

THE RED BOOK

crisis protocol for faculty and staff

WILBUR WRIGHT COLLEGE

CITY COLLEGES OF CHICAGO

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of CHICAGO
**The
Wellness
Center**



THE RED BOOK

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Foreword by President Potash

Wilbur Wright College, one of the City Colleges of Chicago, is committed to putting its students first, providing a high-quality education and outstanding student services. As we have built a relationship of caring and trust with our students, the college has become increasingly aware of the many challenges our students face, including trauma, self-harm, suicidality and the need for access to help and assistance. This book, conceived out of the recognition that all of us at Wright can do more for our students, is an important step in building a better informed and supportive college.

The Crisis Response Red Book is a source for crisis response information. It is designed to give you, faculty and staff, quick access to critical information: how to respond to a crisis, whom to contact, warning signs for self-harm, and much more.

Many professionals and colleagues labored on this effort, including the Access Center, administrators, faculty, security, and student services. Special thanks, though, go to Hoyam Tanon, Clinical Director of the Wellness Center, and Dan Ashurst, Wright College's 2022-2023 AmeriCorps VISTA. They went above and beyond.

Please read, consult and use this valuable resource. For our students to be successful, our college must be welcoming, informed, attentive to student needs, and ready to provide support and assistance. Working together in common purpose, I am confident that we make this a reality for all of Wright College.

David Potash
President

Introduction

Wright faculty and staff are in a unique position to demonstrate compassion for students in distress.

Students may feel alone, isolated, and hopeless when faced with academic and life challenges. These feelings can disrupt academic performance and lead to dysfunctional coping and other serious consequences.

You may be the first person to see something distressing in a student since you have frequent and prolonged contact with them. Wright College requests that you act with compassion in your dealing with such students.

Students exhibiting troubling behavior in your presence are likely having difficulties in other settings: in class, with roommates, with family, and in social settings.

Trust your instincts and say something if a student leaves you feeling worried, alarmed, or threatened!

Sometimes students cannot, or will not turn to family or friends. Do something! Your expression of concern may be a critical factor in saving a student's academic career or even their life.

Wright College is committed to the safety and health of the Wright community. The purpose of this Protocol is to provide the Wright community with tools to respond to students experiencing distress or suicidal ideation.

The 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 should be shared with appropriate consideration for student privacy.

Indicators of Concern

Academic

Sudden decline grades/ work quality; repeated absences; bizarre content in writing or presentations; multiple requests for extensions; more personal than academic counseling during office hours; overly demanding of faculty/ staff attention; continuous classroom disruptions

Physical

Deterioration in appearance like grooming, hygiene, or weight loss/gain; fatigue or sleep disturbances; intoxication, hangovers, or smelling of alcohol; disoriented or "out of it"

Safety Risks

Unprovoked anger or hostility; implied or direct threats to harm self or others; academic assignments dominated by themes of extreme hopelessness; rage, worthlessness, isolation, despair, acting out, suicidal ideations- a "cry for help;" communicating threats via email, correspondence, texting, or phone calls

Psychological

Self-disclosure of personal distress, family problems, financial difficulties, grief, or suicidal ideation; excessive tearfulness, panic reactions, irritability or unusual apathy; verbal abuse (e.g., taunting, badgering, intimidation); concern about the student by peers; hopelessness; "all-or-nothing" thinking; showing little or no emotion, loss of interest in previously pleasurable activities; signs of mania, like excessive energy, talkativeness, lack of sleep, or racing thoughts

Quick Response Guide

Are any of the following true?

- The student needs immediate medical attention
- The student is engaging in an act of life-threatening self-harm
- The student is engaging in assaultive behaviors towards others

yes



If yes, and the student's conduct is clearly and imminently reckless, disorderly, dangerous, or threatening and is suggestive of harm to self or others in the community, call Campus Security and 911 immediately.

Campus Security: (773) 481-8970 (main campus)
Humboldt Park Campus: (773) 481-8233

no, or unsure



If no, or unsure, contact the Wellness Center:

(773) 481-8560
htanon@ccc.edu
wrcwellness@ccc.edu

After hours, call Campus Security:
(773) 481-8970 (main campus)
HP Security: (773) 481-8233

