**Navigating Disruptive Behavior in the Classroom**

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| C Common Situations | Possible Levers | Things to Consider |
| Student resistance |  |  |
| * Students unhappy/angry with course content material
* Students not turning in work
* Students expecting instructor to excuse absences or extend deadlines without discussion
* Students expressing expectations that seem unreasonable
* Students disagreeing with instructor in a way that seems combative or disrespectful
 | * Syllabus
* Developing class rules in collaboration with students
* Setting expectations for communications outside of class time (including how you approach office hours, email, telephone communications)
 | * Your most important tool for setting expectations is the syllabus
* Your second most important tool is your communication about your expectations with the class- don’t just expect students to read the syllabus and know what you mean around your expectations, particularly around difficult material and communications
* Consider principles of Universal Design, but resist the assumption that behavioral expectations are
* HUMOR
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| Conflicts in the classroom |  |  |
| * Students engaging in discussion that becomes heated beyond what instructor expected
* Students yelling
* Students leaving class, using profanity, or other behaviors that disrupt lecture or planned class activities
* Student to student conflict
 | * De-escalation techniques
* Avoid sarcasm and publicly embarrassing students
* Importance of clear expectations for engagement with content
* Anticipate what will be hard
* Model being uncomfortable (and vulnerable)
* Be willing, when possible, to stop, take a break, and return to the conversation later
 | * Check yourself BEFORE conflict occurs:
* What are the learning outcomes for discussing difficult topics?
* How would you react if you were discussing these issues in front of your peers?
* How would you want to be treated if you had a differing viewpoint than others in the room?
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| Mental Health Concerns |  |  |
| * Student’s exhibits behavior changes that are concerning (becomes withdrawn, stops attending class, other behavioral changes
* Student leaves class unexpectedly and does not communicate with instructor
 | -Exercise compassion-When providing feedback, describe the behavior you are noticing, state why it is a problem, and tell them that you want them to stop (not in front of other students)-Let them know you are concerned, that you care about their well-being, and make referrals to resources | * Approach situations with compassion and care
* Assume you don’t know the whole story
* With relatively rare exceptions, students cannot be forced into treatment or removed from their learning environment, so they will likely need to have a strategy that reflects this
* When conflict has occurred or difficult interactions have happened, take care of yourself, get centered, and start fresh
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| Red Flags |  |  |
| * Student makes statements of thoughts of harming themselves or others
* Student threatens you
 | * Ask them how they are doing and express your concern, as much as you are comfortable
* Make referrals
* If student acknowledges suicidal ideation, make referral to campus resources and file a CARE Report
* If you have imminent concern for anyone’s safety, contact AUPD at x3636
 | * If you have concerns for your safety or the student’s safety but the situation is not imminently emergent, consult with a resource such as the Dean of Students, AVP of Campus Life, Counseling Center, AU Police Department, or Risk Management
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| Self-Reflection and Self-Care |  |  |
| * Develop your own self-care skills
* Cultivate your own metacognitive awareness, including:
* Your comfort with conflict
* Your cultural identity development and awareness of YOUR cultural frame as the course instructor
* Your ‘buttons’
* What you do when you feel activated or threatened
 | * Seeking opportunities for increasing self-awareness
* Regular reviews of your progress (what went well, what didn’t)
* Critical thinking/review of experiences (what went well, what didn’t)
 | * Your well-being is your responsibility (fill your own cup first)
* You are a powerful role model for your students
* Practice compassion
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