



WHAT IS DISRUPTIVE BEHAVIOR?

A student is considered disruptive when they engage in behaviors that interfere in a significant way with normal teaching or administrative duties. Disruptive behavior comes in many forms and this guide serves as a quick reference for intervention. If you are unsure about what to do, or uncomfortable dealing with problematic behavior, please contact the Vice Chancellor of Student Advocacy (765-289-2291, ext. 1214) for advice. The AWARE Team meets regularly to discuss and plan appropriate responses to potential student behavioral issues.

EXAMPLES OF DISRUPTIVE BEHAVIOR

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| Behavior that distracts the class | Actions that intimidate others | Threats of physical assault |
| Refusal to comply with faculty or staff direction | Loud and/or erratic behavior | Comments that are offensive in nature (racist, homophobic, etc.) |

IDENTIFY LEVEL OF CONCERN:

Level of concern:	Action Steps
<p>Low: A situation that can be handled informally between you and the student, leading to prompt resolution (i.e., disrespectful tone, inappropriate language, etc.)</p>	<p>*Ask the student to stay after class to address the situation. Be respectful, clearly state the behavior, and define how the student should conduct themselves. *Provide the student with support resources. *This would be considered classroom management. However, it is good to complete an incident report for worrisome, concerning behavior so that if a pattern develops, we already have information to work with. Make sure to state in the report the situation was handled this is for information only.</p>
<p>Moderate: This would be an ongoing problem, or a more serious incident in the classroom/office area (i.e. challenge of authority, verbal confrontation, persistent refusal to adhere to classroom policies, etc.)</p>	<p>*After class converse with the student about behavior and how they should conduct themselves. *Provide the student with support resources. *Submit an Incident Report depending on the offense please select either: Worrisome behavior or personal. Misconduct. The AWARE Tteam will sort out the details and how to proceed.</p>
<p>Heightened: This is where immediate danger of some kind is happening (i.e. threats of violence), or persistent disruptive behavior despite prior intervention (i.e. violating an established behavioral agreement)</p>	<p>*If there is immediate danger, contact Security for assistance. (send someone from your classroom for help or have someone call (765)289-2291 ext. 1402.) *Submit an Incident Report for Personal Misconduct. (after the area is safe) *Provide any documentation and a detailed written statement within your Incident Report.</p>

DEALING WITH A DISRUPTIVE STUDENT:

Disruptive behavior should not be ignored. Remain calm. Remind yourself that it is not about you; it is about the situation. Tell the student that such behaviors are not appropriate for the learning environment and there are consequences for failing to improve their behaviors. Many disruptive situations involve anger or distress. Recognize that the period of peak anger usually lasts 20-30 seconds, wait it out.

INDICATORS:

ACADEMIC DISTRESS:

Extreme disorganization or erratic performance
Written expression of violence, morbidity, despair, suicide, or death
Patterns of perfectionism

Overblown or disproportionate response to grades or evaluations

BEHAVIORAL/EMOTIONAL DISTRESS:

Angry or hostile outbursts, yelling, or aggressive comments
Repeated absences from class or more withdrawn or animated than usual when in attendance
Expressions of hopelessness or worthlessness, crying or tearfulness

Excessively demanding or dependent behavior

PHYSICAL DISTRESS:

Deterioration in physical appearance or personal hygiene
Excessive fatigue, exhaustion, falling asleep in class

Visible changes in weight, noticeable cuts, bruises, or burns, or frequent chronic illness
Disorganized speech, rapid or slurred speech, confusion

THE DO'S:

Use active listening through the anger

Acknowledge the feelings of the student
Allows the student to vent.

Use silence to allow the student space to talk it out

Set limits and explain clearly and directly what behaviors are acceptable
Be firm, steady, consistent, and honest
Know your limitations.

Focus on what you can do to help resolve the situation

Make personal referrals to resources.
Report behavior on an incident report.

THE DON'Ts:

Interrupt while student is sharing.

Minimize the situation.

Get into an argument or shouting match.
Blame, ridicule, or use sarcasm.

Touch the student.

Ignore warning signs that the student's emotions are escalating.

TAKE IMMEDIATE ACTION IF THE STUDENT:

Call security at 765-289-2291 ext. 4201 if the student threatens to injure, harm, kill or risk the safety of self or others. If they act in a frightening or threatening manner. If the student reports or initiates a threat or bomb scare.