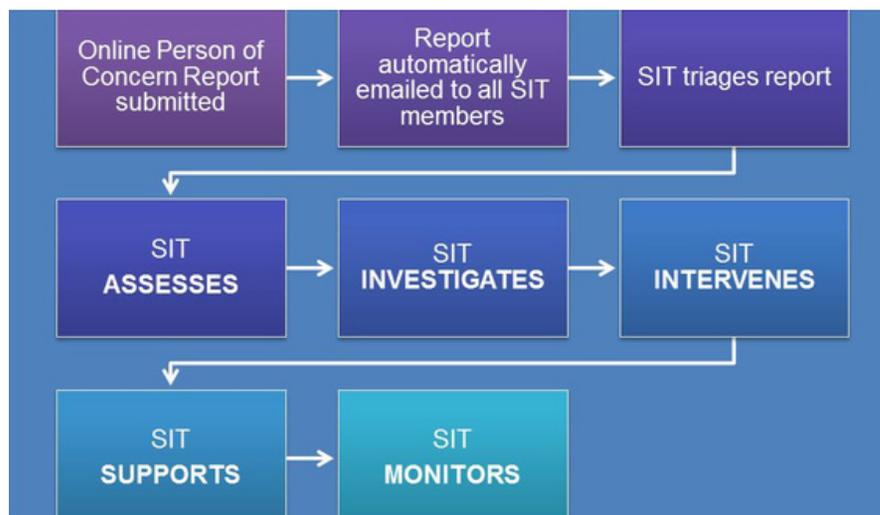
After the incident, report it to the Supportive Intervention Team (SIT) here:
<http://apps.ccc.edu/PersonofConcern> **(DO NOT USE THIS FORM DURING AN EMERGENCY. CALL 911 AND CAMPUS SECURITY IF YOU NEED IMMEDIATE ASSISTANCE.)**

Supportive Intervention Team (SIT)

What is SIT?: SIT is the Supportive Intervention Team. SIT conducts behavioral threat assessments for students and employees presenting risk of harm to themselves or others. SIT also considers cases involving students or employees of concern who present no behavioral threat but who might benefit from a well-coordinated, supportive intervention.

All persons and situations involving threats of violence by students, faculty, staff, community members, or anyone else may affect the College should be reported to SIT.

What happens when you submit a SIT report?



When should you submit a SIT report?

Distressed	Disturbed	Disruptive	Dangerous
<ul style="list-style-type: none"> Distressed behavior causes concern for the person's well-being. 	<ul style="list-style-type: none"> Disturbed behavior may be highly inappropriate, irrational, delusional, and makes others uncomfortable. 	<ul style="list-style-type: none"> Disruptive behavior interrupts the classroom or work environment and represents an escalation or "acting out" of distress or inner disturbance. 	<ul style="list-style-type: none"> Dangerous behavior threatens the safety and well-being of others.
Distressed: Examples <ul style="list-style-type: none"> Tearful Highly anxious, agitated, panicky Shut down 	Disturbed: Examples <ul style="list-style-type: none"> Paranoid Hallucinatory Disorganized thought/speech Extremely agitated. 	Disruptive: Examples <ul style="list-style-type: none"> Hostile, defiant Harassing, bullying Monopolizing Chronic rules violations 	Dangerous: Examples <ul style="list-style-type: none"> Threatening: verbal, non-verbal, written Disruptive with substance abuse, < mental health

Tips for Being Proactive

- Remain calm and know whom to call for help in case of need. Be frank with the student about your limits (time, expertise, student's reluctance to talk). Engage students early on, pay attention to signs of distress, and set limits. Never leave a distressed student alone without adult supervision. Stay with the student, listen to their concerns, consider walking with them to the Wellness Center, or call security if needed.
- Pay attention to the classroom environment and how it might be impacting students vulnerable to being triggered. Remember: Anticipating crisis is better than reacting.
- Be Direct: Ask the student directly how they feel or if they are having thoughts of harming themselves or others. Respect their privacy without making false promises of confidentiality. Encourage seeking professional help.
- Listen Sensitively and Carefully: Use a nonconfrontational approach and a calm voice. Repeat the student's statements to demonstrate an understanding of their perspective. Do not challenge or become argumentative. Do not minimize their distress. If safe, meet and talk in private.
- Safety First: The welfare of the campus community is the top priority. When a student displays threatening or potentially violent behavior, call security immediately.
- Follow Through: Direct and/or walk with the student to the physical location of the identified resource. Reach out later to check in and show your commitment to them and their wellbeing.
- Consultation and Documentation: Always document incidents with distressed students and consult with your department chair/ Wellness Center after any incident. When documenting, use direct quotes when possible and provide as much detail as you can.

De-Escalation Techniques

Conflict is not always a bad thing. When students approach faculty and staff with issues, it is an opportunity to resolve differences, build understanding, and create a more welcoming and trauma-informed campus.

Be intentional in verbal communication, tone of voice, language, body language, and eye contact. Be emotionally present with the student. Give clear, simple instructions to the student: "I understand you're upset, but let's sit down and talk."

Students are facing new personal, academic, financial, and behavioral challenges in their lives that they may or may not have learned how to properly deal with. You do not have to teach them how to deal with these challenges, but you do need to listen compassionately and respond resourcefully.

