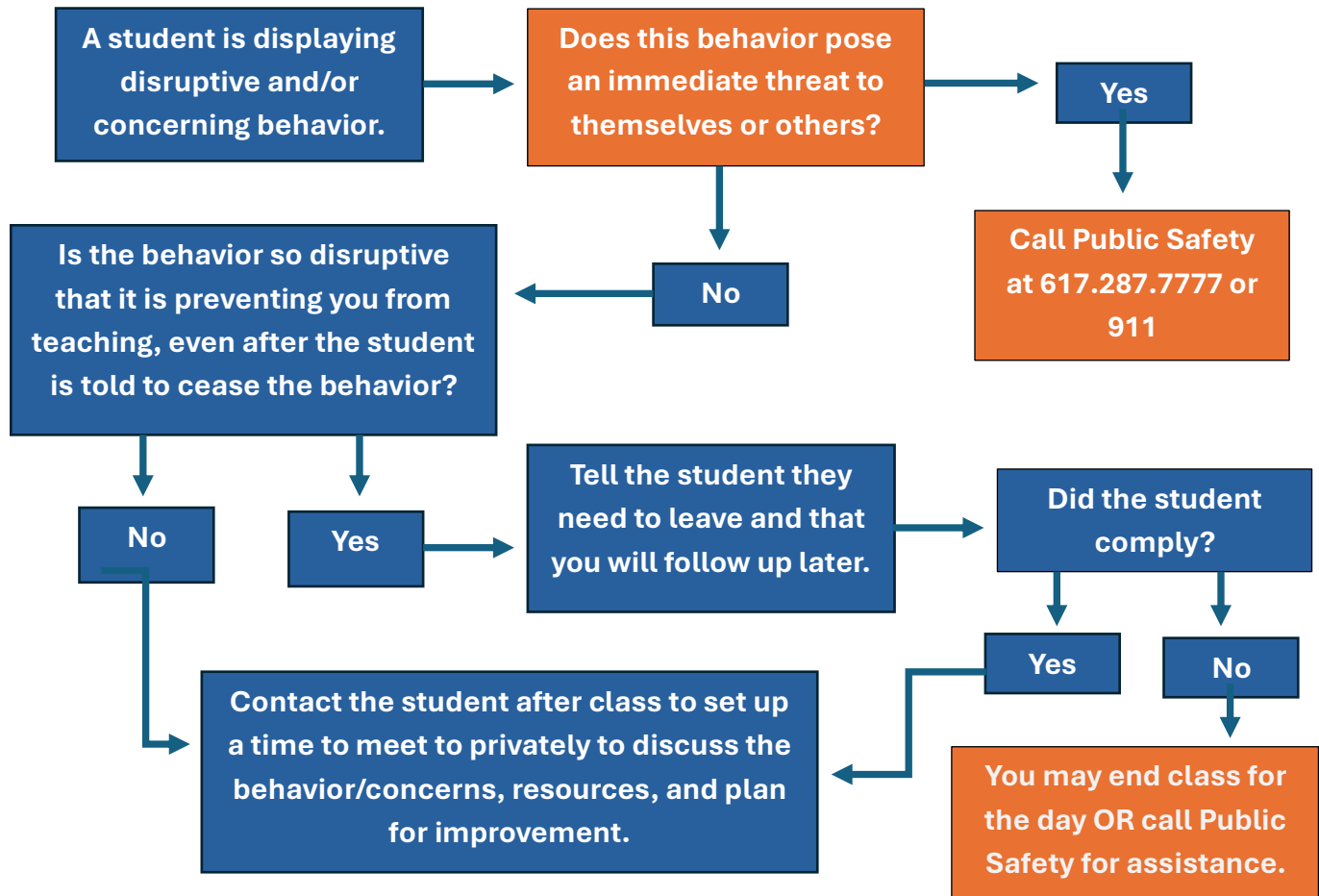


Managing Disruptive Student Behavior in the Classroom



Follow-Up Meeting with the Student

A private meeting with the student is generally the best way to resolve an incident of disruptive behavior. You may ask another person, such as your department chair or colleague, to join the meeting if you are concerned about the student's immediate reaction or allegations of misconduct from the student.

During the meeting:

- Be steady, consistent and firm while clearly identifying the disruptive behavior(s). Focus on describing the specific disruptive behavior so that it is clear the intervention is about the specific behavior, not the student themselves.
- Refer to your syllabus, the Student Code of Conduct and/or other applicable University policies and discuss appropriate expectations and/or boundaries
- Discuss an action plan for improvement.
- Determine if you can take additional steps to assist the student and provide referrals (such as the counseling center or the Dean of Students office) that may help.
- Remain calm, respectful and acknowledge the student's feelings. If at any time during the meeting you feel unsafe, you should immediately end the meeting.

After the meeting:

Consider following up with an email to summarize the conversation. Determine if you need to make a referral to Care Case Management or report the incident to Student Conduct.

If there is an emergency, please call 911.



Resources, Referrals and Reporting

Preventative Strategies

Establishing norms help prevent disruptive behavior and allows you to react effectively in the moment. In addition to using your syllabus to set academic expectations, you can also utilize it to create classroom behavioral expectations. Instructors have found it helpful to:

- Outline both productive and disruptive types of behavior
- Outline the process by which disruptive behavior will be addressed
- Outline consequences for ongoing disruptive behavior

Additional prevention tips include:

- Verbally address classroom expectations regarding behavior on the first day of class.
- Model the type of behavior you expect from your students.
- Be careful about creating too much informality.
- Request occasional anonymous feedback from students about how class is going.

Reporting Bias

A bias incident is an action or behavior committed against another person or property that is motivated by a person's bias or prejudice. If you experience, witness or learn of a bias-related incident, you can report it at www.umb.edu/crtix

Title IX

Did the student disclose sexual assault or harassment, dating or domestic violence and/or stalking? To learn more or to report it, visit www.umb.edu/crtix

Student Disability Support Services

If the student indicates they have a disability, encourage them to contact the Ross Center for Disability Services at Ross.Center@umb.edu or call 617.287.7430

WHEN TO

Make a referral to [The Center for Academic Excellence/Submit an SRP](#)

- Any academic issue
- Unresponsive to faculty email outreach
- Improving study skills, writing skills, and organizational skills
- Improving quiz/test grades
- Reducing absences from class
- ESL challenges



(search for "SRP" on the UMB website)

WHEN TO

Make a referral to [Care Case Management](#)

- Frequent absences due to illness
- Mental health concerns
- Suicidal thoughts
- Food and/or housing insecurity
- Exhibiting odd behaviors
- Poor hygiene



Go to UMB.edu/Maxient

WHEN TO

Report [Student Misconduct](#)

- Repeated non-compliance after instructor intervention for:
 - Aggressive Behavior
 - Disruptive Behavior
- Verbal/physical threats



Go to UMB.edu/Maxient

If you believe a student is ever an immediate threat to themselves or others, please call 911 or contact UMBPD at 617-287-7777