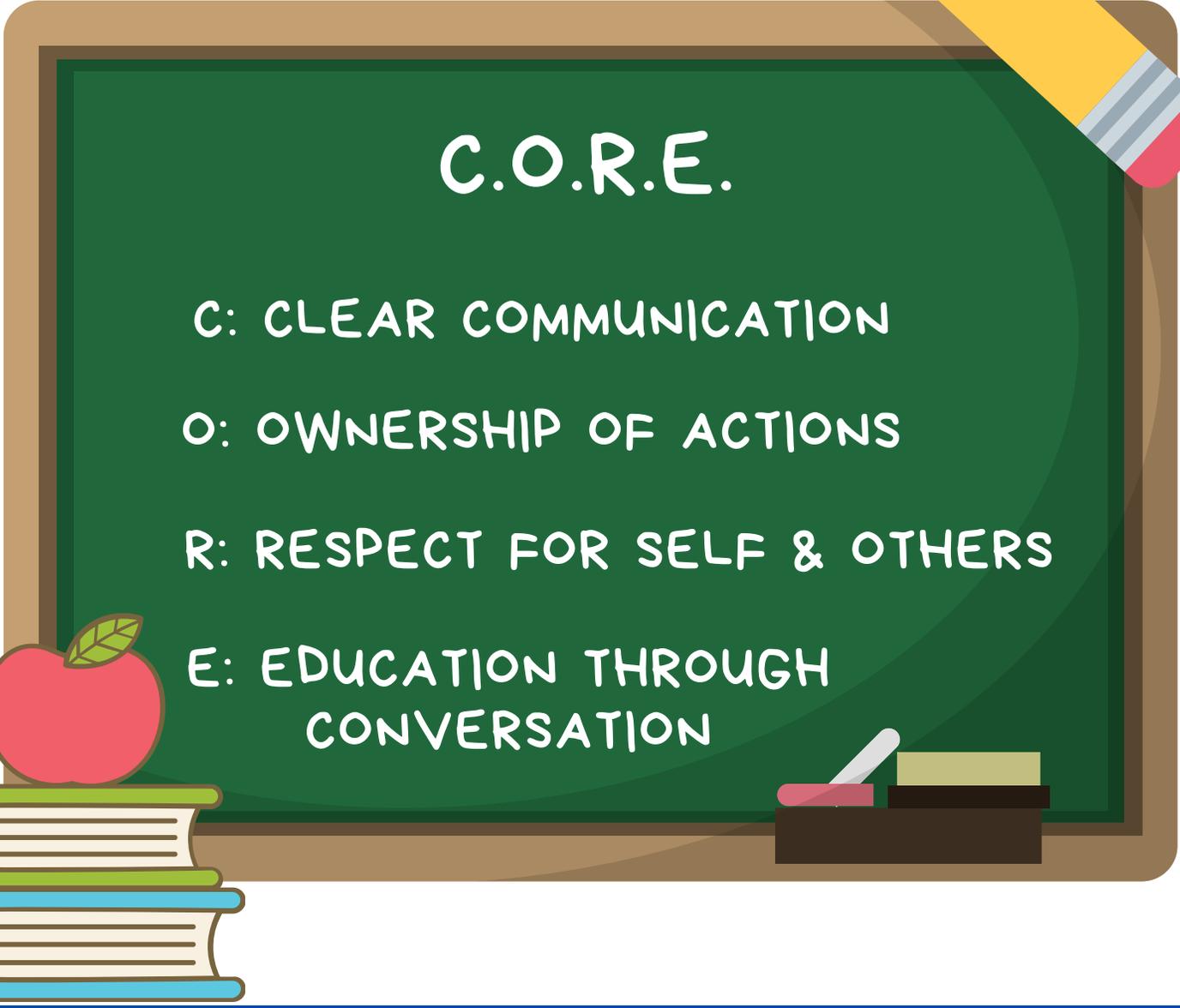


ADDRESSING
DISRUPTIVE
CLASSROOM
BEHAVIOR
AT THE C.O.R.E.



C.O.R.E.

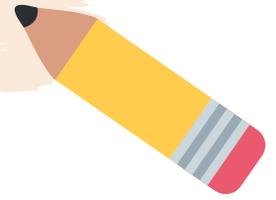
C: CLEAR COMMUNICATION

O: OWNERSHIP OF ACTIONS

R: RESPECT FOR SELF & OTHERS

E: EDUCATION THROUGH
CONVERSATION

Tips to promote and enhance communication, ownership, respect, and education within the classroom (C.O.R.E.)



CLEAR COMMUNICATION

- Identify examples of behaviors that you deem to be disruptive in class to develop class expectations.
- Communicate class expectations at the beginning of the term through various means (e.g., syllabus, during lecture.)
- Indicate the purpose and reason for class expectations (e.g., to be respectful of people's time.)
- Be specific about the potential consequences that may result if a student violates the established class expectations and rules (e.g., loss in participation points, referral to OAIISC, etc.)
- Communicate policy in verbal and written communication that their behavior must abide by class rules and university policy as outlined in the Policies Applying to Campus Activities, Organizations and Students (PACAOS)

OWNERSHIP OF ACTIONS

- If a student is disruptive, address the entire class as a whole in a calm and professional manner, state what behavior is causing the disruption, and remind students of class expectations.
- After class, inform the student privately how their actions were disruptive and send a follow up email detailing your conversation. Remind the student what future disruption may result in (e.g., referral to OAIISC.)
- Remind students they have a responsibility to co-create their own learning experience, which can prompt students to hold themselves and their peers accountable.
- Intervene when disruption occurs and be consistent when enforcing class policies. Note: Some behavior can signal that a student is in distress and in need of support. See our guide for supporting students of concern to learn more.

RESPECT FOR SELF & OTHERS

- Emphasize the importance of respecting self and others by role modeling appropriate classroom behavior.
- Inform students about academic freedom - theirs and yours.
- Take time to discuss the differences between academic freedom and class disruption.
- Inform students of how disruption can impact the time spent on class context, activities, and answering questions.
- If a student's behavior consistently disrupts your ability to teach and other students' ability to learn, report the incident to OAIISC and notify your Associate Dean.
- If you ask a student to leave class due to disruptive behavior and they refuse, or if the student's behavior is threatening to the safety of themselves or others, call UCIPD at (949) 824-5223.

EDUCATION THROUGH CONVERSATION

- Address disruptive behavior objectively by informing the student what, why, and how their behavior is disruptive.
- Use "I" statements when discussing how the disruption impacts you "(e.g., I feel ___ when you did ___)."
- Report to OAIISC and we will engage in dialogue about the purpose of policy and the community impact of actions.
- Reach out to OAIISC to provide informational sessions on this and other subject areas. We're here to help!

See our full guide for more detailed information on how to assess, address, and report disruption in the class room.