It is natural to respond to conflict with defensiveness. From a trauma-informed lens, we must avoid this and use the opportunity to connect with our students.

NATURAL
RESPONSE:
CONFRONTATION
&
DEFENSIVENESS

VS.

INFORMED /
EMPATHETIC
RESPONSE:
DEFLECTION
&
REDIRECTION

Deflect confrontational language back:

- "I appreciate that...but..."
- "I'm sorry you feel that way...but..."
- "I understand... but..."
- "That may be true...however..."

De-Escalation Techniques

The 3 C's of De-Escalation

Confident: Confidence creates trust, and a feeling of safety for the student. Know campus resources, such as the ACCESS Center, Student Services, and the Wellness Center, and refer students with confidence.

Calm: Reacting to a confrontational student with calmness sets the tone of the conversation and establishes you as a reliable source for the student.

Create Space: Remember: It's not about "winning" an argument with a student. Giving space and listening carefully is the best starting point for creating trust and vulnerability to de-escalate a conflict.

Other Tips for De-Escalation:

Avoid Overreacting: Try to stay calm, rational, and professional (We know it's not easy)

Allow Reflection Time: Don't be afraid of silence — It's a powerful tool

Use Diffuser Phrases: "good point," "I hear you," "noted"

Personal Space: Stand 3ft away from the escalating student

Choose wisely what you insist upon: If you can offer a person options and flexibility, you may be able to avoid unnecessary altercations.

The Five-R Method

Receive the student's comments without interruption and do not become defensive	Repeat the student's comments back to them as objectively as you can "I see, so you're saying..."	Request that the student help provide ideas to solve the problem "Is there something you usually do in this situation?"	Review the options with the student and decide on the best approach "I understand; here's what I can do. How does that sound?"	Respect the student even if you disagree. Students need to feel respected in order to be open to your suggestions
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Do not hesitate to seek assistance immediately from Security Services at (773) 481-8970 (main campus) or (773) 481-8233 (HP Campus), or call 911.

Suicidal Students

Early intervention is important in preventing suicide. You may be the first to notice that a student is in crisis, and the intervention process that you begin may help save a life.

Direct verbal cues for suicidality:

- “I’ve decided to kill myself.”
- “I wish I were dead.”
- “I am going to commit suicide.”
- “I’m going to end it all.”
- “If (such and such) doesn’t happen, I’ll kill myself.”

Indirect “coded” verbal cues:

- “I’m tired of life, I just can’t go on.”
- “My family would be better off without me.”
- “Who cares if I’m dead anyway.”
- “I just want out.”
- “I won’t be around much longer.”
- “Pretty soon you won’t have to worry about me.”

Remember: Your goal is not to diagnose and/or treat students. Your job is to reduce stigma around mental health and promote help-seeking behaviors for distressed students.

If you have any suspicion that a student may harm themselves or others, call Security Services immediately at:

(773) 481-8970 (main campus) or
(773) 481-8233 (HP campus)

and call 911 for a wellbeing check.

Note student's first and last name, reason for wellbeing check, student's phone number, address, name of reporter and relation to student ("staff/professor at Wilbur Wright College"). You can find address, name, and phone number information in the Student Center.

Suicide Warning Signs

If you notice any of the following signs, take action!

<p><u>Talk:</u> If a person talks about: Killing themselves, having no reason to live, being a burden to others, feeling trapped, or unbearable pain</p>	<p><u>Behavior:</u> Suicide risk is greater if a behavior is new or has increased, especially if it's related to a painful event, loss, or change. Examples include Drug/alcohol use, looking for ways to kill themselves (such as looking for materials online), acting recklessly, isolation, and aggression</p>	<p><u>Mood:</u> People who are considering suicide often display one or more of the following moods: Depression, loss of interest, rage, irritability, and anxiety</p>
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Signs that a student may be at risk include the following F-A-C-T-S:

<p><u>Feelings:</u> Expressing strong feelings like hopelessness, sadness, anxiety, worry, or anger</p>	<p><u>Actions:</u> Isolation, doing risky things, researching ways to die online</p>	<p><u>Changes in</u> student's normal mood or behavior</p>	<p><u>Threats:</u> Direct, like "I'd rather be dead," or indirect, like "I just don't care anymore"</p>	<p><u>Situations</u> that can serve as triggers for suicidal behavior, like trouble at home, school, or with the law</p>
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Assisting Students with Disabilities: Developmental Disabilities

The term "developmental disabilities" is a far-reaching term that can include Autism Spectrum Disorder, Attention Deficit Hyperactive Disorder (ADHD), intellectual and learning disabilities, cerebral palsy, hearing or vision impairment, and more. People with developmental disabilities often have specific communication needs, such as not using acronyms, idioms, sarcasm, colorful expressions, or complicated sentences among other possibilities, depending on their individual disability (or disabilities).

