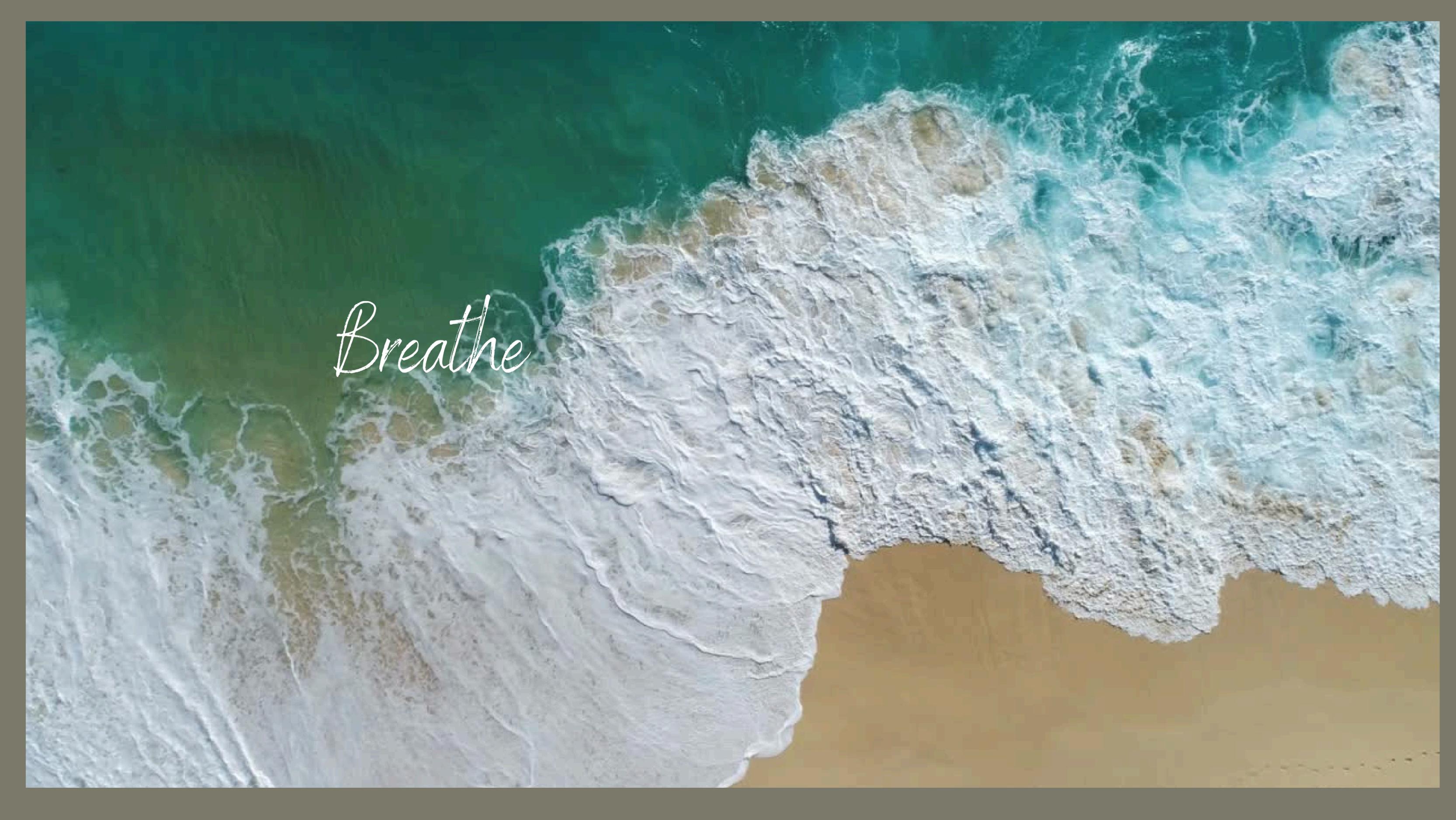


Restorative Approaches to
Campus Wellbeing:

Supporting Students through Connection, Referral, and Restoration



An aerial photograph of a coastline. The top half of the image shows the ocean with waves breaking, creating white foam. The bottom half shows a sandy beach. The word "Breathe" is written in a white, cursive font across the middle of the image, overlapping the water and the beach.

