

# Responding to Concerning Student Behavior

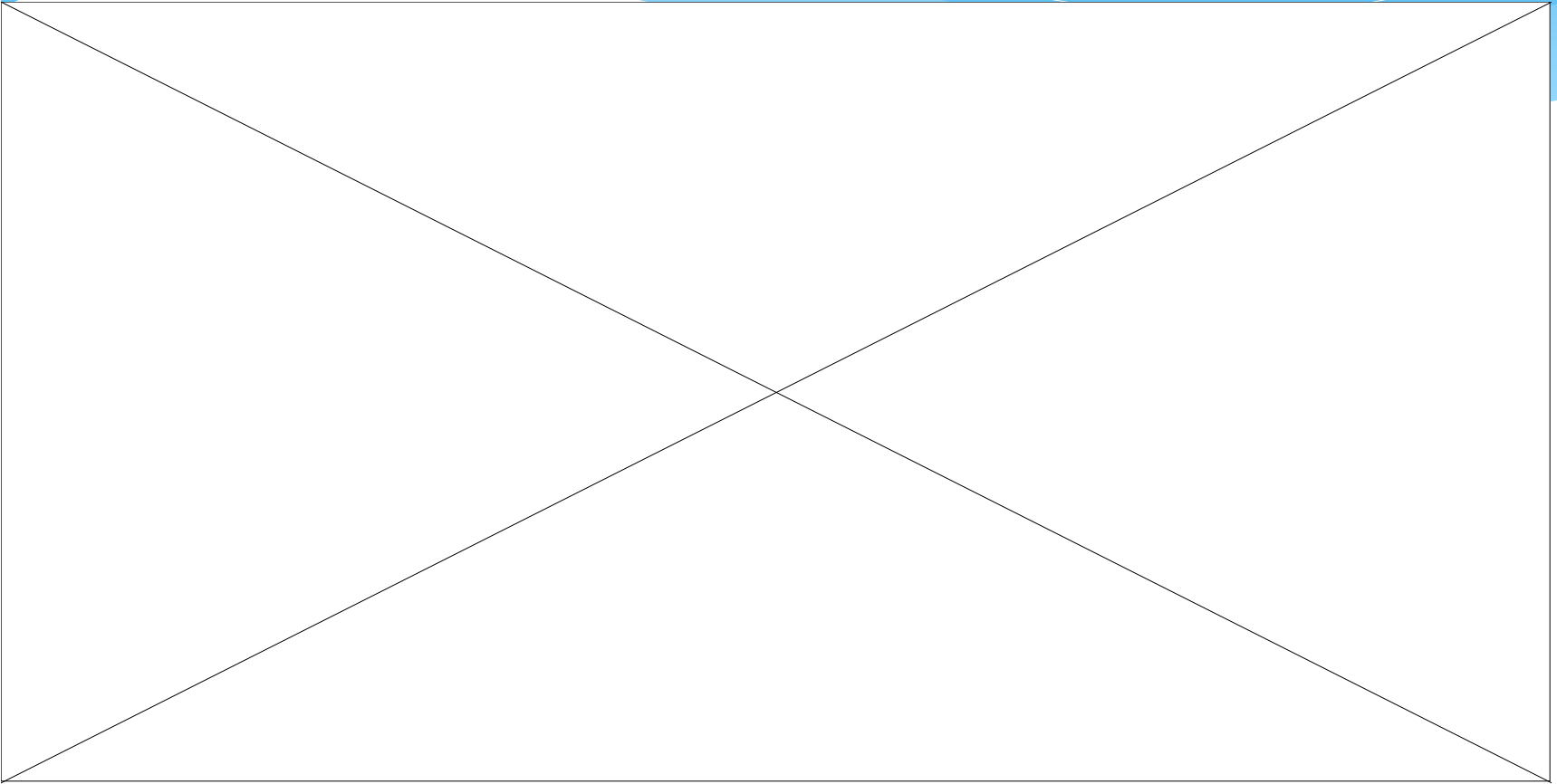
What can you do? When do you call for help? How  
involved is too involved?

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# Tragedy in Higher Education



\* We can never promise safety!

