REFER

If you're not sure who to contact, please reach out to Student Advocacy. The role of that office is to serve as a hub of resources and student support.

Student Advocacy*
Atherton Union 311B
317-940-2047
www.butler.edu/student-life/student-advocacy/

EMERGENCY SUPPORT

Butler University Police Department
317-940-9999 (Emergency Number)
317-940-9363 (Non-Emergency Number)
www.butler.edu/public-safety/

EMERGENCY FINANCIAL ASSISTANCE

Butler Student Emergency Assistance Fund
www.butler.edu/admission-aid/financial-aid-scholarships/emergency-fund/

ACADEMIC SUPPORT

Student Success Center
Jordan Hall 109
317-940-9308
www.butler.edu/academic-services/student-success-center/

Career and Professional Services (CAPS)
Dugan Hall 102
317-940-9383
www.butler.edu/internships-careers/

Office of International Student Services
Jordan Hall 133D
317-940-9888
www.butler.edu/academic-services/international/

MENTAL HEALTH

Counseling and Consultation Services*
Health & Recreation Center 120
317-940-9777
www.butler.edu/well-being/counseling-services/

PHYSICAL HEALTH

Student Health Services*
Health and Recreation Complex (HRC) 110
317-940-9385
www.butler.edu/well-being/health-services/

** denotes if a resource is considered a* ***confidential resource*** *for sexual misconduct response*

STUDENT LIFE

The Compass Center*
The Blue House
317-940-8253
www.butler.edu/diversity-equity-inclusion/compass-center/

Office of the Dean of Students
Atherton Union 311
317-940-9
www.butler.edu/student-life/assessment-team/

Efroymson Diversity Center
Atherton Union 004
317-940-6570
www.butler.edu/diversity-equity-inclusion/efroymson-diversity-center/

Student Disability Services
Jordan Hall 136
317-940-9308
www.butler.edu/diversity-equity-inclusion/student-disability-services/

NATIONAL HOTLINES

National Suicide Prevention Hotline
988
988lifeline.org/

Crisis Text Line
Text HOME to 741741
www.crisistextline.org/

The Steve Fund
Text STEVE to 741741
stevefund.org/

The Trevor Project
888-488-7386
www.thetrevorproject.org/

National Sexual Assault Hotline
800-656-HOPE (4673)
www.rainn.org/

National Domestic Violence Hotline
800-799-SAFE (723)
www.thehotline.org/

Butler University Crisis Response & Resources

UNIVERSITY CRISIS RESPONSE PROTOCOL

Follow the chart to determine who to contact when faced with a distressed or distressing student.

Is the student a danger to self or others, or does the student need immediate assistance for any reason?

YES
Student's behavior is clearly reckless, disorderly, dangerous, threatening, or otherwise suggestive of harm to self or others.
→ Contact BUPD at 317-940-9396.
→ Report concern to the Assessment and Care Team (ACT) via a Student of Concern Report* for follow up and support.

NO
I am not concerned for the student's immediate safety but they are having significant struggles and could use support.
→ Report the concern to the Assessment and Care Team (ACT) via a Student of Concern Report* for follow up and support.
→ Refer the student to an appropriate campus resource. *(see options on this folder)*

NOT SURE
The student shows signs of distress, but I'm unsure how serious it is. My interaction has me uneasy and concerned.
→ **During Business Hours:**
• Consult with Counseling & Consultation Services at 317-940-9385.
• Submit a Student of Concern Report* to the Assessment and Care Team (ACT).
After Business Hours:
• Report the concern to the Assessment and Care Team (ACT) via a Student of Concern Report* for follow up and support.

* You can submit a Student of Concern Report via the online form: **www.butler.edu/student-life/assessment-team/**

BUTLER UNIVERSITY
Crisis Response & Resources

RECOGNIZE | RESPOND | REPORT | REFER

Student Advocacy's Red Folder is a guide to help faculty and staff ***recognize, respond to, report,*** and ***refer*** students of concern to the appropriate campus resource. Helping you to respond with care and concern is a critical factor in supporting a healthy campus community.

