

CARE

ca.eCARE

K

students, but you also  
preserve your own well-being.

Concern. When in doubt, contact  
Prevention Services for further

You can submit a concern at \_\_\_\_\_  
trainings at \_\_\_\_\_ /C

Suppo

## W

This is not a script, but rather examples of what you might say in a conversation with a student. It is important that you use language that feels natural to you and fits the context of your interaction with the student.

- “Hi \_\_\_\_\_, I just wanted to check in. I’ve noticed \_\_\_\_\_, and wanted to see if you want to talk about it.”
- “I’ve noticed \_\_\_\_\_ and I want you to know that I am here to support you.”
- “You seem distracted today. What’s going on?”
- “Hey, it seems like you’re having a hard time. I am here to support you if you want to talk about it.”

- “I care about your well-being, so I just wanted to check in to see how you’re doing. I want to know how I can be the most helpful for you.”
- “Thanks for taking some time to talk with me. I wanted to have this conversation because I care about how you’re doing and want you to know that I’m here to support you in the ways you need.”
- “How can I be helpful?”

## H

**F** \_\_\_\_\_ . If questions are helpful:

- “Wow, I’d like to hear more about that.”
- “I’m sorry, that seems like a difficult situation to be in, what is that like for you?”
- “That sounds really hard, how is that affecting your life?”

## C

- “Thank you for being so open with me. I want to continue this conversation, and I also want to make sure that you’re getting the help you need. I really think you may find \_\_\_\_\_ to be a very helpful and comforting resource.”
- “Reaching out to \_\_\_\_\_ for the first time can be a little confusing. Would you like help connecting to \_\_\_\_\_?”
- “I really think \_\_\_\_\_ can address some of your needs, but sometimes it takes several tries to find a place that is the best fit. If for any reason if it doesn’t feel like a match, then feel free to ask what other resources may be a better fit for your needs.”

: Offering the name of someone from the resource can help the student to feel more comfortable when they reach out.

# #WSUcares

## C

**D** \_\_\_\_\_ . Does the student need resources for social connection, specialized professional help, or is this an emergency?

**R** \_\_\_\_\_ . Sometimes communicating to a student that they may benefit from professional help can cause them to feel like they are being passed on as a problem or burden. Prevent this by explicitly reaffirming your connection with them.

**S** \_\_\_\_\_ . Help the student be realistic about what to expect from the resource and on what timeline. No single resource can meet all student needs. It often takes patience to access a resource, and persistence to experience the benefits.

**H** \_\_\_\_\_ . Students in distress may need help connecting with a resource. Showing them how to access a resource increases the likelihood that they will follow through. Help-seeking is an acquired skill, and requires knowledge and skill sets that may be new to the student. Your help in demonstrating the help-seeking process teaches them what it’s actually like, and can build their confidence to do it on their own in the future.

**F** \_\_\_\_\_ . Reconnect with the student to make sure that they successfully connected with the resources that you suggested. This reminds them that you care about them, and helps you understand where they’re at in the process of building their support system.

**R** \_\_\_\_\_ . While it can sometimes be disheartening to find a resource did not meet the student’s needs, this is a normal part of the process

**S** \_\_\_\_\_ . It’s possible the

## CARE

**A** \_\_\_\_\_ **R** \_\_\_\_\_ | 316-978-6122

\_\_\_\_\_ E \_\_\_\_\_, \_\_\_\_\_ L \_\_\_\_\_, \_\_\_\_\_ A \_\_\_\_\_, & \_\_\_\_\_  
\_\_\_\_\_ & \_\_\_\_\_ H \_\_\_\_\_

**T** \_\_\_\_\_ **H** \_\_\_\_\_ | 316-978-3712

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**V** \_\_\_\_\_ **S** \_\_\_\_\_ | 316-978-2017

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