

Disruptive Student Behavior

Preventative measures

Build positive relationships with students early

Provide and explain expectations about behavior

- Include in the syllabus
- Tailor for the academic experience (lecture/lab/seminar/etc.)
- Include any expectations about attendance, tardiness, use of tech devices, class participation (what's too enough/too much; how you'll facilitate); appropriate ways to provide feedback to you, ways you'll provide feedback to students, etc.
- Apply expectations early and consistently

When expectations are not met, communicate that to the student (in person if possible).

1. Ask to meet with the student, briefly before/after class or during office hours;
2. Get to the point quickly;
3. Describe the behavior, in detail, and describe the effect of the behavior;
4. Ask the student why the behavior occurred and then listen without interruption;
5. Remind the student of your expectations and offer any help in changing the behavior that you can;
6. Provide information on resources that may be helpful;
7. Tell the student what will happen if the behavior continues (a verbal or non-verbal cue; request that they leave class; short break in class to speak/warn the student; etc.)
8. Tell the student you'll follow up and then email them with a summary and clear expectations (this allows you to document in case the behavior occurs again or someone else needs to be informed).

Consult with others

- Other faculty and/or department chair;
- Office of Student Life/Dean of Students (360 650-3706);
- disAbility Resources for Students (360 650-3083);
- Counseling Center (360 650-3164)

If you are threatened or concerned for anyone's physical safety, call police immediately at 911 or x3911 on campus.

Adopted from Harper College's Student Conduct office, UCLA's Office of Dean of Students and Portland State University Dean of Students office.