RECOGNIZE
Common indicators of distress can be found throughout this guide. Students may present with indicators not listed.

RESPOND
Respond appropriately to the student. Each situation is unique. Use the tips and listed points to determine the most appropriate response.

REPORT
Always submit a referral as part of your response to students of concern, regardless of the perceived severity. Review the various reporting obligations to help you determine the appropriate next steps to help the student of concern.

REFER
Encourage help-seeking by providing students with information on the appropriate resources available on campus.

Student Advocacy is a university-wide initiative housed in the Office of the Dean of Students (DOS) that centralizes referrals and reports of students of concern.

Student Advocacy provides **crisis support and case management services** to support students who are experiencing challenges, distress, or crises that impact their social, personal, or academic goals.

Student Advocacy acts as a **confidential resource for students who have experienced any form of sexual misconduct** (sexual assault, relationship violence, stalking, exploitation, harassment, etc.). The Director of Student Advocacy collaborates with offices across campus and in the community to provide comprehensive outreach and resources for students.

Student Advocacy website centralizes all reporting and resourcing for students of concern across the university. Behavioral, academic, personal, discrimination, sexual misconduct, student conduct, and general student resources can be found using this one website location.

University Crisis Response Protocol

Follow the chart to determine who to contact when faced with a distressed or distressing student.

Is the student a danger to self or others, or does the student need immediate assistance for any reason?

YES
Student's behavior is clearly reckless, disorderly, dangerous, threatening, or otherwise suggestive of harm to self or others.
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Contact BUPD at 317-940-9396.
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Report concern to the Assessment and Care Team (ACT) via a Student of Concern Report* for follow up and support.

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I am not concerned for the student's immediate safety but they are having significant struggles and could use support.
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Report the concern to the Assessment and Care Team (ACT) via a Student of Concern Report* for follow up and support.
↓
Refer the student to an appropriate campus resource. *(see options on this folder)*

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The student shows signs of distress, but I'm unsure how serious it is. My interaction has me uneasy and concerned.
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During Business Hours:
• Consult with Counseling & Consultation Services at 317-940-9385.
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After Business Hours:
• Report the concern to the Assessment and Care Team (ACT) via a Student of Concern Report* for follow up and support.

* You can submit a Student of Concern Report via the online form:
www.butler.edu/student-life/assessment-team/

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LAST UPDATED AUGUST 2026

RECOGNIZE

These are some common indicators that a student may be experiencing distress—but indicators of distress appear differently for every student, so **be on the lookout for anything that is out of the norm for each individual.** You can also look for groups, frequency, and severity of behaviors, not just isolated symptoms.

ACADEMIC

- Sudden decline in quality of work and grades
- Frequently missed classes and assignments
- Disturbing content in writing or presentations
- Classroom disruptions
- Consistently seeking personal rather than professional advice
- Multiple requests for extensions/special considerations (a change from prior functioning)
- Doesn't respond to repeated requests for contact/meetings

PHYSICAL

- Marked changes in physical appearance (e.g. poor grooming/hygiene or sudden weight loss/gain)
- Noticeable behavioral changes indicating loss of contact with reality
- Visibly intoxicated or under the influence of other drugs
- Rapid speech or manic behavior
- Depressed or lethargic mood or functioning
- Observable signs of injury (e.g. bruising or cuts)

PSYCHOLOGICAL

- Self-disclosure of personal distress (e.g. family problems, financial difficulties, assault, discrimination, legal difficulties)
- Unusual/disproportionate emotional response to events
- Excessive tearfulness, panic reactions
- Verbal abuse (e.g. taunting, badgering, intimidation)
- Expressions of concern about the student by peers
- Self-disclosure of unwanted sexual experience or request(s) for contact*

**See Reporting Obligations for Butler Employees*

SAFETY RISK

- Verbal, written, or implied references to suicide, homicide, assault, or self-injurious behaviors
- Unprovoked anger or hostility/physical violence (e.g. shoving, grabbing, assault, use of weapon)
- Academic assignments dominated by themes of extreme hopelessness, helplessness, isolation, rage, despair, violence, self-injury
- Stalking or harassment
- Communicating threats/disturbing comments via email, correspondence, texting, or phone call

RESPOND

Use these tips to determine the most appropriate response for a distressed student. If you would like to complete the full Mental Health First Aid training, visit www.butler.edu/well-being/mental-health-first-aid/

THE MENTAL HEALTH FIRST AID ACTION

1) Assess for possible risk of suicide or harm. *(recognize)*
- Know the emergency on campus resources and contact them if necessary.
- Ensure your safety and the safety of others.

