Maintaining Positive Student Interaction

General Tips and Guidelines for College Faculty and Staff

2017-2018
Acknowledgements

*Maintaining Positive Student Interaction at St. Louis Community College: General Tips and Guidelines for College Faculty and Staff* was created in an attempt to help faculty and staff respond appropriately to situations or interactions with difficult or distressed students. The materials have been adapted with permission by Student Affairs from a document entitled *Dealing with Disruptive or Inappropriate Student Behaviors: Polices and Guidelines for Faculty* created by the Office of Faculty Development, University of Maryland and *Responding to Disruptive or Inappropriate Student Behavior: General Tips and Guidelines for University Personnel* created by the Office of Student Development, Appalachian State University. The information has been adapted in order to make it applicable to St. Louis Community College.

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How can this guide be useful? Faculty and staff are often the first to notice early warning signs that a student is troubled or in distress. These warning signs can be exhibited through a variety of behaviors that range from mild to extremely disruptive. Our hope is that this resource will help you feel prepared and able to discern how best to help students who are in distress or in immediate need of intervention.

The Distressed Student

Student is troubled, confused, very sad, highly anxious, or irritable; lacks motivation and/or concentration; demonstrates bizarre behavior; or is talking about suicide.

Consultative Resources

For questions about emotional and/or behavioral issues, contact:

www.stlcc.edu/BIT

COUNSELING DEPARTMENTS:
Florissant Valley 314.513.4252
Forest Park 314.644.9251
Meramec 314.984.7526
Wildwood 636.422.2000

ACCESS DEPARTMENTS:
Florissant Valley 314.513.4551
Forest Park 314.644.9039
Meramec 314.984.7673
Wildwood 636.422.2000

The Disruptive Student

Student's conduct is disruptive or dangerous; uses verbal or physical threats, is actively threatening suicide and is resisting help. Student may be in violation of Student Rights and Responsibilities.

Intervention Resources

If physical safety of a student or others is of immediate concern, call the Campus Police:
Florissant Valley 314.513.4300*
Forest Park 314.644.9700*
Meramec 314.984.7667*
Wildwood 636.422.2000*

* Extensions may be dialed from a campus phone or push panic button in the event of an emergency.

Campus Police are state commissioned officers with full powers of detention and may remove a disruptive student if necessary. They are here to provide support and focus on problem resolution and obtaining voluntary compliance. Arrest/detention is the last resort.

OR

Call ‘911’ for off campus emergencies

If behavior is disruptive, but not dangerous or threatening, contact: the Behavioral Intervention Team @ www.stlcc.edu/BIT

Always remember to inform your department chair or program coordinator.

(Throughout this resource, Counseling and the Access Office are listed as resources. While the majority of students should be referred to Counseling, it may be appropriate to contact the Access Office if the student is working with the office or if the student states that they have a disability.)
What is a Behavioral Intervention Team? The Behavioral Intervention Team (BIT) concept is designed to help avert difficult situations by forming a “centralized, coordinated, caring, developmental intervention for those in need” ("Behavioral"). The team is made up of a multi-disciplinary group who "tracks ‘red flags’ over time, detecting patterns, trends, and disturbances in individual or group behavior.” Following an established protocol, the team:

- Receives reports of disruptive, problematic or concerning behavior or misconduct [from faculty, staff, employees, students, etc.]
- Conducts an investigation
- Performs a threat assessment if needed
- Determines the best mechanisms for support, intervention, warning/notification and response
- Deploys its resources and resources of the community and coordinates follow-up

For more information about St. Louis Community College’s Behavioral Intervention Team (BIT) process and procedures, please contact your campus Dean of Student Development and Enrollment Management.


How and When Should You File a Behavioral Incident Report with the BIT?
www.stlcc.edu/BIT

Some reasons why you might file a BIT report may include the following:

- Violation of the Student Rights and Responsibilities (See Administrative Procedures G.14.1 Misconduct)
- Person is distressed (Emotionally troubled, possible psychiatric symptoms or situational stressors)
- Person appears disturbed (Unusual or bizarre behavior, potentially threatening to others, substance use/misuse)
- Suicidal Ideation

Please note that any time where you feel that there is eminent danger, you should call Campus Police or 911. (See page 4 for phone numbers.)
GENERAL STRATEGIES FOR FACULTY

Setting clear expectations for students at the start of the semester can help prevent conflicts from arising later on. This section offers some examples of how you might articulate those expectations to students, as well as general strategies for handling challenging situations that may arise.

