

What To Do in Non-Crisis Classroom Situations:

Student is Disrupting the Class

Disruptive behaviors that interfere with other students' learning or are in violation of the code of conduct must be addressed. Students who are disruptive are also likely to be in need of support.

Rude or annoying behavior may not merit follow up if it is not disruptive to the learning environment.

Identify:

- the disruptive behavior
- what exactly needs to change
- what the consequences will be if it does not stop

Step 1: Address the issue 1-1 with the student:

1. Acknowledge the student's experience
I know today's critique was difficult...
2. State your position (with regard to class policy and University expectations)
My job is to maintain a good learning environment for everyone...
3. Propose next steps
Next time you are angry in a critique...
4. Confirm student agreement
Do you agree this is a good plan?

Step 2: If the issue is unresolved, call on your director to meet 1-1 with the student, or to offer you other guidance.

Step 3: If the issue is still unresolved, work with your department to consider filing a University Disciplinary Procedure against the student.

Tips

- Document as much as possible.
- Stay calm and do not take anything the student says personally.
- Focus on behavior, not personality traits.
- Refer student to ARC for academic support or outside referral to address underlying causes of the disruptive behavior.

OL guidelines for responding to challenging students:
<https://live4.academyart.edu/challengingstudents>

Student Seems in Need of Support

ARC: 415-618-3917
3rd floor, 79 New Montgomery
arc@academyart.edu

The ARC (Academy Resource Center) is the gateway to academic and ESL support, resources for students with disabilities, counseling referrals, and more.

Be aware of indicators of distress. Use frequency, duration and severity to determine whether you ought to reach out to specific students.

Reach out to distressed students by conveying the message that:

1. You notice and care
I notice you might need help.
I care about your success.
2. You are not the one who can offer the professional help that a student might need
I am not the professional who can help you with this.
3. Professional help is available
Here is someone who can help (ARC referral, or community resources on the ARC website).
4. You want to know they are getting help
Please follow up and let me know you are getting help.
5. You are willing to work with them on deadlines, *if* appropriate.
If you need special considerations, please discuss them with me.

If you are unsure of what to do, contact your director immediately to discuss the situation.

Setting Up a Safe Learning Environment

Know the AAU Security procedures: bit.ly/AAUCampusSafety

Sign up for safety alerts by texting EZAAU to 313131

Know the AAU policies: bit.ly/AAUPolicies

- Student Rights and Responsibilities
- AAU Code of Conduct
- Academic Freedom and Responsibility
- Drug and Alcohol Policy for a Drug-free Workplace

Have clear classroom policies in place: Challenges are inevitable. It is important that you, the teacher, have a clear idea of what behavior is and is not acceptable, what your response will be, and what structures and policies are in place to support you. Policies should be communicated on the first day of class.

- late work policy
- grading guidelines
- process to make up work from an excused absence
- civility expectations

Frame and contextualize assignments and activities:

- Be sure that assignments and exercises have clear outcomes that align with the course outcomes.
- Emphasize the audience and purpose of work students are being asked to produce.
- Identify topics that are not acceptable for certain assignments, and provide a rationale.
- Provide robust, clear expectations through, for example, rubrics and clear assignment sheets.
- Be aware of possible “triggers” and allow students alternative ways to complete assignments. For example, allow veterans to opt out of a reading that includes combat scenes from Vietnam.

Teach well: Many classroom disruptions can be prevented with strong teaching. Students who know the goals and standards of the class, and who are being held accountable for them are less likely to act out than students who perceive a teacher to have arbitrary standards or inconsistent goals. Focus first on what you do expect from students instead of what they cannot do.

Contact a faculty developer at 415.618.3855, or visit faculty.academyart.edu for support in any of these areas.