**GENERAL TIPS** (applies to all levels)

- Recognize your authority to address the situation
- Remain calm and respond in a calm manner
- Reiterate classroom and/or discussion ground rules
- Be consistent with addressing ground rules to all students regardless of viewpoint
- Address unknown or uninvited individuals or groups who come to the classroom
- Address inappropriate comments, attacks, or other disruptive behavior while it is occurring
- Recognize the difference between “difficult dialogue, passionate debate” and behavior intended to disrupt the classroom ground rules
- Ask disruptive individuals to leave the classroom
- Document the issue

**FOLLOW UP RESOURCES**

- Speak with the student in private as soon as possible after the incident
- Listen and acknowledge
- Be specific about the disruptive behavior
- Consult with colleagues or department chair for insight into addressing situations
- Behavioral contract with student
- Referral to Student Ombuds for help with conflict management, mediation or problem-solving skills

- Make a referral about the student to Student Conduct and Academic Integrity
- Discuss the matter with your department chair

_Call the Behavior Concerns and COVID-19 Advice Line (BCCAL) 512-232-5050_  
safety.utexas.edu/bccal

- Report the incident to CCRT if the behavior could be considered bias-related
- Make a referral about the student to Student Conduct and Academic Integrity
- Call the Behavior Concerns and COVID-19 Advice Line

**RESOURCES** (applies to all levels)

- Counseling and Mental Health Center  
  - Student Conduct and Academic Integrity
  - UTPD
- Student Emergency Services  
  - BCCAL - Behavior Concerns and COVID-19 Advice Line
  - University Ombuds

**RESPONDING TO**  
Disruptive or Threatening Behavior in the Classroom

*The University of Texas at Austin  
Office of the Dean of Students  
Division of Student Affairs*
LEVELS OF DISRUPTION

LOW

Involves non-threatening, low-level disruptive behavior that can be resolved informally with the student.

MID

Involves seriously disruptive behavior including behavior that continues or escalates after being addressed by the instructor. Student exhibits clear distress and while threats are made or present, the threat is not realistic or plausible. There is no reason to believe the threatener is likely to follow through with the threat, however, the conflict is escalating.

HIGH

Involves behavior or language that is threatening and violent. The student is clearly disturbed and has a detached view of reality. The student is at risk for harming self or others.

BEHAVIOR INCLUDES

• Arriving late or leaving class early in a manner that disrupts teaching
• Engaging in disruption by making off-topic comments, comments during lecture and outside of group discussion time, domineering the discussion space so that others may not participate
• Not following directions
• Interruptions, speaking over instructor and/or other students
• Emotional stress around particular topics; behavior subsides when stressor removed or topic changed
• Apparent mood shifts: depressed, manic, inappropriate actions
• Debate and contentious arguments not part of the assigned classroom discussion topic or activity
• Non-verbal signs of stress: agitated, tense, uncomfortable, clenching teeth or fists, arms crossed tightly across body, shaking of head etc.
• Continuation of disruptive behavior even after being addressed by the instructor
• Refuses to comply with instructor’s directives
• Responds in an inappropriate or disturbing manner (in person, email, phone call) post classroom incident
• Shouting over instructor or other students
• Bullying or intimidating behavior
• Unusual, erratic or bizarre acting
• May be destructive, harmful or threatening to others
• Veiled threats
• Exhibits lack of trust for authority, “us” versus “them” statements
• Unable to regulate emotions, cognition, behavior
• Poor self-care
• Credible verbal or physical threats; specific and concrete
• Performs acts of violence
• Behavior prevents the class from continuing
• Belligerent towards instructor’s directives; perceived as overly rude or intimidating
• Unknown or uninvited (individual or group) and refuses to leave or interferes with the instructor’s ability to teach
• Student follows-up with threatening or disturbing email or phone call
• Psychotic breaks, hostile or aggressive
• Suicidal or exhibits self-injurious behavior
• Display of a weapon

IMMEDIATE RESPONSE

LOW

• Address the behavior
• Reiterate classroom ground rules
• Evaluate for disability or medical referral
• Notice when differences in opinion become polarizing

MID

• Address the behavior with the disruptive student
• Reiterate classroom ground rules
• Evaluate for disability or medical referral
• Take a short break to diffuse the situation
• Request that the disruptive student leave the classroom

HIGH

• Call 911 - UTPD
• Address the behavior
• Reiterate classroom ground rules
• Evaluate for disability or medical referral
• Notice when differences in opinion become polarizing
• Take a short break to diffuse the situation
• Request that the disruptive student leave the classroom