2) Approach the student in a way that helps them feel safe and supported. *(respond)*
- Use a calm, non-confrontational approach.
- If safe, meet privately and always allow sufficient time to meet. If it is NOT an imminently dangerous situation, take time to think through what the most helpful next step might be.
- If you decide not to have direct contact with the student, refer the incident to the Assessment and Care Team (ACT) by calling the Dean of Students Office or via a Student of Concern Report.

3) Listen non-judgmentally.
- Use active listening skills. Make eye contact and give the student your full attention. Restate what the student says to make sure you understand what is causing the distress and/or what they need help with.
- Be mindful of nonverbal communication. When your nonverbal signals match up with the words you're saying, it increases trust, clarity, and rapport. When they don't, they can generate disconnection, mistrust, and confusion.

4) Give validation, affirmation, reassurance, and information. *(respond)*
- Allow the person to talk it out – silence can be a powerful tool.
- Ask direct questions. Don't be afraid to ask the student if they are having thoughts of harming themselves or others. By asking, you are not instilling the thought.
- Respect the student's privacy without making false promises of confidentiality. Be up-front about who you must report to and what will happen when you do.

5) Encourage appropriate professional help and **Encourage** appropriate self-help and other support strategies. *(refer)*
- Recommend services and provide direct referrals to on campus resources. Help the student contact those resources.
- Make personal referrals by walking a student over to the needed resource or sending email introductions with all parties.
- Reassure the student that reaching out for help is a positive choice and does not indicate weakness or inability to succeed at Butler.
- Invite students to consider self-help strategies that have worked from them in the past or brainstorm new ways to help themselves cope with a challenging situation.
- Seek consultation. You are not alone. There are resources available on campus that can help support you and the student.

TRAUMA INFORMED RESPONSES & SUPPORT STRATEGIES

Sometimes a student will disclose that they have experienced a traumatic event that is now affecting their everyday life. Other students may not feel comfortable sharing their trauma but are still in need of trauma-informed support and care. Here are a few things to consider about being more trauma-informed in your interactions with students.

The Pillars of Trauma-Informed Care

1) Safety — While physical safety is critical, this pillar also includes how the student feels in their interactions with others. An emotionally safe environment includes: consistency, reliability, predictability, availability, honesty, and transparency.

2) Connection — Developing a connection with students can help them feel safe and supported when they encounter challenges in their lives. Start by building your relationship with your student through appropriate attachment and unconditional positive regard. Help encourage them by highlighting their character strengths.

3) Managing Emotions — We must first learn to regulate our own emotions and responses to hearing difficult things from students, and then encourage them to regulate their own emotional responses. You can try doing different regulating activities with them to help co-regulate their nervous system, such as breathing or grounding exercises.

Trauma-Informed Support Checklist

1) Provide a steady and predictable presence. Be clear about your boundaries and what you can offer. Connect the student with folks who can assist.

2) Be mindful of nonverbal communication (facial expressions, tone, noticings, validation).

3) Work to maintain regulation within your own emotions and nervous system.

4) Consider using invitation language. Sometimes we seek to provide instruction rather than support. Allowing the student to have as much control over their own journey as possible is critical to them developing resiliency skills that will help them.

5) Be on their level—avoid references of authority, either through language or nonverbal communication.

6) Do not use any sort of physical contact, unless explicitly told it is okay.

7) Offer opportunities for regulation if they are experiencing a state of activation (e.g. crying, difficulty catching their breath, heart racing, feeling overwhelmed).