Breathe

Welcome & Setting the Stage

Workshop Overview:

- Overview of Health and Wellness Services
- Role of Behavioral Intervention Team (BIT)
- Healing Centered Engagement
- Promote understanding of Restorative Justice principles.
- Equip faculty with practical tools to manage concerns compassionately.
- Green Folder- Distress Response Protocol



Health & Wellness Center

Variety of low cost/no cost health services to students who are enrolled and have paid Crafton Health fee.

Enrolled students have access to mental health services

Health Services

- Physicals
- Immunizations
- Sick Visits
- TB testing
- Reproductive care
- Workshops

Mental Health Services

- Individual therapy services
- Groups
- Workshops
- Outreach and awareness (classrooms and campus events)

Your Virtual Health and Well-Being Resources

Available on the TimelyCare app or timelycare.com/craftonhills

The screenshot displays the TimelyCare app interface with several service options:

- TalkNow:** 24/7, on-demand emotional support to talk about anything.
- Scheduled Counseling:** Choose your preferred day, time, and mental health provider.
- Self-Care Content:** Visit the "Self-Care" page for guided self-care content.
- Basic Needs:** Access to free or reduced-cost community resources.
- Peer Community:** Share your experiences with a nationwide network of students.

At the bottom, there is a QR code, App Store and Google Play download buttons, the TimelyCare logo, and social media handles for @timelycare and @timely_care.



Behavioral Intervention Team (B.I.T)



Early Referrals

Noticing signs early , saying something, and referring



Holistic Outreach

Team represents various campus offices to support multidimensional holistic wellbeing approach



Resource Connection & Restoration

Students cases are reviewed and connected to potential supports on and off campus.

Healing Centered Engagement(HCE)

- HCE utilizes a multidimensional framework that focuses on culture, relationships, agency, meaning and action.
- HCE takes a strengths based approach to healing, looking more at “what is right with you” than “what is wrong with you”
- HCE considers the environmental context looking at the larger system



Healing Centered Engagement



Relationships

Strong empathetic relationships with staff, faculty and students to provide sense of safety. Build empathy



Culture and Informed Practices

shared experience to support creating belonging.



Agency

Collective power to enact change
Social justice, awareness of inequalities, social action



Meaning

Collective values and purpose



Aspirations

Create opportunities to envision and imagine the future

Healing Centered Engagement In Action

Supporting Staff & Faculty



Workshops, professional development opportunities. Skill building in emotional safety, mindful listening, self compassion practices, and mental health.

Safe Spaces/Mental Health



Community building circles, safe spaces to connect. Signaling and highlighting mental health services. Options for ongoing mental health services.

Student Support Programs



Establish peer support programs trained in active listening, emotional support, and mindfulness practices. These students can act as “wellness ambassadors”

Healing Centered Engagement In Action

Self Compassion/Holistic Wellbeing



Breathwork skills, Community building circles, holistic wellness planning, mindfulness, campus wide events

Student Engagement & Belonging



Student interest groups, clubs, advocacy groups, and leadership

Restorative Justice: A Healing Centered Practice

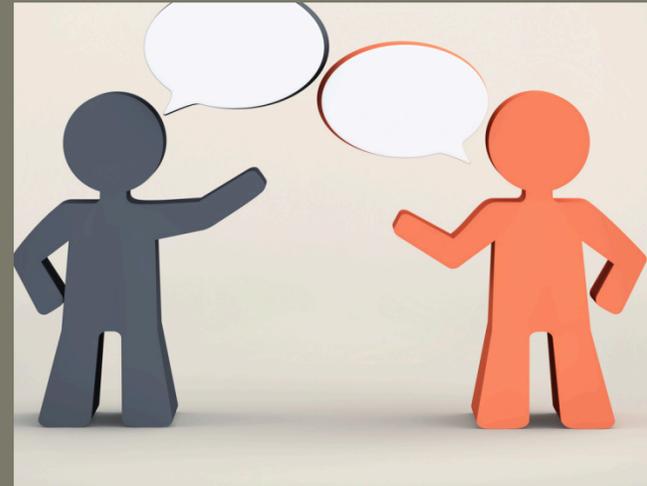
History

- Emerged in the 1970's in the legal system.
- Focuses on victims' needs & true accountability

Core Principles

- Inclusive decision-making.
- Active accountability.
- Repairing harm.
- Rebuilding trust.

