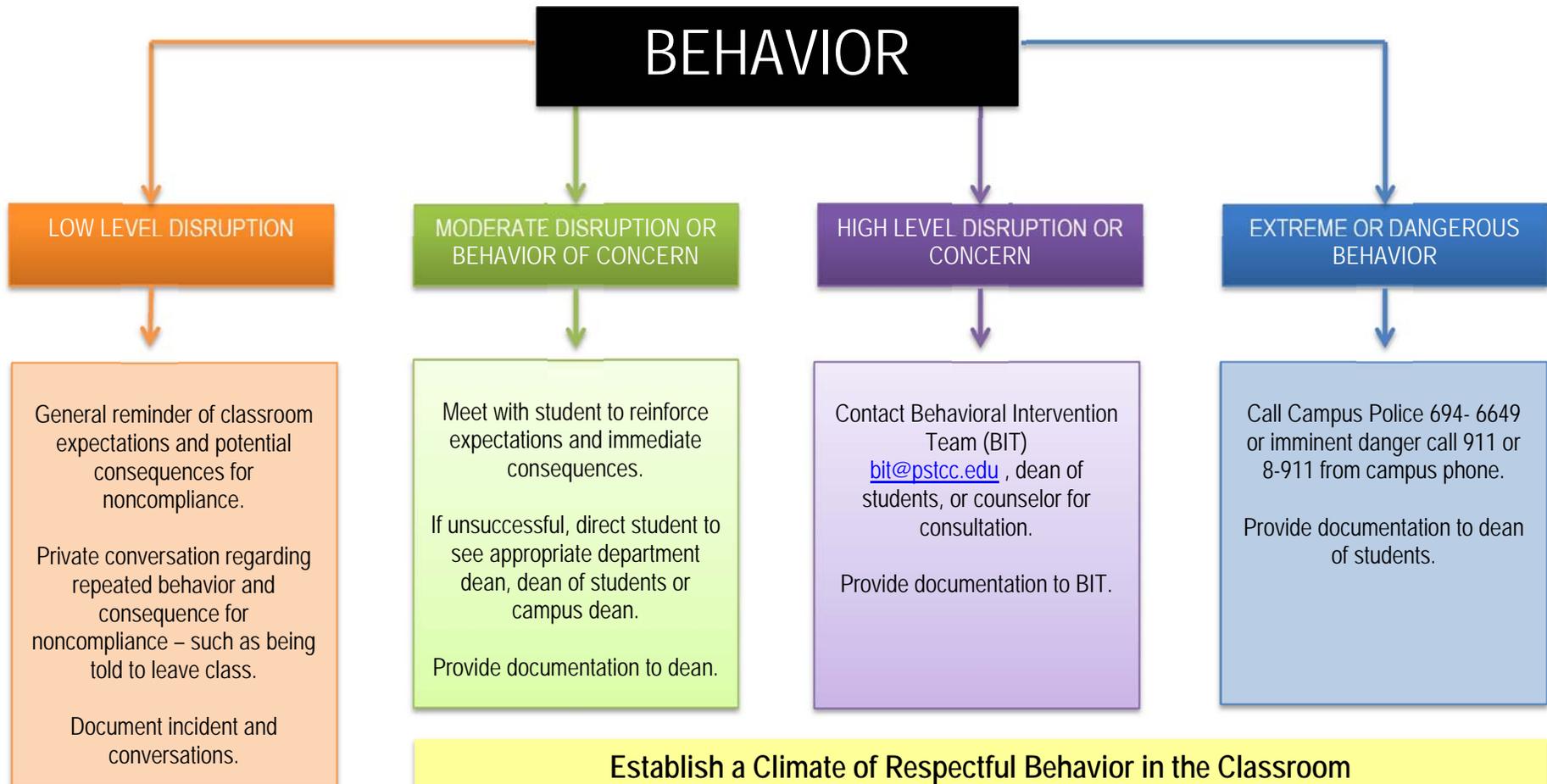


RESPONDING TO DISRUPTIVE CLASSROOM BEHAVIORS



IF PERSISTS

Consult academic dean, dean of students, or campus dean

Establish a Climate of Respectful Behavior in the Classroom

Set Clear Expectations - Clearly define inappropriate behaviors and consequences for behaviors in the course syllabus and discuss in first class.

Respond immediately and consistently to inappropriate behaviors before they increase. Address behavior clearly and directly with students as they may not be aware that it is disruptive.

Prepare a plan for how you will respond and what you will say when behavior occurs.

Consult with colleagues or deans before behaviors escalate.

Read and familiarize yourself with Policy 04:02:00 Student Code of Conduct and Due Process