- Include policies in the course syllabus that clearly set forth expectations for classroom behavior as well as academic standards for the course. Provide full information in your course syllabus on how and when students can reach you as well as policies regarding class attendance, tardiness, and make-up exams. Refer students to the current [www.stlcc.edu/need2know](http://www.stlcc.edu/need2know) Student Rights and Responsibilities.

- Outline what you consider appropriate classroom behavior (address texting, cell phones, etc.).

- Include a statement in the syllabus about academic integrity and consequences.

- Include an ADA statement in the syllabus telling students with disabilities how to get accommodations in your class. Sample statements and more information can be found at: [http://www.stlcc.edu/disAbility/Access_Office/Faculty_and_Staff/Index.html](http://www.stlcc.edu/disAbility/Access_Office/Faculty_and_Staff/Index.html)

- Discuss your expectations for student work and appropriate classroom communication. For example, tell students whether they are permitted to interrupt you with questions during your lecture or if you prefer that they wait until a designated question-and-answer period.

- Share possible problems from classes in the past (for example, students who repeatedly are late for an early morning class). A possible suggestion might be to present the current class with a list of the issues and “negotiate” a consensus on how these issues will be dealt with this time. (An advantage of these negotiated behavioral guidelines is that students will take part in developing their own rules of conduct.)

Taking care of YOU:

- Stay calm.

- Safety first – for yourself and the other students in your classroom and/or office.

- Listen rather than talk.

- Don’t feel compelled to resolve the conflict on the spot.

- Move the scene of conflict away from other students.

- Attempt to put yourself in the student’s shoes. Ask yourself what might be behind the student’s behavior.
- Recognize that while you may be able to offer suggestions and referral information, solving the student’s problem is **not** your responsibility.

- **Do not be drawn into an argument.** Practice getting out of conversations that are escalating or “going nowhere.”

- Recognize when to draw the line. Set limits for the student. Define permissible behavior and consequences.

- Inform your department chair/program coordinator of any problematic issues.

- Get suggestions/help from colleagues or administrators.

- Contact the Counseling or the Access Office if you need to discuss general strategies.

- Always document conflict-oriented (or unique) interactions with students.

- If you feel threatened, contact Campus Police.

- When in doubt, submit a Behavioral Incident Report to the BIT at: [www.stlcc.edu/BIT](http://www.stlcc.edu/BIT)

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**Taking care of THEM:**

- Listen carefully.

- Restate what you think is the student’s concern. This will indicate to the student that you are listening and also will allow the student to restate the concern if you have misunderstood the nature of the problem.

- Balance showing empathy and setting boundaries. Be understanding without taking abuse.

- Remember that it is possible for your feelings of stress or irritation to make matters worse. Avoid antagonizing, minimizing, judging, patronizing, arguing, provoking, embarrassing, and demeaning the student.

- If the situation warrants (for example, a spirited classroom discussion that has suddenly gotten a bit out of hand), you might try to de-escalate the conflict through humor, by changing the subject, or by ending the discussion.

- If the disruptive behavior occurs during the class, make an appointment to meet individually with the student after class. However, do this only if you believe it is safe to meet the student alone. If you believe it is risky to meet with the student alone, meet the student with an administrator, counselor, or Campus Police.
Consider walking the student to Counseling or the Access Office for a conference. Sometimes having a conference with you, the student, and a counselor/Access staff member may be very helpful.

For problem situations that appear more complex regarding disruption of the learning environment, consult with your department chair to discuss the appropriate channel for escalation (schedule meeting with student and department chair, complete BiT, etc.)

If the difficult student also confides in you about a disability or other personal issues, be careful to respect this information as confidential. Advise the student that no accommodations may be made until he/she registers through the Access Office. However, it is your responsibility as a faculty or staff member to report the student’s disruptive or inappropriate behavior to your department chair and the Dean of Student Development and Enrollment Management.

