A GUIDE TO ADDRESSING DISRUPTIVE CLASSROOM BEHAVIOR AT THE C.O.R.E.

C.O.R.E.

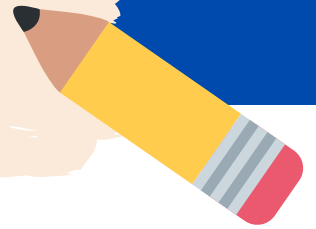**C:** CLEAR COMMUNICATION

O: OWNERSHIP OF ACTIONS

R: RESPECT FOR SELF & OTHERS

E: EDUCATION THROUGH CONVERSATION

Tips to Promote Clear Communication

Clear communication at the beginning of the quarter helps set the tone of the course and aids students in better understanding course policies and guidelines regarding their behavior. Below are some tips that can help prevent some occurrences of class disruptions.

Identify Examples of Disruptive Behavior: Take some time in preparation of the course to reflect on behaviors you deem to be disruptive in class and use this information to develop course policies (e.g., eating in class, packing up before the class is over, using devices for non-academic related activities and/or having side conversations).

Set Clear Expectations: Set clear course policies and guidelines on classroom behavior at the beginning of the quarter using the disruptive behaviors you identified. It may be helpful to address the who, what, why, and how when developing a course policy. When developing course policies, ask yourself the following:

- **What is the course policy?** e.g., people may not talk over or interrupt one another during class discussions.
- **Who does it apply to?** e.g., all students taking the class.
- **Why do I think this policy is important to have in class?** e.g., to promote academic freedom, respectful dissent, and dialogue during class discussions.
- **How will students be held accountable if they do not abide by this policy?** e.g., students will lose participation points if they violate policy and continued disruption will be referred to OAISC.

Communicate these standards at the beginning of the term through various means (e.g., including them in the syllabus, discuss them briefly at the start of the first class lecture, make the expectations easily accessible for future reference by including them on CANVAS.)

Discuss Purpose of Class Expectations: This can be your opportunity to discuss the reasoning you used to develop the policy when answering the question above, "Why do I think this policy is important to have in class?" Indicating the purpose of the policy can help promote students' understanding of the importance of abiding by them (e.g., to be respectful of people's time, to be respectful of other people's opinions if they differ from your own, to minimize distractions).

Communicate University Policy: State in verbal and written communication their behavior must abide by university policy outlined in the Policies Applying to Campus Activities, Organizations and Students (PACAOS).

Explain the Consequences of Not Abiding by Course-specific or University Policy:
Be specific about the potential consequences that may result if a student violates the established course policies and rules (e.g., loss in participation points, referral to OAISC).

Tips to Promote Ownership of Actions

A student's actions in a class may not only affect themselves, but the experience of others in the classroom. Addressing disruptive classroom behavior can serve as a learning opportunity. It can allow a student to take accountability and ownership of their actions, promote learning, and enhance personal development.

We recognize many people, including faculty and staff, hold different comfort levels when addressing conflict, such as disruptive classroom behavior. However, it is important to address the issue as it arises for various reasons as outlined below:

Enhanced Awareness: Some students may not realize how their actions are disruptive to others in the class.

Prevention: Intervention may lead to prevention. It is important to address disruptive classroom behavior as a way to prevent repeated instances of disruption in the future.

Accountability: Not enforcing set course policies may signal to the class they may not be held accountable for their actions. It is important to consistently enforce course policies. It is also important to ensure you are providing consistent and fair consequences (e.g., If five students in class are on their laptops, against course policy, you should follow up with all five students and inform them of the consequences you outlined, such as losing class points).

Personal Ownership: Emphasize personal ownership of the class experience. Reminding students they have a responsibility to co-create their own learning experience can prompt the students to hold themselves and their peers accountable.

Intervention: A student may be engaging in disruptive behavior because they are in distress which may signal they are in need of additional support. To learn more about how to support students of concern refer to our guide to "Supporting Students In and Out of the Classroom: Tips to Supporting Students of Concern" on our website: This resource includes information on resources, response protocols, and referrals.

A Five Steps Guide to Addressing Minor and Common Forms of Disruptive Behavior in the Classroom:
- **Step 1:** Address the entire class as a whole in a calm and professional manner.
- **Step 2:** State what behavior is causing the disruption and remind students of course policy.
- **Step 3:** Remind them of the who, what, why, and how of the policy: What is the course policy? Who does it apply to? Why do I think this policy is important to have in class? How will students be held accountable if they do not abide by this policy?
- **Step 4:** After class, inform the student privately how their actions were disruptive and send a follow up email detailing your conversation.
- **Step 5:** Remind the student in person and in email what future disruption may result in (e.g., referral to OAISC, impact on grade.) If you are uncomfortable addressing the behavior in person make sure to conduct the follow up through email.