LOW LEVEL DISRUPTIONS

<p>EXAMPLE BEHAVIOR</p> <ol style="list-style-type: none"> 1. Repeated behavior which disrupts the flow of instruction or concentration, (e.g. outbursts, incessant questions/comments) 2. Failure to cooperate in maintaining classroom decorum 3. Text messaging or the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, mobile devices, games, etc.) 4. Consistently arriving late and/or leaving early or sleeping 5. Known or suspected alcohol or drug abuse 	<p>FACULTY RESPONSE</p> <ul style="list-style-type: none"> • Immediately tell the student to stop the behavior. • Arrange to talk with the student privately about the inappropriate behavior. • If behavior continues, remind student of previous discussion regarding sanctions should behavior continue. • Referrals can also be made to counselors • Document situation and private conversations <p>POSSIBLE ACTIONS</p> <ul style="list-style-type: none"> • "F" or "0" for the day if asked to leave • Reflection paper on appropriate classroom behavior/civility/respect. 	<p>PRIVATE CONVERSATION</p> <ol style="list-style-type: none"> A. Clearly state your behavior expectations and consequences/sanctions for noncompliance. <i>(This is a reminder of behavior expectations from your syllabus)</i> B. Listen to student's response(s) and take notes. Ask, "Anything else?" Repeat as necessary until student confirms they are done. C. Summarize the student's perspective. D. Be specific about the behavior that is disruptive and how it impacts others Acknowledge student's strength(s) and your support for their success. E. Offer resources for academic skills and life issues F. Clearly explain the specific sanction for this event and expected consequence if behavior continues. (see Moderate Level) 	<p>HINTS</p> <ul style="list-style-type: none"> • Repeated low level behaviors can escalate to moderate or high level concerns. It is best to pre-plan how you may use sanctions to manage inappropriate / disruptive classroom behaviors • Written documentation includes description of what happened, what was said, when it happened, who was involved, what action was taken. Write objectively and give a factual accounting of what happened in a non-judgmental manner • Enforce expectations and consequences consistently <p>EXAMPLES</p> <ul style="list-style-type: none"> • "Sally, your line of questioning is off-topic. Please refrain from asking further questions." • "Joy, your side comments are disruptive. I expect you to listen to the discussion and not be disruptive. You will be told to leave if you continue." If it continues, speak to her outside the classroom. • "Joy, I've told you before to stop your side conversations. Leave class now and see me _____."
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MODERATE DISRUPTION OR BEHAVIOR OF CONCERN

<p>EXAMPLE BEHAVIOR</p> <ol style="list-style-type: none"> 1. Repeated Low Level behaviors 2. Offensive or lewd language 3. Verbal or written harassment 4. Inappropriate emails: high quantity, unreasonable expectations of faculty responses, extremely personal stories or other topics not germane to course, use of moderate expletives 5. Sexual harassment student to student or student to faculty 	<p>FACULTY RESPONSE</p> <ul style="list-style-type: none"> • Consult with academic dean, dean of students or campus dean • Direct student to see appropriate dean before returning to class • Document situation and give to appropriate dean. • Always refer sexual harassment or discrimination concerns the executive director of equity and compliance/Title IX coordinator 	<p>EXAMPLES</p> <ul style="list-style-type: none"> • "Joe, your repeated texting is disrupting class. You have been told several times to put your cell phone away. • Upon his refusal, initiate a class break and tell Joe that Security will be called unless he leaves. 	<p>HINTS</p> <ul style="list-style-type: none"> • Have a plan in mind before you need one • Know how to call Security (ext. 6649 or 694-6649) • Consistently enforce expectations and consequences • Limit the number of questions students can ask during class if one or two students dominate discussion or ask too many questions that disrupt the flow of instruction/discussion
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HIGH LEVEL DISRUPTION OR BEHAVIOR OF CONCERN

<p>EXAMPLE BEHAVIOR</p> <ol style="list-style-type: none"> 1. Extreme verbal or written harassment or threats 2. Extremes, or changes in, appearance such as looking disheveled, disoriented, extreme low energy or apathetic 3. Disturbing writings or talking about – suicide, violence in their past or future, obsessions with harming or violence 4. Signs of paranoia or making references that are not germane to the topic or not related to the situational context 5. Under the influence of drugs/alcohol 	<p>FACULTY RESPONSE</p> <ul style="list-style-type: none"> • Contact Behavioral Intervention Team – bit@pstcc.edu or Security at ext. 6649, or the dean of students • Provide written documentation to BIT <p>BIT RESPONSE</p> <p>A member of the team will contact the student and determine appropriate action to be taken, such as referrals to law enforcement, mental health agencies and/or initiation of disciplinary proceedings.</p>	<p>BIT PURPOSE</p> <p>The Behavioral Intervention Team (BIT) is a resource that works to ensure our campus community is a safe place for teaching and learning to occur. The BIT is not a disciplinary board, but rather the central point of contact for reports of concerning behavior for the campus community to coordinate intervention services.</p>	<p>HINTS</p> <ul style="list-style-type: none"> • Prepare a plan and mentally practice your planned response • Do not let your emotions escalate to that of the student; keep as calm as possible • Trust your instincts
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EXTREME OR DANGEROUS BEHAVIOR OR CONCERN

<p>EXAMPLE BEHAVIOR</p> <ol style="list-style-type: none"> 1. Aggressive, threatening or intimidating verbal outbursts or gestures 2. Imminent danger of hurting self or others 	<p>FACULTY RESPONSE</p> <ul style="list-style-type: none"> • Tell student to leave the classroom; if noncompliant - • Call Security at ext. 6649 • If danger is imminent, call 8-911. • Dismiss class if necessary
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ADDITIONAL FACULTY RESOURCES CAN BE FOUND AT <http://www.pstcc.edu/bit>

BIT – Travis Loveday, Fred Breiner, Kathy Byrd, Elizabeth Firestone, Jeff Russell, Carole Gary
Counselors – HV: Director - Elizabeth Firestone, Kathy Douthat, Christian Lockhart; BC: Betsy Boyd; DS: Rhoda Stone; MA: Lisa Matthews; SP: Heather White
Security – HV 694-6649; BC 981-5375; DS 971-5200; MA 329-3100; SP 225-2305;
Campus Deans – BC: Holly Burkett; DS: Esther Dyer; MA: Rosalyn Tillman; SP: Mike North