Ask the person with developmental disabilities (or their caregiver or helper) about their communication needs.

Do not pretend to relate to or understand the person if you do not. If you are having difficulty understanding the person, ask them if they would like someone else to be involved in the conversation who may understand better, such as someone from the ACCESS Center.

The ACCESS Center can be a valuable resource for students with all kinds of disabilities—physical, mental, emotional, and intellectual.

If a student in distress mentions that they use the ACCESS Center or are interested in seeking accommodations, please contact the ACCESS Center Director, Sophie Levandoski:

slevandoski@ccc.edu

Assisting Students with Disabilities: Psychotic Disorders

Disabilities can be intellectual, emotional, psychological, and physical. If you notice changes in how a student typically acts or handles their emotions, do not assume that such changes are caused by a disability.

Psychosis is a mental health challenge in which a person loses some contact with reality. Psychotic episodes, or episodes of psychosis, can involve:

- Difficulty concentrating in conversations; expressing unusual ideas or strange feelings, such as a fear that an outside authority is controlling them; heightened or reduced sensitivity to smell, sound, and color
- Depressed mood, anxiety, irritability, fearfulness
- Talking to themselves or someone who is not present; inappropriate behavior, such as loud shouting during a quiet ceremony; confused or disorganized speech
- Decline in hygiene; showing no, limited, or inappropriate facial expressions

Treatment is available for psychosis. If you notice a student exhibiting psychotic symptoms, contact the Wellness Center:

(773) 481-8560
htanon@ccc.edu
wrwellness@ccc.edu

Self Care

Suicidal students may express anger or feel betrayed by your attempts to encourage them to seek professional help. Try not to take hurtful actions or words personally.

You cannot assist others without taking care of yourself.

Self-Care Apps:

- Insight Timer — "Guided meditations, sleep music tracks and talks led by the top meditation and mindfulness experts, neuroscientists, psychologists and teachers from Stanford, Harvard, the University of Oxford and more."
- Headspace — "Headspace offers guided meditations, courses, and mindfulness exercises on subjects like stress, general anxiety, worry, building resilience, and more topics for any moment."
- Daylio — Daily mood tracker and micro-journal

Take Care of Yourself:

Support is available for faculty and staff after working with a distressed or disruptive student:

Contact the Wellness Center at (773) 481-8560 or htanon@ccc.edu

Be Prepared:

Ask yourself these questions

What will I do for self care?

Who can I speak with right now?

Who can I call if I feel upset or distressed?

Contact Directory

Security Services: (773) 481-8970 (main campus) or (773) 481-8233 (HP Campus)

Victor M. Guerrieri (Director of Security): (773) 391-0882 (cell)

Wellness Center: (773) 481-8560 or wrwellness@ccc.edu

Hoyam Tanon (Director of Wellness Center): (773) 673-8634 or htanon@ccc.edu

Student Services: (773) 481-8451

Romell Murden-Woldu (Dean of Student Services): rmurden@ccc.edu

Title IX:

Alison Guengerich (Title IX Coordinator): (773) 907-4445 or aguengerich1@ccc.edu

Supportive Intervention Team (SIT): Behavioral Assessment Team for Wilbur Wright College

Person of Concern Report Form: <http://apps.ccc.edu/PersonofConcern> **(DO NOT USE IN EMERGENCIES)**

SIT Board Members:

Victor M. Guerrieri, Director of Security, SIT Chair
vguerrieri@ccc.edu

David Potash, President (pro tem)
dpotash@ccc.edu

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If you have any questions or comments about the contents of this book, please contact Hoyam Tanon, Director of the Wellness Center, at htanon@ccc.edu.

Bibliography

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The Wellness Center offers FREE & Confidential Services

Our diverse team strives to create a safe, non-judgmental environment that facilitates authenticity and open exploration. The team is committed to providing holistic mental health services to support students.

What we offer:

- Individual counseling (English, Spanish, & Arabic)
- Support Groups & Workshops
- Evaluations for Learning Disabilities
- Referrals to Community Resources for Basic Needs (childcare, housing, medical care, legal help, food assistance, etc.)

Hours:

Monday & Thursday 9AM-8PM
Tuesday & Wednesday 9AM-5PM
Friday 9AM-12PM

Additional hours available by appointment

Walk-ins Welcome:

Contact us by phone, email, Zoom, or in-person:

Located in: S-106

Phone: (773) 481-8560

Email: wrwellness@ccc.edu

Zoom:

Meeting ID 351 492 3395
(or scan the QR code)



Questions?:

Contact htanon@ccc.edu

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