All students must adhere to the Student Rights and Responsibilities found at www.stlcc.edu/need2know

If a student threatens harm to self or others, this information should not be kept confidential. It should be shared with the Counseling Department/the Access Office and/or Campus Police – immediately.

MANAGING CONFLICT SITUATIONS

There is an old adage, “It’s not what you say, but the way you say it.” Here are some tips or reminders that may be helpful when you find yourself in uncomfortable situations. You will note that many of these points are about “body language.”

When you are talking:
- Maintain eye contact.
- Reinforce messages nonverbally. This may be as simple as nodding your head to indicate agreement.
- Avoid information overload (if you are nervous, you may tend to talk more and more quickly). Talk slowly.
- Be comfortable with silence.
- Use “I” messages. For example, you might say, “I feel uncomfortable when you...”
- Repeat for clarification. For example, “If I am hearing you correctly, you did not understand...”
- Check for understanding.
- Use simple, clear vocabulary.
When you are listening:

- Maintain eye contact.
- Don’t interrupt; wait until the student has finished talking. This can be useful if the student attempts to interrupt while you are talking. (“I did not interrupt while you were talking; please allow me to complete my thoughts as well.”)
- Check back to clarify; restate to confirm. (“Help me to understand how you see this.” Or “I’m trying to understand what the issue is here.”)
- Avoid jumping to conclusions.
- Show interest nonverbally.
- Don’t interject your own issues; focus on the student’s concerns.
- If necessary, further the discussion by prompts such as “Tell me more,” or “Talk a little more about this issue.”

Some additional suggestions:

- Clarify the problem jointly.
- Brainstorm and explore all possible solutions.
- Determine your and the student’s willingness to consider reasonable alternatives and jointly select the best options or combination of options.
- Ask for an "action plan" and follow-up.
- Do not fall into the trap of making decisions for the student who is undecided and/or unable to make a decision. If something goes wrong, the student does not feel responsible for the choice and may blame you.
- If communication is not effective, suggest bringing in a counselor/Access staff member to assist with the process. Often, the student may benefit from follow-up appointments in Counseling or the Access Office.
- It may be appropriate to include a department chair or Dean in the interaction.
DEALING WITH SPECIFIC TYPES OF SITUATIONS

Students Who Are Violent or Physically Destructive

Faculty or staff may encounter a crisis situation in which a student becomes violent or displays otherwise inappropriate or destructive classroom behavior. Your safety and the safety of other students and/or faculty and staff are top priority in this situation. If you feel your safety or your class’ safety is in jeopardy, call Campus Police or call 911.

Suggested Strategies:

- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation. (“I can see you are really upset.”)

- Explain clearly and directly what behaviors are acceptable. (“You have a right to be angry, but disrupting the class, or throwing books, is not OK.”)

- GET HELP. You can summon another instructor or staff member. If the situation is severe, ask someone to contact Campus Police first or local law enforcement (911). Campus Police have the right to remove the student from a class, an office, or another campus facility when that student becomes disruptive and/or belligerent. If you are at an off-campus location, contact the local law enforcement offices or 911.

- Request that the student leave your class or office. You have the right to exclude a student from a class or office for disruptive behavior until the situation is addressed and resolved “in a timely manner.” This is true if you request that the student leave, and/or if the Campus Police or local law enforcement officers remove the student from the class or office.

- Report any violent behavior to your department chair. If a student is asked to leave your class or office, the student’s behavior must be addressed. Contact the Office of the Dean of Student Development and Enrollment Management to obtain information on how to handle this.

- If you have reason to be concerned for the student’s psychological state, or fear the student could hurt himself or herself or others, immediately call Campus Police, and they will help the student get to the appropriate resource such as the Counseling Department, Access Office, Dean of Student Development and Enrollment Management, or an off-campus resource. If you are at an off-campus location, dial 911.

- DO NOT ignore warning signs that the student is about to explode or lose control of his/her emotions. (Some examples might be extreme impulsiveness that is frequent and intense, expressed violence that is indicated in written work or artwork that is not part of the assignment, aggressive or extremely negative reaction to the opinions of others.)