# It starts on day one...

## First day of class

- \* Build rapport/investment – opening the door for appropriate relationship building
- \* Explain expectations – including personal pet peeves
- \* Get to know your students – info cards
- \* Syllabus in detail – “it’s on the syllabus” is not appropriate in regards to behavioral expectations
- \* Let them know you will hold them accountable

# Three Categories of Behavior:

## Manage (Employee Response):

- Student surfing the net during lecture
- Texting in class
- Dominating class discussion – asking overwhelming number of questions
- Sleeping in class
- Disrespectful, challenging language during class lecture or during office hours
- Concerning appearance (hygiene, dress, etc.)

## Refer (I-CARE Intervention):

- Concerning appearance (hygiene, dress, etc.)
- Worrisome statements – “If I fail this class I might as well not be here”
- Atypical behavior – mumbling, shifting rapidly between moods
- Disjointed thoughts, intense emotions, inappropriate responses
- Disclosure of difficulty dealing with daily life, multiple stressors, anxiety
- Concerns related to substance abuse
- High risk behaviors seen online or off campus

## Report (Student Conduct Action):

- Outbursts, continually speaking out of turn
- Actions that prohibit continuation of instruction
- Discussion turns argumentative, no longer productive, refuses to move on
- Refusing to follow safety instructions
- Harassment in the learning environment
- Threatening or dangerous behavior
- Under the influence of substance in the educational environment

# Managing Behavior (Employee Response)

- \* Observe
- \* Individual Conference
- \* Offer Support and Assistance
- \* Refer the student to other offices/resources if needed
- \* Always follow up

# Managing Behavior (Employee Response)

Behaviors within the Manage category should first be addressed by the professor/staff member who witnessed the behavior. This can be done through an individual conference so as not to disrupt the learning environment.

## Tips for Individual Conference

- \* Talk to the student in a quiet safe place.
  - \* Allow plenty of time and communicate care for the student's well being and show that you are coming from a place of concern.
  - \* Consider having your department chair or a peer with you if you are re-addressing the behavior.
  - \* If you have concern for a student you have already attempted to help, consult with the Office of Student Engagement and Success.
  - \* Do not promise confidentiality.
- \* Expect customer service issues to occur! Emotions can be reasonable based on the situation, behavior is the focus.

# Referring Behavior (I-CARE Intervention)

- \* What is the I-CARE team and what is its purpose?
- \* Referrals are made online at [icare.tamucc.edu](https://icare.tamucc.edu)
- \* Early referrals and low level referrals are vital to campus safety and individual student success because the I-CARE team may have more information regarding the student along with current and/or past concerns

# Reporting Behavior (Student Conduct Action)

- \* You can report behavior which may violate the Student Code of Conduct at [judicialaffairs.tamucc.edu](http://judicialaffairs.tamucc.edu)
- \* Assess safety concerns & determine if UPD needs to be contacted
- \* Behaviors prohibited by the code which may or may not cause disruption
  - Threatening and or harassing
  - Sexual misconduct
  - Academic misconduct
  - Alcohol and other drugs
- \* Mandatory reporting is required for incidents relating to sexual harassment/sexual assault, including but not limited to, stalking, dating violence, non-consensual sexual contact and sexual abuse. Title IX requires most University employees to report these incidents to the Title IX Coordinator.
  - \* There is an online training available via train track on mandatory reporting.



# Referral and Reporting Tips

- \* Document each situation regardless of how minor in case of future occurrences and/or escalation.
- \* Documentation should be detailed and outline the specific behavior – “The student stood up and was yelling loudly I hate you all” “The student began leaning over the desk towards me and raised his voice even after I asked him to sit down”. Please remember to include the A# for all students involved in the incident.
- \* Incidents should be referred/reported as soon as possible after they occur.
- \* Opinions should not be included in the description of the event, only the facts of the incident.
- \* If you are describing how you felt in the circumstance, please explain what specific behavior or language led to that feeling.
- \* If other individuals witnessed the incident, please include their information, including avenues for contacting them in the documentation.

# When Imminent Danger is Present

If there is imminent danger to self and/or to others, UPD should be called immediately.

Take necessary action to protect others.

- \* You may need to take a class break or dismiss class
- \* Warning others of possible danger

Once action has been taken, submit an online report with Office of Student Engagement & Success.

