student activate resiliency and encourage growth**
- **Be careful not to do more than what is needed**
- **Use referrals**
- **Encourage use of support system**

**Crisis = often triggered by an overwhelming or traumatic event; coping skills are insufficient to manage the circumstances**

- **Assess safety and well-being**
- **Provide immediate, intensive care and direction**
- **Successfully refer to a mental health professional**
- **Engage crisis management protocol**



## STEP 2: RESPOND

Reach out, engage in conversation, seek consultation, document what happened, share information with us, and follow up with the student.

### DISTRESS

#### In the moment

- Express care and concern. Share specific behaviors you have observed, and let them know you are here to help.
- Listen sensitively and with the goal of understanding. Refrain from judgment and responding in a way that is humiliating, shaming or intimidating.
- If you are concerned about possible harm to self or others, say that. Asking students direct questions about their wellbeing and safety will not give them ideas.
- Remind the student that you care about them and let them know how you can assist. Be direct about the limitations of your role, setting the stage for a warm referral.

#### Some Helpful Language

- "I've noticed you're a bit distracted lately. Is there anything I can do to assist you?"
- "I haven't seen you in class lately. I'm concerned about you."
- "It sounds like you're feeling overwhelmed. Can I help connect you with some resources?"

### DISRUPTION

#### In the moment

- Ensure the safety of yourself and others. For immediate safety concerns, contact University Police at 715-346-3456.
- Calmly attempt to de-escalate the situation and directly ask the individual to stop the concerning behavior.
- Explain how the observable behavior is inappropriate. If the behavior persists, ask the student to leave. If the student refuses to leave and you (or others) can leave, do so.

#### Follow Up

- Schedule a follow-up conversation once the immediate situation has passed. Discuss your concerns and expectations moving forward, document the conversation, and outline what may occur should the behaviors continue.
- You may wish to have another staff member present during future meetings (if appropriate).

#### Some Helpful Language

- "This (description) behavior is not appropriate for the classroom setting. I need you to please stop."
- "I'm happy to discuss your concern after class."

### CRISIS

These situations require immediate response by emergency personnel.

**University Police:** 715-346-3456

**Emergency Services:** 911

#### Need to Consult?

Sometimes situations are challenging to navigate, and you may be unsure of next steps. We are available to consult with faculty and staff, walk through questions, explore scenarios, and assist with talking points.

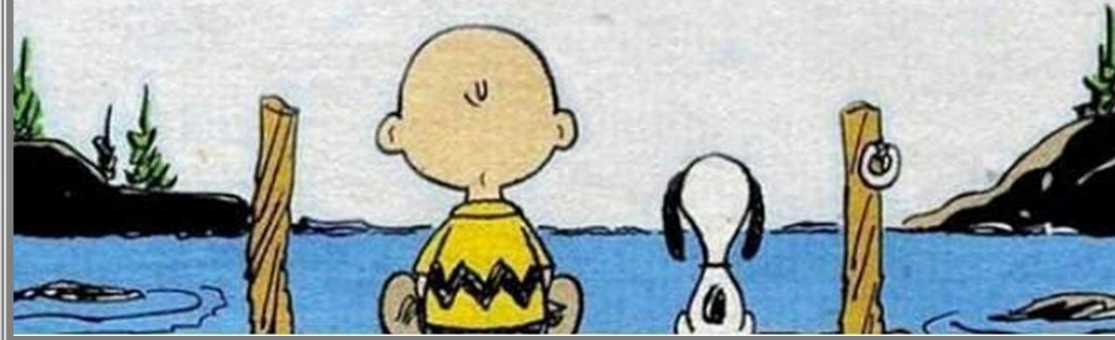
Contact our office to schedule time with a member of our staff.

#### Student of Concern Referral

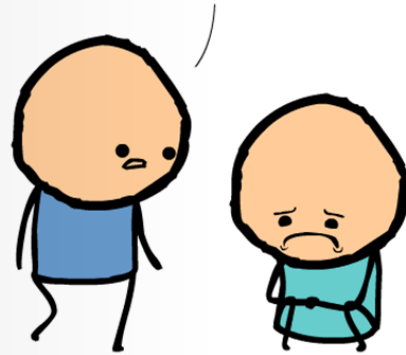
Complete a Student of Concern referral for students you are working with so we can be aware and assist.

Find the form here: [uwsp.edu/dos](http://uwsp.edu/dos)

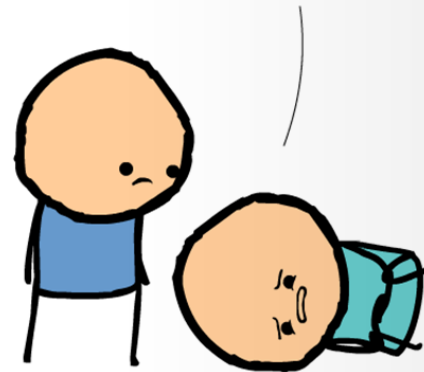
Sometimes we need someone to simply be there, not to fix anything, or to do anything in particular, but just to let us feel that we are cared for and supported.



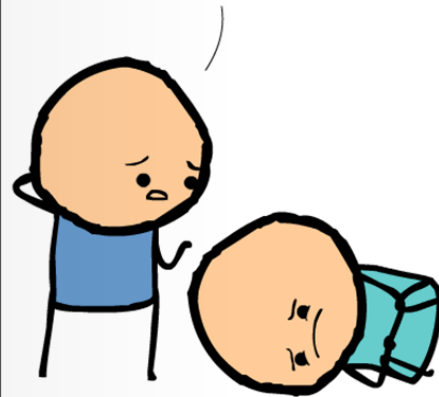
HEY, PAL... WHY DO YOU LOOK SO SAD?



BECAUSE I'M SO SAD.



OH... WELL... DON'T BE SAD!





## STEP 3: REFER

Increase the likelihood of a successful referral by calling the resource together or providing information in a follow up email. *Departments are often unavailable for same day or immediate appointments.*



### Dean of Students

University of Wisconsin-Stevens Point > Dean of Students

- DOS Home
- About DOS
- Student Affairs Home
- DOS Staff Directory
- Annual Reports
- For Students
- Academic Concerns
- Conduct Concerns
- Personal Concerns
- Resources for Students
- Off Campus Students
- Safe Point Project
- Interpersonal Violence and Title IX
- Student Handbook
- Student Legal Services
- For Faculty and Staff
- For Families
- Center for Prevention



Helping students connect to resources and navigate potential challenges at the University of Wisconsin-Stevens Point.

*At the core of this work is a clear guiding philosophy and message to our students: You Matter, Point Cares.*



#### REPORTING

We are here to help. Our goal is to understand what happened and respond so we can move forward.

REPORT



#### RESOURCES

Life happens, challenges arise, and you have questions. Let us help you connect to the support you need to stay on track.

EXPLORE



#### HANDBOOK

Every community has guidelines and so do we. Take few moments to visit our student handbook.

VISIT



# WHAT HAPPENS AFTER I MAKE A REFERRAL?





**CONTACT US!**

**OFFICE OF THE DEAN OF STUDENTS**

**212 OLD MAIN**

**715-346-2611**

**[DOS@UWSP.EDU](mailto:DOS@UWSP.EDU)**