- DO NOT wait before taking some action.
Students Who Are Emotionally Troubled

Students may be emotionally troubled for a wide variety of reasons and exhibit quite varied behavior. The symptoms of some students suffering from emotional problems may not be obvious in the classroom setting. Sometimes, however, an instructor becomes aware of some major behavioral changes. For example, a student may suddenly appear withdrawn or uncommunicative in class or worry excessively about failure; the quality of the student’s performance in the course may change dramatically; or, the student may have irregular patterns of class attendance. If you have concerns about a student’s emotional well-being, you may ask to see the student individually to discuss your concerns in the context of the student’s classroom performance (i.e.: how the behavior you have observed is affecting class performance).

Suggested Strategies:

- Keep the relationship professional. Discuss the student’s performance in the context of instruction. (For example, discuss with the student his/her inadequate homework or late papers.) When a student is not addressing emotional difficulties, it is okay to share with the student the behaviors you are observing. You should not feel you need to be a counselor; instead, respond to the expressed issues by referring the student to a counselor or member of the Access Office staff.

- If the student does confide in you about emotional problems, be sensitive to his or her difficulties. Ask if the student is currently seeing a counselor or Access Office staff member. If not, ask if he or she would be willing to do so. Consider walking the student to the appropriate location to help him or her feel comfortable.

- Be available to listen and talk to the student as appropriate. Refer the student to offices that have the expertise necessary to advise or counsel the student. This is an important point because some students may want you to become overly involved in helping them solve their personal problems. You will want to be sympathetic; however, it is more beneficial for such students to seek and receive proper professional help. It is important that you do not commit yourself to assisting the student in dealing with emotional problems, not only for the student but also for yourself.

- Do not take responsibility for the student’s emotional state. It is possible to show compassion for difficult challenges without trying to solve problems or identify solutions for the student.

- When you feel that you have reached the limits of your ability to help the student emphasize that a staff of trained professionals is available on campus. Talk honestly to the student about why you think a referral is appropriate. Try not to confuse the student with multiple referrals. In a crisis, simplicity is important. Refer the student to the Counseling Department.

- Be sure the student has accurate information regarding any referrals. If you cannot walk the student to the appropriate office, call ahead and alert the Counseling/Access Office staff.
member that you are sending the student to their office. Briefly explain why you are making this referral.

- Submit a Behavior Incident Report to the BIT at: www.stlcc.edu/BIT

- Remember: Staff in Counseling and the Access Office will assist you individually in dealing with students who are emotionally troubled. Call upon their expertise.

**Sexual Harassment**

Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. It may involve conduct, in any form, by a person of either sex towards a person of the opposite or same sex. St. Louis Community College prohibits sexual harassment of students and employees of the College. The College’s policy prohibiting sexual harassment is Board Policy B. 12-Sexual Harassment. Sexual harassment can be limited to a single serious incident, or it may involve a series of incidents that are serious enough to interfere with a student’s ability to learn or any opportunity St. Louis Community College provides.

**Examples of behavior that may constitute sexual harassment include:**

- Subtle pressure for sexual activity
- Unnecessary brushing against or touching another individual
- Offensive sexual graffiti
- Physical aggression such as pinching and patting another individual
- Sexist remarks about a person’s clothing, body, or sexual activities
- Leering at or ogling a person’s body
- Demanding sexual favors accompanied by implied or overt threats
- Physical assault

- St. Louis Community College’s **Sexual Harassment Prevention Tutorial** is accessible via the College’s website at https://college.stlcc.edu/HR/Tutorials_and_Training/Index.html

- You should report any activity of this nature. Please contact the Sexual Harassment Lead Advisor on your campus/location.

- **If appropriate**, submit a Behavior Incident Report to the BIT at: www.stlcc.edu/BIT
Students Who Are Verbally Aggressive

Verbally aggressive students are often frustrated individuals who feel out of control. These students may project their anger onto the instructor, their classmates, and/or other faculty and staff.

Suggested Strategies:

- Deal with such students on a one-to-one basis away from their peers and possibly with a colleague present. This stops some of their need to be verbally aggressive, particularly when there is no audience.

- If an outburst occurs in the classroom, let the student know that you will not discuss the issues during the class. Invite the student to see you after class to set a time to have a conversation to identify issues of concern.

- Help the student identify the reason for the anger. ("It seems that you are upset because you feel your rights are being violated and nobody will listen.")

- Stay confident.