Restorative Justice Processes



Conference

Dialog to repair harm

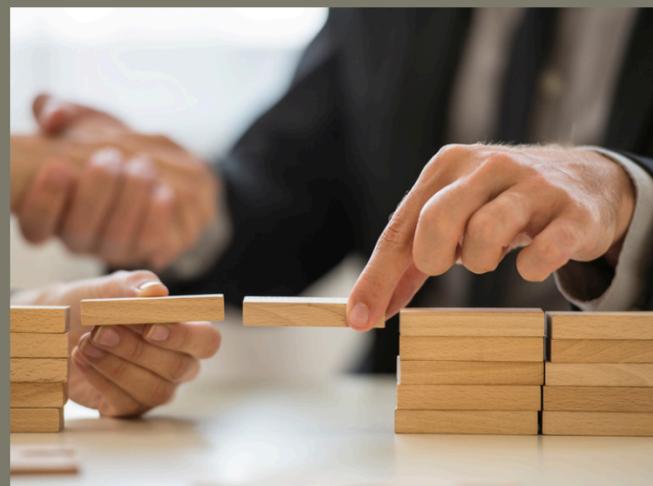
Restorative approaches ask:

How do we repair harm while preserving dignity and relationships? How do we meet behavior with connection, not just consequence?



Circles

Inclusive community-based process



Boards

Focused on repairing harm, not punishment

Principles of Restoration

Key Principles

- Stay calm and neutral.
- Recognize triggers and avoiding intensifying the problem.
- Mindful awareness skills

Practical Tools for Faculty

- **Verbal:** Active listening and empathetic communication.
- **Non-Verbal:** Body language and personal space awareness.



Let's Practice:
**Utilizing Skills and Referral
Path**

Vignette #1

Scenario: A student in your class has begun displaying frequent emotional outbursts, including shouting and crying during lessons. Their behavior is increasingly erratic, with signs of poor hygiene and agitation. Classmates report feeling anxious and uncomfortable.

Small Group Discussion:

What concerns you most?

How might you engage the student compassionately before referring?

When do you decide to submit a BIT referral?

How do you talk to the student after the referral? Or do you?

Vignette #2

Scenario: A student sends an inappropriate, aggressive email after receiving a low grade. The tone is disrespectful and accusatory. Faculty feels disrespected but wants to avoid overreacting.

Small Group Discussion :

- How could this be handled restoratively (not punitively)?
- What would accountability with dignity look like?
- When might this still go to conduct?

Next Steps & Takeaways



Key Insights

- Restorative practices foster empathy and accountability
- Connection and mindfulness is vital classroom tool
- BIT- is care focused



Call to Action

How likely are you to refer



Feedback and Reflection

What is one tool or phrase you are taking away that could help you better support students?

How likely are you to refer



<https://www.menti.com/alymp76pp57u>

What is one tool or phrase you are taking away that could help you better support students?



<https://www.menti.com/alymp76pp57u>



Green Folder

Support for faculty, staff and peers working with a distressed student.

Response Protocol

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

Ask yourself, is the student a danger to self or others?

YES

The student's conduct is clearly and imminently reckless, dangerous, or threatening — including danger to self or others.

Call **911** or Campus Police **909-384-4491**

After speaking with police, report the concern to: **Behavior Intervention Team**

I'M NOT SURE

The student shows signs of emotional distress, but I am unsure how serious it is. My interaction has left me feeling uneasy and/or concerned about the student.

For consultations contact: **Health & Wellness Center 909-389-3272**
healthwellness@craftonhills.edu and/or **Behavior Intervention Team**

NO

I am not concerned for the student's immediate safety, but the individual is having academic and/or personal issues and could use some support

Refer the student to: **Behavior Intervention Team**
Or refer the student to an appropriate campus resource. See Quick Resource Guide section, for options.



Assisting Students in Distress

See Something. Say Something. Do Something.

See Something.

Students may feel alone, isolated, and even hopeless when faced with academic and life challenges. These feelings can easily disrupt academic performance and may 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. We request that you act with compassion in your dealings with such students.

Say Something.

Students exhibiting troubling behaviors in your presence are likely having difficulties in various settings including the classroom, with roommates, with family, and even in social settings.

Trust your instincts. **SAY SOMETHING** if a student leaves you feeling worried, concerned, or threatened!

Do Something.

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.

