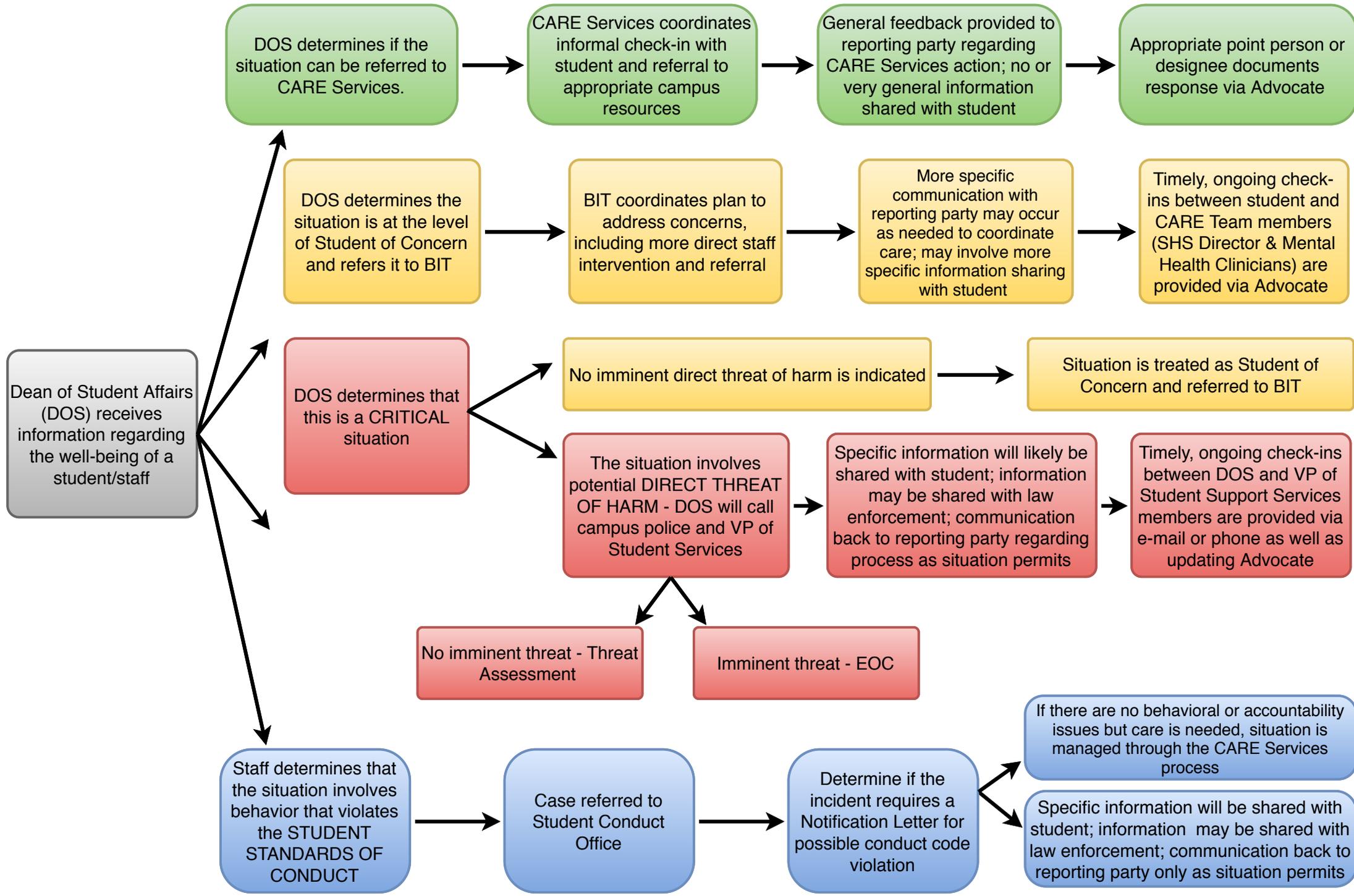


# BEHAVIORAL INTERVENTION TEAM WORKFLOW



## Routine Care

- Student shows symptoms of **mild emotional distress** (e.g., depressed mood, tearful, upset, anxious)
- Student shows evidence of **mild impairment** in functioning or adjustment (academic, social, or spiritual)
- Student is experiencing **situational stressors** (e.g., failed an exam, financial difficulty, roommate problems, homesickness)

## Student of Concern

- Symptoms of **moderate emotional distress** (e.g., maniac, disorganized, agitated, overwhelmed, unstable, bizarre or unusual behavior)
- Evidence of **moderate impairment** in functioning (academic, social, or spiritual)
- Student recently experienced a **traumatic life event** (e.g., sexual assault, death in the family, hospitalization)
- Student gives evidence of **threat to self** (e.g., passive suicide thoughts, self-injury, eating disorder, inability to care for self)

## Critical Situation

- Student displays **high levels of emotional distress** or **psychiatric symptoms** (e.g., paranoid, hallucinations, delusions).
- Evidence of **significant impairment in multiple** aspects of functioning (academic, social, spiritual)
- Student exhibits **disruptive or dangerous behavior** (e.g., acting out in class or in offices; hostile, defiant or intimidating behavior; difficulty regulating emotions or behavior)
- Student gives evidence of **imminent threat to self** (e.g., active, frequent suicide thoughts with plan and intention; suicidal gestures or behavior)
- Student gives evidence of **threat to others'** safety and well-being.