- Be sure students respect your physical boundaries. If the student is standing too close, tell him or her to step back. When the student calms down, refer him or her to a counselor or an Access Office staff person.

- Never confront an intoxicated person. If a student comes to class intoxicated, call Campus Police.

- Always report incidents of verbal abuse to your department chair. Always feel free to ask his/her assistance in dealing with verbally aggressive students.

- **If any incidents jeopardize classroom safety, call Campus Police immediately.**

- Submit a Behavior Incident Report to the BIT at: [www.stlcc.edu/BIT](http://www.stlcc.edu/BIT)
Students Who Are Manipulative or Time-Demanding

Relationships with these students often start off positively, but may lead to situations where the student places excessive demands on your time (in and out of class) and/or asks for help that is beyond what you consider reasonable. Identifying certain characteristics early may help you establish boundaries for students who have unreasonable expectations or who need a push to become more self-reliant or independent.

Manipulative or time demanding students:

- May give you excessive compliments
- May act overly helpless, getting others to do what they can do themselves
- May induce guilt when you tell them you can't be available when they want you to be available
- May tell you that no one understands them like you do
- May have constant excuses, refuse to take responsibility for behavior, and blame others for their condition
- May have a history of mental health treatment
- May have burned their bridges with others who have tried to help them in the past
- Can be like a bottomless well. The utmost time and energy given these students will not be enough
- Often seek to control your time and unconsciously believe that the amount of time received is a reflection of their worth
- May find it difficult to be alone
- Can have broad shifts in moods and emotions
- May have a new "crisis" almost daily or weekly
- May be overly anxious or insecure about adapting to an environment past the normal time of adjustment.
Suggested Strategies:

- Listen to the students’ needs and let them know that there are experts at the college to help them.
- Encourage students to go to the Counseling /Access Office or other offices that can address their problems.
- Submit a Behavior Incident Report to the BIT at: www.stlcc.edu/BIT

Students with Disabilities that May Affect Behavior

Most students with disabilities who are registered with the Access Office and seeking accommodations in your class will inform you of their needs and will not pose any behavioral concerns. However, some students exhibiting inappropriate behaviors may have a disability, and in many cases, you may not know that the student has a disability or that a disability may be a cause of behavior that you view as disturbing or disruptive.

Psychological disabilities may cause a student a problem with waiting patiently, controlling anxiety, remaining quiet in testing situations, or exhibiting appropriate behavior during exams. Medication for the disability may produce side effects that affect behavior.

Students with varied disabilities may be easily distracted; have trouble understanding directions; misinterpret subtleties in language, vocal tone, or social situations; appear disoriented in time or space (sometimes coming very early or very late to appointments or to class); or have trouble sticking to schedules.

Students who have suffered head injuries may exhibit memory deficit or attention deficit disorders, may have communication problems, or may show irritability, impulsiveness, or lack of social judgment.

Many students who have a disability may not wish for this fact to be public. It is best to make an announcement at the first class session, as well as state it in the course syllabus, that you welcome any students with disabilities in your class with accommodation needs to contact you privately. (See: http://www.stlcc.edu/Disability/Access_Office/Faculty_and_Staff/Syllabus_Statement.html)

If a student does inform you of a disability and he/she is registered with the Access Office, the student should provide you with an Instructor Notification Letter that lists the approved accommodations. If a student informs you of a disability and that student is not registered with the Access Office, it is in the best interest of the student and the faculty member to refer the student to the Access Office. Please send an email/or call the Access Office to let staff know that you have referred a student to the office so that the referral can be documented. Remember, students are under no obligation to disclose their actual disability to you. They are obligated to talk to you about any accommodations that they need for equal access. While a disability may explain behaviors, all students must adhere to the same behavioral and academic standards.
Suggested Strategies:

- Encourage students who voluntarily disclose a disability to you to register with Access.
- It is the responsibility of the Access Office to determine eligibility for accommodations when a student self-discloses.
- If the student desires a referral or requests special tutoring or classroom accommodations, suggest that the student contact the Access Office.
- Always be sensitive to the student’s right to privacy and be careful not to “single out” the student in class.
- Remember that, regardless of the accommodations made for any student, the student must meet the essential course requirements and objectives.
- Remember that all students are held to the Student Code of Conduct and follow the same referral process as those used by their non-disabled peers.