Tips to Promote Respect for Self & Others

Students are constantly developing in and out of the classroom. Students' lived experiences, cultural backgrounds, values, beliefs, and identities can all influence how they may show up and engage in a space, like the classroom. As students begin to learn, unlearn, or re-learn based on new information presented in a course, their worldview may adapt, expand or be challenged. It is important to create a learning environment based on mutual respect to promote personal, professional, and academic development. Below you will find suggestions that can aid in creating an environment built on mutual respect:

Emphasize Respect & Role-modeling: Emphasize the importance of respecting self and others by role modeling appropriate classroom behavior (e.g., address disruption in a calm and professional manner, model professional disagreement or dissent).

Dialogue about Academic Freedom: Inform students about academic freedom, theirs and yours. Additionally, discuss the differences between their behavior as it relates to academic freedom and class disruption (e.g. If a professor states the class discussion time has ended and it is time to move on to a different topic, but a student refuses to end the discussion and their behavior prevents the professor from continuing to move on, their behavior may be viewed as a form of classroom disruption, regardless of academic freedom).

For Cases of Persistent or Egregious Forms of Disruption in the Classroom: If a student's behavior is persistent and/or egregious, disrupts your ability to teach, and/or impacts other students' ability to learn, use the steps below as a guide:

- **Assess the situation:** Determine if you are the appropriate person to respond in this case or if UCIPD would be appropriate in the event it is a serious disruption or concern of safety.

- **Addressing Disruption if it Persistent or Egregious:** If you have already addressed the entire class during the class lecture, but the disruptive behavior continues, you may want to consider calling a short break to the class. Then approach the student, who is engaging in persistent disruptive behavior, in a way that does not bring unnecessary attention to the dialogue. Ask to speak to them privately and then proceed to inform them of how they are being disruptive, remind them of course policy, inform them of the consequences of their actions (e.g., referral to OAISC, impact on grade). If you have questions, want to file a formal report, or need additional (non-emergency) assistance, please contact our office at (949) 824-1479 or consult your department.

  If the student's behavior is threatening to the safety of themselves or others, call UCIPD at (949) 824-5223.

- **Report the incident:** Consult with your Academic Deans and report to the Office of Academic Integrity & Student Conduct whenever disruptions occur, even if they seem minor. It is helpful to have all incidents recorded.

Tips to Promote Education Through Conversation

Some students may not recognize how their behavior affects others and do not intend to impact another person in the classroom. There may be instances where students engage in disruptive behavior intentionally or unintentionally. Regardless of a student's intentions, it is important for them to understand policy and the impact they can have on the community. All students are expected to uphold and abide by university policy as outlined in the <u>Policies Applying to Campus Activities, Organizations and Students</u>.

When addressing students' disruptive behavior, the goal is never to "call out" or "single-out" a student, rather call them in to an educational conversation about the purpose of policy and how their actions may negatively impact themselves and others (e.g., Receiving a lower class participation score and the inability of the class to cover all the content scheduled for that class lecture, due to their disruptive behavior.) Use the following information below as a guide to discussing disruptive behavior with students through an educational and developmental approach:

Remain Objective: When addressing disruptive behavior always remain objective and do not make assumptions about why a student is disruptive in class. The questions in the section titled "Tips to Promote Clear Communication" of this guide, can help you structure your conversation with students about how their behavior is disrupting the class. Remind the students of the what, who, why, and how behind the policy.

- **What is the course policy?** e.g., no face-timing or speaking on the phone during class.
- **Who does it apply to?** e.g., all students within the class.
- **Why do I think this policy is important to have in class?** e.g., it distracts the professor, other students.
- **How will students be held accountable if they do not abide by this policy?** e.g., the student may be marked absent from the class which impacts their attendance grade in the course.

Utilize "I" Statements: It is valuable and effective to use "I statements" to discuss how a student's behavior had an impact on you, the class, or others. Examples of "I statements" can be found below.
- "I was frustrated when you took part in a video chat with a friend during class because it distracted the class and made me forget what I was going to say next."
- "It upset me when you started having side conversations in class because I felt you were not interested in paying attention to the content I spent time preparing for class."

Write a detailed Report to OAISC: OAISC will engage the student in dialogue about the purpose of policy and the community impact of their actions. When writing a report to OAISC, it is important to include the date, time, location of the incident, and provide detailed and fact-specific information. Use objective language and try to refrain from including opinions or commentary in the report, as the report may be discussed with the student during an administrative meeting. To report an incident to OAISC click <u>here.</u>

Request an Information Session: Feel free to reach out to OAISC if you are interested in a representative from our office presenting to your class on this or other subject areas. We're here to help!