The purpose of this folder is to help you recognize symptoms of student distress and identify appropriate referrals to campus or community resources.

Academic Indicators	Physical Indicators	Safety Risk Indicators	Psychological Indicators
<ul style="list-style-type: none"> Sudden decline in quality of work and grades. Repeated Absences. Bizarre content in writings or presentations. You find yourself doing more personal rather than academic counseling during office hours. 	<ul style="list-style-type: none"> Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain. Excessive fatigue/sleep disturbance. Intoxication, hangover, and/or smelling of alcohol. Disoriented or "out of it". 	<ul style="list-style-type: none"> Unprovoked anger or hostility. Implying or making a direct threat to harm self or others. Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/violent behaviors— "a cry for help". Communicating threats via email, correspondence, texting, or phone calls. 	<ul style="list-style-type: none"> Self-disclosure of personal distress — family problems, financial difficulties, contemplating suicide, grief. Excessive tearfulness, panic reactions, irritability or unusual apathy. Verbal abuse (e.g., taunting, badgering, intimidation). Expressions of concern about the student by the student peers.



Assisting Students in Distress

When a student comes to you for help, or you've identified a student who may be in distress, remember **V.I.C.K.S**

1

VALIDATE

- Be focused and present in the conversation.
- Show you understand and express empathy.
- "You are going through a lot right now. Thank you for sharing."

2

IDENTIFY

- Notice out loud and express your concern.
- "I'm noticing these challenges are impacting other parts of your life, like your academics."

3

CARE

- Communicate your care and intentions.
- "I'm here for you and I want to help connect you with appropriate support".

4

KNOWLEDGE

- Share knowledge of resources.
- "As a student, you have access to the health center. Can we call together right now?"

5

SUPPORT & SELF CARE

- Provide the resources and phone numbers listed below and assist the student with contacting one of the numbers.
- Take time to reenergize after helping the student. If you are needing support, please reach out to your Employee Assistance Program.

Credited Moreno Valley College & RUHS Suicide Prevention Coalition Higher Ed. Subcommittee



Assisting Students in Distress

Distressed or Disruptive?

Distressed?	Disruptive?
<p>Distressed students may be irritable, sad, angry, unduly anxious, withdrawn, confused, unable to focus or concentrate, or exhibit bizarre speech or erratic behavior. They may show behaviors such as, but not limited to, a decline in quality of work, bizarre content or nihilistic themes in writings, marked changes in appearance or hygiene, or make implied or direct threats of self-harm.</p> <p>The student may disclose:</p> <ul style="list-style-type: none"> • Depression or anxiety symptoms • Death of a family member • Relationship break up • Family and parent issues • Identity concerns/conflicts • Suicidal thoughts • Feeling isolated or lonely • Sexual assault, stalking, harassment, and/or intimate partner violence - Refer directly to Title IX • Financial/unemployment concerns • Distress over racial injustice or safety concerns for themselves or others <p>Confidentiality and FERPA</p> <p>While specific student records and information within offices like Health & Wellness are confidential by law (meaning information cannot be shared without consent or legal exception), we can always receive information and provide support through general consultation.</p> <p>The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records and DOES allow communication about a student when health and safety are a concern. Please note, observations made about a student's conduct, or comments and communication made by the students are NOT educational records and thereby do not fall under FERPA. Staff and Faculty are free and encouraged to share any health and safety concerns about a student with an appropriate campus entity.</p> <p>Consultations and Referrals:</p> <p>Health & Wellness Phone: 909-389-3272 Website: craftonhills.edu/healthcenter</p> <p>Behavior Intervention Team (BIT) Website: craftonhills.edu/bit</p>	<p>Disruptive students interfere with the learning environment for themselves and other students. They behave in a manner that is disorderly, distracting, reckless, aggressive, paranoid, defiant, destructive and/or threatening. They may refuse to stop talking in class, continually interrupt class, or use language that is offensive and/or deliberately provocative. They may communicate threats via email, text, or phone calls.</p> <p>For non-threatening disruptive behaviors in the classroom:</p> <ul style="list-style-type: none"> • Take the student aside, or meet with the student at the end of class • Use a calm, non-confrontational approach • Identify the inappropriate behavior • Review the classroom rules and policies • Inform student of expected or required behavior moving forward • Inform student of consequences if student's behavior does not conform to expectations • Document your expectations in writing to the student in addition to your own notes • Ask a student to leave as a last resort <p>Before speaking to the student, you may consider cautioning the whole class/group about a particular behavior, rather than warning a single student.</p> <p>Consultations and Reporting:</p> <p>Student Conduct and Academic Integrity Program Phone: 909-389-3207 Website: craftonhills.edu/faculty-and-staff/student-conduct</p> <p>Behavior Intervention Team (BIT) Phone: 909-389-3272 Website: craftonhills.edu/bit</p> <p>Concerned for a Student?</p> <p>To report students of concern, please file a BIT Report. To report life-threatening or immediate danger situations please call Campus Police at 909-389-3275 or dial 911.</p> <p>Off-Campus Resources & Referrals</p> <p>24/7 Inland SoCal Crisis & Suicide Helpline Call 951-686-HELP (4357) to speak with a trained crisis counselor.</p> <p>24/7 National Suicide & Crisis Lifeline Call or Text 988 for FREE and confidential emotional support.</p> <p>24/7 Crisis Text Line Text HOME to 741741 to text with a trained crisis counselor.</p>



