### Low Level Disruptions

**Example Behavior**
- Repeated behavior which disrupts the flow of instruction or concentration, (e.g. outbursts, incessant questions/comments)
- Failure to cooperate in maintaining classroom decorum
- 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.)
- Consistently arriving late and/or leaving early or sleeping
- Known or suspected alcohol or drug abuse

**Faculty Response**
- 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.

**Possible Actions**
- “F” or “0” for the day if asked to leave
- Reflection paper on appropriate classroom behavior/civility/respect.

**Private Conversation**
- Clearly state your behavior expectations and consequences/sanctions for noncompliance. (This is a reminder of behavior expectations from your syllabus)
- Listen to student’s response(s) and take notes. Ask, “Anything else?” Repeat as necessary until student confirms they are done.
- Summarize the student’s perspective.
- Be specific about the behavior that is disruptive and how it impacts others. Acknowledge student’s strength(s) and your support for their success.
- Offer resources for academic skills and life issues.
- Clearly explain the specific sanction for this event and expected consequence if behavior continues. (see Moderate Level)

**Examples**
- Joe, your repeated texting is disrupting class. You have been told several times to put your phone away. Upon his refusal, initiate a class break and tell Joe that Security will be called unless he leaves.

**Hints**
- Repeat 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

**Examples**
- “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.”

**Hints**
- 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.

### High Level Disruptive or Behavior of Concern

**Example Behavior**
- Extreme verbal or written harassment or threats
- Extremes, or changes in, appearance such as looking disheveled, disoriented, extreme low energy or apathetic
- Disturbing writings or talking about – suicide, violence in their past or future, obsessions with harming or violence
- Signs of paranoia or making references that are not germane to the topic or not related to the situational context
- Under the influence of drugs/alcohol

**Faculty Response**
- Contact Behavioral Intervention Team – bit@pstcc.edu or Security at ext. 6649, or the dean of students
- Provide written documentation to BIT
- 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.

**BIT Purpose**
- 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.

**Hints**
- 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.

### Extreme or Dangerous Behavior or Concern

**Example Behavior**
- Aggressive, threatening or intimidating verbal outbursts or gestures
- Imminent danger of hurting self or others

**Faculty Response**
- Tell student to leave the classroom; if noncompliant -
- Call Security at ext. 6649
- If danger is imminent, call 8-911.
- Dismiss class if necessary.

**Additional Faculty Resources** Can be found at [http://www.pstcc.edu/bit](http://www.pstcc.edu/bit)

BIT – Travis Loveday, Fred Breiner, Kathy Byrd, Elizabeth Firestone, Jeff Russell
Counselors – HV: Elizabeth Firestone, director; Lisa Matthews, Kathy Douthat; BC: Betsy Boyd; DS: Rhoda Stone; MA: Garry Loftis and Dema Bowers; 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
Equity & Compliance – Patrick Shipwash