# Dissolve & Resolve

## Do:

- \* Remain calm and in control
- \* Approach student from position of concern
- \* Keep verbal and non-verbal language consistent
- \* Listen, watch what is being said and reflect
- \* Respect student's privacy (holding discussion in office as oppose to in the hallway or in the classroom)
- \* Keep safety in mind
- \* Be clear and concise
- \* Summarize & discuss further action

# Dissolve & Resolve

## Do Not:

- \* Raise your voice
- \* Argue with the student (especially during class)
- \* Insult or humiliate the student
- \* Bring up irrelevant incidents
- \* Invade students personal space or touch them
- \* Use provoking gestures (pointing finger, rolling eyes, slamming hand or object on the table)
- \* Dismiss the student's feelings

# Other Considerations

- \* Behaviors covered under ADA – consult with SES, SDS, UCC – help us build a baseline for the student.
- \* Cultural Considerations – international students, veterans, non-traditional students, past experiences/trauma, etc.
- \* All referrals and reports may come with recommendations of action by the reporting party. Failure to follow the recommendations made by these trained individuals may leave you open for legalities.
- \* Other behaviors may be able to be addressed through other campus services: for example, the starfish early alert system
- \* Unhealthy student attachment
  - Student showing up at professor's home uninvited
  - Following the professor around
  - Constant/inappropriate conversations
  - Student sharing unwanted intimate personal private details
  - Students wanting amorous relationships

# Student Rights/Employee Rights

- \* Your rights as an employee– you do have options available to you as described in this presentation, but know that as the individual seeking an education a student will have more rights guaranteed by law than you will as an employee. SES is always available if you have questions regarding possible responses that are available to you.
- \* One option that is available to you is to remove a disruptive student from the classroom for that individual class period. Long term removal would require due process by the Office of Judicial Affairs and/or the I-CARE team.
- \* Students may be rude and/or disrespectful. This is not a violation of the SCoC or the law. This is behavior that should be managed by the instructor unless it significantly disrupts the learning environment as determined by the Office of Judicial Affairs.

We **CAN NOT** remove a student from a specific class or the University in general for threat, or actual, harm to self unless there is a direct threat or actual harm to someone else. This is a direct violation of ADA.

# FERPA

- \* As it relates to I-CARE
  - \* May be able to stay anonymous as a reporting party
  - \* Student's file is an educational record, which they do have the right to request a copy of it
  - \* File is typically present for 5 years after the last date of enrollment
- \* As it relates to Student Conduct
  - \* May not be able to stay anonymous
  - \* May be requested to appear at a hearing
  - \* Student's file is an educational record, which they do have the right to request a copy of
  - \* File is typically present for 5 or 7 years after last enrollment date, depending upon violation type.
- \* If there is a threat of safety to the student or others FERPA does allow us to freely share information with other appropriate parties (such as UPD, SES, Title IX Coordinator, Counseling Center) as needed to address the threat.

# Reminder! Strategies for addressing disruptive behavior

- \* Always address behavior timely and appropriately– do not ignore any concerning behavior
- \* Individual conference
- \* Refer to I-CARE
- \* Report to Student Conduct
- \* End class and/or take a break
- \* Preventive measures – building relationships, explaining expectations, holding students accountable consistently, have a detailed syllabus and add a statement about I-CARE, “TAMU-CC is committed to the safety and wellbeing of our campus community. If you are in need of support or have a concern about the behavior or safety of a fellow student, you may share your concerns with I-CARE by submitting an online referral to [icare.tamucc.edu](http://icare.tamucc.edu) . Your report will help us to provide outreach, support, and early intervention.”
- \* Use dissolve and resolve tools



# Scenarios

- \* Online Behavior
- \* Eating Disorder - Over involvement in personal life
- \* Verbal argument – domestic
- \* Student controls classroom discussion

# Online Reporting System

Four ways to get to the form:

- \* [Ses.tamucc.edu](http://Ses.tamucc.edu)
- \* [Icare.tamucc.edu](http://Icare.tamucc.edu)
- \* [Judicialaffairs.tamucc.edu](http://Judicialaffairs.tamucc.edu)
- \* [Incidentreportform.tamucc.edu](http://Incidentreportform.tamucc.edu)