OTHER RESPONSE STRATEGIES TO CONSIDER

- **Importance of Follow Up** – To further demonstrate support, following up with students is helpful. Check in to see how they are doing, follow up on resources you may have referred them to, and see if there is anything else they need within the scope of your role.
- **Recognize Your Role Limitations & Set Boundaries** – Most often, students need someone to listen without judgment, to express care, and to help point them in the right direction for additional support. Be direct about the limitations of your role and set boundaries for what is and is not comfortable for you. Responding to these situations can be emotionally challenging, so remember to seek support for yourself.
- **If The Student Doesn't Want Help** – Respect their decision to accept or refuse help (unless it is an emergency). Let the student know of your reporting obligations. Leave the door open for follow up and remind the student you are available if they change their mind. Sharing resources in a follow up email can also be helpful.

REPORT

The Assessment and Care Team (ACT), chaired by the Director of Student Advocacy, is an interdepartmental staff and faculty group that serves as a centralized body to discuss issues of concern and coordinate support to students. The goal of the ACT is to intervene early and offer resources and support.

The best way to communicate with the ACT in regards to a student concern is by making a Student of Concern Report. Each student's case will be reviewed by the Director of Student Advocacy, who will then connect the student with the most appropriate resource(s). Before you submit a Student of Concern Report report, we highly recommend you contact the Associate Dean of your academic college to make them aware of your concerns. As members of the ACT, they may have information about the student that could be helpful.

SUBMITTING A STUDENT OF CONCERN REPORT

A Student of Concern Report is a way for any individual to electronically submit concerns they have for a student via a form that is sent directly to the Dean of Students and convener of the ACT to ensure privacy.

You can submit a Student of Concern Report via the online form: www.butler.edu/student-life/assessment-team/

This form is sent directly to the Director of Student Advocacy and chair of the ACT. If your concern requires an emergency response, please contact BUPD at 317-940-9396.

What the student of concern can expect after a Student of Concern Report is submitted:
- Staff will reach out to the student in regard to the report. This will be done in a private and sensitive manner.
- Based on the student's need, they will likely meet with a professional and can expect to be heard, affirmed, and connected to resources.

DISCRIMINATION AND SEXUAL MISCONDUCT CONCERNS

The University's response to all allegations of discrimination, sexual misconduct (including Title IX), or equity-based retaliation is coordinated by the Office of Institutional Equity. Reporting alleged or suspected discrimination, sexual misconduct, or equity-based retaliation by or against any student or employee should be reported. Examples include reports of sexual assault, stalking, dating/domestic violence, and harassment/misconduct of any kind motivated by an individual's identity in a protected class.

To submit a report of sexual misconduct, visit: www.butler.edu/student-life/title-ix/report/

To submit a report for an incident of bias, visit: www.butler.edu/bias/report/

REPORTING OBLIGATIONS

With very limited exceptions, all Butler University faculty and staff employees are referred to as "responsible employees" and must report any known, disclosed, alleged, or otherwise reported (formally or informally) incidents of sexual misconduct that satisfy any of the following criteria within 24 hours of become aware of the incident:
- Sexual misconduct against any individual who is currently a minor by any individual
- Sexual misconduct against an individual who is or was a student at the time of the incident
- Sexual misconduct by an individual who is or was a student or employee at the time of the incident

For more information about reporting obligations, visit: www.butler.edu/student-life/title-ix/

CONFIDENTIAL SEXUAL MISCONDUCT RESOURCES

Student Advocacy
Atherton Union 311B
317-940-2047
www.butler.edu/student-life/student-advocacy/

Counseling and Consultation Services
Health & Recreation Center 120
317-940-9777
www.butler.edu/well-being/counseling-services/

Student Health Services
Health and Recreation Complex (HRC) 110
317-940-9385
www.butler.edu/well-being/health-services/

The Compass Center
The Blue House
317-940-8253
www.butler.edu/diversity-equity-inclusion/compass-center/

WHAT ABOUT PRIVACY?

The Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern in connection with the health and safety emergency. Observations of a student's conduct or statements made by a student are not protected under FERPA.