Things to avoid if a student exhibits irrational behavior:

- Don’t try to convince him/her of the irrationality of his/her thinking. This makes the student defend his/her position more.
- Don’t play along with his/her fantasy.
- Don’t expect customary emotional responses.
- Don’t demand, command, or order.

Please be aware of the following:

- If a student displays irrational thinking, trying to convince the student of the irrationality of his/her thinking may make the student feel a need to defend his/her position more.
- If student exhibits nonrealistic behavior, engaging with it can encourage the behavior to continue.
- Some students will display uncustomary emotional responses.
- Demanding, commanding, or ordering a student might cause a student to feel a need to ‘dig-in their heels’ which may exacerbate the situation.
- The Access Office or Campus Police are here to assist you.
- Submit a Behavior Incident Report to the BIT at: www.stlcc.edu/BIT
The “Bad” Class

Many teachers have experienced a class that is difficult, does not “gel” well, or struggles to achieve a positive classroom dynamic. Students may be inattentive, unwilling to participate, or disruptive. For lack of a better term, sometimes teachers refer to this as a “bad” class.

Suggested Strategies:

- Be frank with the students and discuss the situation with them. Let them know that you have noticed that the class is not working well together and this troubles you. Often students will come forth with their own sense of what is going wrong. Ask for their suggestions. Some may speak openly in class; others may want to speak with you privately; others may prefer to write their observations in class or in an e-mail.

- Once you have discovered what is problematic, be willing to change procedures, routines, and directions. Make changes in concert with the whole class, if possible.

- Some classes do not respond to strategies that may have worked in the past. When you find that you need to make changes in hopes of improving the class dynamic, clearly explain the changes and any new expectations, and stick to them.

- Use a variety of teaching strategies. Vary the pace of the class.

- Observe nonverbal behavior carefully. Be sensitive to cues that students may be having difficulty and “shift gears,” if necessary.

- Ask for help from your chair, from colleagues, or the Centers for Teaching and Learning. (Are these still active Centers??)

Students Who Interrupt or Dominate the Discussion

Some students may try to gain attention by interrupting, challenging the teacher’s statements, or dominating class discussion. If the student’s behavior compromises learning for others in the class, the teacher should intervene.

Suggested Strategies:

- Encourage other students to participate by asking, “Who has another view about this?” or “What do those of you on the right (left) side of the room think?”

- When asking questions, increase the “wait time” before calling on a student. This allows more students time to formulate an answer.
Call on specific students who have not yet participated in the discussion. Remember, however, that some students may find being "called on" intimidating and would prefer to speak only if they have first raised their hands.

Consider assigning, on a rotating basis, a group of appropriate students who will be responsible for leading the discussion. This gives every student a chance to participate and takes some of the power away from the “dominator.”

If the dominating student persists in his or her behavior, see the student after class and tell him or her that you appreciate his or her involvement, but would also like to hear from others in the class too. Engage the student as an ally in helping you think of ways to increase the participation of others in the class.

Students Who Chat Excessively During Class

Every teacher has probably encountered a class situation in which a few students engage in conversation that distracts their peers—not to mention the instructor—from the actual class discussion, activity, or presentation. These side conversations can become truly disruptive.

Suggested Strategies:

- Do NOT ignore excessive chatter. If you proceed with the class expecting (hoping!) the chatter will subside, it may or may not do so. You are allowing students to dictate the terms of classroom behavior.
- Do NOT compete with the noise in the classroom by talking louder. If students see that you are prepared to shout above their noise, they will let you go on doing it.
- Politely ask the students to hold their conversation until the break or after class.
- If the problem persists, speak to the students privately before or after class.
- Make direct eye contact with the students as they are talking so that they know you see them.
- Physically move to that part of the room. Look directly at the students who are talking.
- Rotate seating if the problem is recurrent.
- Do not rely on the class majority to quiet down the few disrupters.
Referring the Student Who May Be Having Trouble

Warning signs that a student is having problems:

- Student exhibits signs of depression
- Student displays a drastic change in behavior
- Student smells of alcohol or has bloodshot eyes
- Student offers evidence of a problem, written or verbal

Referring Students to the Counseling or Access Office:

- Approach the student in a gentle, caring, and non-judgmental way.
- Specifically state why you are concerned. Describe the behaviors you have observed and suggest a visit to the Counseling or Access Office.
- Explain that everyone may benefit from counseling at some time in his or her life.
- Suggest the Counseling/Access Office as a possible resource (rather than telling the student to go because he or she "needs help").
- Present the Counseling/Access as a FREE resource and that using the services can be like “taking a class to learn about yourself.”
- Remind students that their problems do not need to reach crisis proportions for them to benefit from professional help.
- Remind students that all counseling is confidential.
- Offer to walk the student to Counseling/Access Office so that you can introduce them to the services.
- Submit a Behavior Incident Report to the BIT at: www.stlcc.edu/BIT

The Behavior Intervention Team members have attended training from the National Behavior Intervention Team Association. (NaBITA https://nabita.org) In an effort to provide a rubric for behavioral and risk evaluation, the St. Louis Community College BIT Teams use NaBITA’s Threat Assessment Tool.
The threat assessment model used by St. Louis Community College BIT Teams:

NaBITA.org

NaBITA THREAT ASSESSMENT TOOL

MENTAL & BEHAVIORAL HEALTH, "THE D-SCALE"

DYSREGULATION/MEDICALLY DISABLED*
- Suicidal
- Para-suicidal (extreme self-harm or eating disorders)
- Individual is engaging in risk-taking behaviors (e.g., substance abusing)
- Hostile, aggressive, relational abuse
- Individual is deficient in skills that regulate emotion, cognition, self, behavior, and relationships

DISTURBANCE
- Behaviorally disruptive, unusual and/or bizarre acting
- Destructive, apparently harmful to others
- Substance abusing

DISTRESS
- Emotionally troubled
- Individual is impacted by situational stressors and traumatic events
- May be psychiatrically symptomatic

