RESPONDING TO DISRUPTIVE BEHAVIOR

Follow these steps in the event of a student disruption:

A student’s behavior significantly or repeatedly interrupts teaching, learning, research, or other university business.

Does this behavior pose an immediate danger to the student or others?

Yes

No

Approach the student calmly. Ask the student to stop the behavior. Refer to established expectations, and offer to meet with them during office hours. If the behavior continues, ask the student to leave the class.

Did the student leave when asked?

No

Yes

Report the incident to Dean of Students

Call UTPD 911

ESTABLISHING AND REINFORCING CLASS EXPECTATIONS

» Establish expectations, boundaries, and ground rules regarding participation and engagement at the beginning of each term.

» Class expectations can also be created with your students as community guidelines. Students are active participants in shaping the class learning environment, so co-created community guidelines motivate them to respect and uphold class expectations.

» Reinforce these expectations in the course syllabus, verbally in class and in written communication to students and materials for asynchronous learning (e.g., Canvas announcements, discussion board instructions).

» If a student fails to follow established classroom expectations, consider using the ACTION communication framework to inquire about intent, reduce tension, explore impact, and offer a positive direction for the class. Another option is to ask the student to meet with you after the interaction to discuss the behavior that caused the concern. Use this communication to reaffirm classroom expectations.
MORE WAYS TO HELP

WHAT IF THERE’S CONCERNING BEHAVIOR THAT’S NOT A DISRUPTION?

If you’re concerned about a student but their behavior isn't specifically disruptive, make any relevant reports from the list below to initiate support follow-up with that student:

» STUDENT CONDUCT REPORT
  • Make a student conduct report.
  • Detail concerns including:
    · Repeated non-compliance after instructor intervention,
    · Verbal or physical threats,
    · Academic misconduct,
    · Disruptive content on class Canvas and/or other online platforms used for class activities,
    · And/or disclosure of hazing activity or impact.
  • Your report and any subsequent student disciplinary record are considered educational records under the Family Educational Rights and Privacy Act (FERPA) and are therefore confidential.

» ACADEMIC REPORTS
  • Report class absence issues through Class Information Pages (CLIPS), if applicable, and following any specific processes for your college/school or department.
  • Detail concerns including:
    · Frequent absences,
    · Declining academic performance,
    · Failure to meet academic requirements for class or program,
    · And/or missed coursework.
  • Make a referral to the Counseling and Mental Health Center CARE Program.
    · Once complete, let the student know that you've made a referral to a CARE counselor.

» BCAL REPORT
  • Make a report to the Behavior Concerns Advice Line (BCAL).
  • Detail concerns including:
    · Disclosure of concerning life circumstances,
    · Food insecurity and/or housing instability,
    · Financial hardship,
    · Noticeable changes in behavior,
    · Any reference to self-harm or harm to others,
    · And/or disclosure of interpersonal conflict.
  • You can also call BCAL 24/7 at 512.232.5050 to make a report or get advice.
  • Your BCAL report and any subsequent records of student support may be considered educational records under the Family Educational Rights and Privacy Act (FERPA). In most cases, staff will be unable to share any outcome or update on your concern due to confidentiality.