

Identifying and Responding to Requests for Help, Disclosures, and Distress

Type of Incident	Definition	Example	Response
Request for help with no distress	<ul style="list-style-type: none"> • Says they want to talk to someone • Asks for help regarding sexual decision making or dating abuse experiences • No emotional reaction or statements indicating distress 	<ul style="list-style-type: none"> • “Where can I learn about birth control options?” • “Can you tell me what I should do if my boyfriend hits me?” • “I think I need some help in finding ways to stop being violent to my dating partner.” • “Who would I talk to about helping my friend get out of an abusive relationship?” 	<ol style="list-style-type: none"> 1. Show hotline card 2. Give information about the school counselor <ul style="list-style-type: none"> • Incident report optional
Disclosure without indication of current danger or distress	<ul style="list-style-type: none"> • Discloses past trauma • Discloses past victimization or perpetration by a non-caretaker • Does not ask for help or express emotional reaction 	<ul style="list-style-type: none"> • “This summer, a girl did some sexual things that I didn’t really want to have happen.” • “A boy pushed me down the stairs last year. Now he wants to sit beside me in the lunchroom, and it’s annoying.” 	<ol style="list-style-type: none"> 1. Acknowledge feelings (e.g., “You don’t sound upset by what you’re telling me.”) 2. Remind that participation is voluntary 3. Show hotline card <ul style="list-style-type: none"> • Write incident report
Mild distress	<ul style="list-style-type: none"> • Makes statement about worry, anxiousness, and/or sadness • No emotional reaction 	<ul style="list-style-type: none"> • “My boyfriend is tripping. He’s got me all upset.” But no signs of actually being upset (no tears, no emotional reaction). • “Don’t use that word” (when facilitator mentions rape or sexual coercion). “I don’t like it. It makes everyone feel bad.” (But no emotion apparent). 	<ol style="list-style-type: none"> 1. Acknowledge feelings (e.g., “You’re upset about your boyfriend,” or “This makes you uncomfortable.”) 2. Remind that participation is voluntary 3. Show hotline card 4. Give info about the school counselor 5. Strongly encourage the respondent to contact one of these 6. Evaluate whether distress is extreme

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Moderate distress	<ul style="list-style-type: none"> • Tearful and/or reports that he/she feels badly or is sad and shows emotional reaction but then recovers • Shows signs of being considerably more nervous or anxious 	<ul style="list-style-type: none"> • Cries but then recovers • Looks emotionally upset but then recovers • Very nervous speech 	<ol style="list-style-type: none"> 1. Acknowledge feelings (e.g., “I can tell you’re upset because you’re crying.”) 2. Remind that participation is voluntary 3. Show hotline card 4. Give info about the school counselor 5. Take them to the counselor 6. Evaluate whether distress is extreme <ul style="list-style-type: none"> • Write incident report
Extreme distress	<ul style="list-style-type: none"> • Extreme emotional reaction • Statements indicating concern about unwanted sexual activity or dating abuse to the point that the respondent is consumed with worry or anxiety • Statements including extreme hopelessness, sadness, or depression 	<ul style="list-style-type: none"> • Can’t stop crying, crying to the point that you are worried about the teen, anger that does not subside, anger to the point that you are worried about the teen • Repeating over and over that they are hopeless, statements about sadness become more and more severe, volunteers more and more information about depressive symptoms-- not eating/overeating, not sleeping/sleeping too much, thoughts of suicide/homicide, no interest in anything, loss of affect/functioning at work/school/home, etc. 	<ol style="list-style-type: none"> 1. Stop the program delivery 2. Bring the teen to the school counselor immediately 3. Wait with the teen in a private area until the school counselor is available 4. Let the school counselor make decisions about how best to handle the situation 5. Record in writing anything that the teen says about harm to self or others 6. Report immediately to your supervisor. <ul style="list-style-type: none"> • Write incident report

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Suspected child abuse or neglect	<ul style="list-style-type: none"> • Discloses suspected abuse/neglect • Someone tells you about suspected abuse/neglect of a minor • You observe something that makes you suspect abuse/neglect by a caretaker 	<ul style="list-style-type: none"> • Says, “My mom hits me when I am mean to my little brother.” • A teen asks you what to do if their friend has had sexual contact with a caretaker. • You overhear a teen talk about being locked out of their house by a parent with no coat in freezing temperatures. 	<ol style="list-style-type: none"> 1. Bring the teen to the school counselor immediately 2. Wait with the teen in a private area until the school counselor is available 3. Report immediately to your supervisor 4. You, the counselor, and your supervisor should place a joint call to the appropriate authorities <ul style="list-style-type: none"> • Write incident report
Disclosure of immediate harm or danger	Discloses immediate or potential danger for self or others	<ul style="list-style-type: none"> • Says, “My boyfriend is going to hurt me today after school.” • Says, “My friend has a gun, and I’m worried she’s going to hurt herself because of what everyone is saying about her on Facebook.” 	<ol style="list-style-type: none"> 1. Immediately notify the school counselor 2. Report immediately to your supervisor 3. You, the counselor, and your supervisor should place a joint call to the appropriate authorities <ul style="list-style-type: none"> • Write incident report with your supervisor

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