GENERALIZED RISK

EXTREME

SEVERE

ELEVATED

MODERATE

MILD

NINE LEVELS OF AGGRESSION

9
LOSE/LOSE ATTACK

8
WIN/LOSE ATTACK

7
LIMITED DESTRUCTIVE BLOWS

6
THREAT STRATEGIES

5
FORCED LOSS OF FACE

4
IMAGE DESTRUCTION

3
ACTIONS VS. WORDS

2
HARMFUL DEBATE

1
HARDENING

CRISIS PHASE

ESCALATION PHASE

TRIGGER PHASE

*Medically Disabled is a clinical term, as in a psychotic break. It is not the same as "disabled" under federal law.
<table>
<thead>
<tr>
<th>Classifying Risk</th>
<th>Intervention Tools to Address Risk as Classified</th>
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<tbody>
<tr>
<td><strong>Mild Risk</strong></td>
<td>- confrontation by reporter</td>
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<tr>
<td>- Disruptive or concerning behavior.</td>
<td>- behavioral contract or treatment plan with student</td>
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<tr>
<td>- Student may or may not show signs of distress.</td>
<td>- student conduct response</td>
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<tr>
<td>- No threat made or present.</td>
<td>- evaluate for disability services and/or medical referral</td>
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<tr>
<td><strong>Moderate Risk</strong></td>
<td>- confrontation by reporter</td>
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<tr>
<td>- More involved or repeated disruption; Behavior more concerning.</td>
<td>- behavioral contract or treatment plan with student</td>
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<tr>
<td>- Likely disinterested or low-level disturbance;</td>
<td>- student conduct response</td>
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<tr>
<td>- Possible threat made or present.</td>
<td>- evaluate for disability services and/or medical referral</td>
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<tr>
<td>- Threat is vague and indirect.</td>
<td>- conflict management, mediation, problem-solving</td>
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<tr>
<td>- Information about threat or threat itself is inconsistent, implausible or lacks detail.</td>
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<tr>
<td>- Threat lacks realism.</td>
<td></td>
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<tr>
<td>- Content of threat suggests threatener is unlikely to carry it out.</td>
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<tr>
<td><strong>Elevated Risk</strong></td>
<td>- confrontation by reporter</td>
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<tr>
<td>- Seriously disturbing incident(s);</td>
<td>- evaluate parental/guardian notification</td>
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<tr>
<td>- Exhbiting clear distress, more likely disturbance.</td>
<td>- evaluate need to request permission from student to receive medical/educational records</td>
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<tr>
<td>- Threat made or present.</td>
<td>- consider interim suspension if applicable</td>
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<tr>
<td>- Threat is vague and indirect, but may be repeated or shared with multiple reporters.</td>
<td>- evaluate for disability services and/or medical referral</td>
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<tr>
<td>- Information about threat or threat itself is inconsistent, implausible or lacks detail.</td>
<td>- consider referral or mandated assessment</td>
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<tr>
<td>- Threat lacks realism, or is repeated with variations.</td>
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<tr>
<td>- Content of threat suggests threatener is unlikely to carry it out.</td>
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<tr>
<td><strong>Severe Risk</strong></td>
<td>- possible confrontation by reporter</td>
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<tr>
<td>- Disturbing or alarming to significant others.</td>
<td>- parental/guardian notification obligatory unless contraindicated</td>
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<tr>
<td>- Threat made or present.</td>
<td>- available emergency notification to others (FERA/HIPAA/Civil)</td>
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<tr>
<td>- Threat is vague, but direct, or specific but indirect.</td>
<td>- no behavioral contracts</td>
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<tr>
<td>- Likely to be repeated or shared with multiple reporters.</td>
<td>- recommend interim suspension if applicable</td>
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<tr>
<td>- Information about threat or threat itself is consistent, plausible or includes increasing detail of a plan (time, place, etc).</td>
<td>- possible liaison with local police to compose red flags</td>
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<tr>
<td>- Threat likely to be repeated with consistency (may try to convince listener they are serious).</td>
<td>- deploy mandated assessment</td>
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<tr>
<td>- Content of threat suggests threatener may carry it out.</td>
<td>- evaluate for medical/psychological transport</td>
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<tr>
<td>- Possible confrontation by threatener.</td>
<td>- evaluate for custodial hold</td>
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<tr>
<td>- Consider voluntary/involuntary medical withdrawal.</td>
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<tr>
<td>- Direct threat eligible.</td>
<td>- consider eligibility for involuntary commitment</td>
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<tr>
<td>- Law enforcement response.</td>
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<tr>
<td>- Consider eligibility for involuntary commitment.</td>
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Upon enrolling in the college, each student assumes an obligation to conduct himself/herself in a manner compatible with the college’s function as an educational institution and to obey the laws enacted by federal, state and local governments. If this obligation is neglected or ignored by the student, the college must, in the interest of fulfilling its function, institute appropriate disciplinary action.

Students who are parents have the responsibility to arrange suitable care for their children while they attend class. Students are not permitted to bring children to class nor should children be left unattended in halls, building offices or on campus. The college reserves the right to protect the safety and welfare of unattended children.

In addition to the above, misconduct that may subject a student to disciplinary action includes the following:

a. Dishonesty
b. Forgery, alteration or misuse of college documents, records or identification.
c. Hazing
d. Obstruction or disruption
e. Sexual harassment/sexual violence
f. Physical abuse
g. Theft or damage to college property
h. Unauthorized entry to or use of college facilities
i. Violation of law or college policies
j. Alcohol or controlled substances
k. Disorderly conduct
l. Failure to comply with directions of a college official
m. Possession or use of a firearm
n. Complicity

For more explanation of these various forms of misconduct, see Administrative Procedure G.14.1 at http://www.stlcc.edu/document_library/admin_procedures.pdf. Students are protected against race and ethnicity discrimination by Title VI of the Civil Rights Act of 1964, against sex discrimination, including sexual harassment, by Title IX of the Education Amendments of 1972 and against discrimination based on sexual orientation, religion, age, genetic information and status as a disabled or Vietnam-era veteran by Board Policy. Students who believe they have been subjected to discrimination in violation of Board of Trustees Policy B, should use the procedures described in Administrative Procedures G.15 at http://www.stlcc.edu/document_library/admin_procedures.pdf.

Students who believe they are being sexually harassed are encouraged to discuss the matter first with a sexual harassment advisor (see page 188 for list). If a harassment complaint cannot be resolved informally, the student may file a complaint within 10 calendar days after the conclusion of the informal process by submitting a written appeal to the hearing committee. Such appeal must be signed and dated by the compliance officer.