Resources & Referrals

Community, Campus, and Online Help.

Referrals to Report an Incident or Concern

The CHC BIT is an interdisciplinary team working to promote the health, safety, success, and wellbeing of the campus community and individual campus members by coordinating information and developing support plans for students of concern. The primary objective is to employ positive interventions whenever possible before situations become severe, and potentially dangerous, through early identification, subsequent education and management strategies.

The purpose of the team is to identify concerns and coordinate a network of existing resources focused on prevention and early intervention in campus situations where persons are experiencing distress. The team will develop and employ interventions, support strategies and offer case coordination. The team may seek out your perspective and/or expertise to help develop the most effective interventions possible.

To make a referral to appropriate resources go to: <https://www.craftonhills.edu/faculty-and-staff/student-conduct/> which will open the web page where you will find the description of the following reports. Choose the report that is most appropriate for the given situation. Find the report badges to open the following reports:

- Student Conduct Incident Report**
- Student of Concern Report (BIT)**
- Academic Integrity Report**
- Sexual Misconduct Report**

If you need immediate assistance, call [909-384-4491](tel:909-384-4491) for campus police. For urgent crisis during business hours (9a-6p) or if a student is in distress call Student Health Services at [909-389-3272](tel:909-389-3272), for conduct Office of Dean of Student Services & Counseling [909-389-3207](tel:909-389-3207), and Vice President of Student Services for Sexual Misconduct/Title IX [909-389-3355](tel:909-389-3355) or campus police.

Community Resources	Campus Resources
<p>County of San Bernardino Department of Behavioral Health: Access Unit: 909-381-2420 (Immediate access to appropriate resources).</p> <p>Crisis Intervention Team: 909-421-9233 (Mobile crisis response for psychiatric emergencies).</p> <p>Crisis Text Line: Text "HOME" to 741741 Suicide and Crisis Lifeline: Call or Text 988</p> <p>Voluntary 24/7 Crisis Stabilization Clinics: Windsor (San Bernardino): 909-361-6470 Merrill (Fontana): 951-643-2340</p>	<p>Health and Wellness Center: 909-389-3272 craftonhills.edu/healthcenter</p> <p>Campus Police: 909-3894-4491 craftonhills.edu/police</p> <p>Student Counseling Dept.: 909-389-3366 craftonhills.edu/counseling</p> <p>Basic Needs: 909-389-3233 craftonhills.edu/basicneeds</p> <p>Student Accessibility Services: 909-389-3325 craftonhills.edu/sas</p> <p>Online Resources: Timely Care: https://app.timelycare.com/auth/login</p>

Staff & Faculty Trainings



Register

**Hosted by: the Health & Wellness Center
Led by San Bernardino County Behavioral Health**

Suicide Awareness

Learn about suicide prevention strategies and how to promote awareness of the issue.

Oct. 7: Morning

Oct. 22: Afternoon

Communication & Crisis De-escalation

An overview of what a behavioral health crisis is, understanding the crisis cycle, and strategies to practice during a behavioral health crisis that may assist de-escalation.

Nov. 19: Afternoon



(909) 389-3272

www.craftonhills.edu/current-students/health-and-wellness-center/

Resources



BIT (connection and outreach support)



Health & Wellness Center

909-389-3272



Distress Student Response

Green Folder