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Helping Distressed Students

A Guide for Faculty and Staff

Provided by The University of Akron Wayne College
Office of Counseling and Accessibility Services

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The University of Akron
Wayne College

HELPING DISTRESSED STUDENTS

A GUIDE FOR FACULTY AND STAFF

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HELPING DISTRESSED OR DISTRESSING STUDENTS

A Guide for Faculty and Staff

PURPOSE...

The University of Akron Wayne College Counseling and Accessibility Services supports the academic mission of the college by providing services and programs that help students achieve their educational goals. Services are designed to improve skills and reduce the effects of emotional and interpersonal problems that interfere with learning. All Wayne College enrolled students are eligible for the counseling services. These services address a wide range of student problems ranging from developmental concerns to more serious psychological difficulties.

YOUR ROLE AS FACULTY AND STAFF...

You play a central role in student help-seeking efforts. First, you are often in a direct position to observe students and be aware of their behavior. Second, students frequently turn to informal help-givers like yourself to obtain advice and support. Although you are not expected to provide counseling, it is helpful for you to understand the critical role you can play in:

- responding to student problems
- being familiar with the signs that indicate a student is in need of help
- understanding the steps in making appropriate referrals

ABOUT THIS GUIDE...

The purpose of this guide is to assist you and others in the campus community in your efforts to respond to distressed or distressing students by providing the following:

- information about student problems
- information on the important role you play in responding to student problems
- tips on how to respond to student problems
- information about appropriate resources on campus that assist students with problems
- guidelines on how to make referrals to appropriate individuals or departments

WHAT YOU SHOULD KNOW ABOUT STUDENT PROBLEMS...

***Stress, pressures, and problems** are a normal part of college life.

While many students cope with these demands successfully, a significant number of students have difficulties which interfere with their performance.

***Studies indicate** that in a group of 100 students with equal numbers of men and women, at least:

- 20 students will have a substance-abusing parent
- 20 students will themselves have a substance abuse problem
- 35 students will suffer from discernible emotional problems like depression, anxiety, and other more serious conditions
- 15 female students will be victims of rape or sexual abuse
- 4 male students will be victims of sexual abuse
- 6 female students will have an eating disorder
- 2 male students will have an eating disorder
- 3 female (traditional age) students will become pregnant during their college years

***An even greater number** of students experience developmental problems in adjusting to college life and adulthood, such as defining identity, relating to others, and identifying educational goals.

***The more common difficulties** in adjustment as well as more serious emotional problems affect students' academic performance, personal effectiveness, and the quality of life in the campus community.

***Thus, identifying students in need of help** and assisting them in getting help are important responsibilities for all of us in the campus community.

WHAT YOU SHOULD KNOW ABOUT SYMPTOMS OF DISTRESSED STUDENTS

Sometimes it is very clear when a student is having difficulties coping. At other times, psychological distress is masked with less obvious symptoms. Some obvious and not-so-obvious signs of distress are:

PROBLEMS WITH ACADEMIC PERFORMANCE

- *Poor academic performance and preparation, particularly if such behavior represents a change in previous functioning
- *Excessive absences or tardiness, especially if representing a change in functioning
- *Chronic indecisiveness or procrastination
- *Repeated requests for special considerations
- *Increased concern about grades despite satisfactory performance
- *Increased dependence - student hangs around you or makes excessive appointments to see you during office hours

UNUSUAL BEHAVIOR

- *Listlessness, lack of energy, or falling asleep in class
- *Disruptive classroom behavior
- *Marked changes in personal hygiene
- *Impaired speech or disjointed, confused thoughts
- *Aggressive or threatening behavior
- *Extreme mood changes or excessive, inappropriate display of emotions
- *Hyperactivity, irritability, or heightened anxiety
- *Prolonged or extreme emotionality
- *Dramatic weight loss or weight gain with no apparent physical illness/reason
- *Bizarre or strange behavior indicating a loss of contact with reality
- *Use of mood altering chemicals (e.g. alcohol or drugs)

TRAUMATIC CHANGE IN RELATIONSHIPS

- *Death of family member or close friend
- *Difficulties in marriage or close relationships
- *Problems at home with family or roommates

REFERENCES TO SUICIDE OR HOMICIDE

- *Overt (or veiled) references to suicide - verbally or in writing
- *Statements of helplessness or hopelessness
- *Indications of persistent or prolonged unhappiness
- *Isolated self from friends and family
- *Pessimistic feelings about the future
- *Homicidal threats

OTHER COMMON STRESSORS THAT STUDENTS EXPERIENCE

- *Isolation and loneliness
- *Break-up of intimate relationship
- *Serious illness
- *Parenting responsibilities
- *Outside work or family pressures
- *Identity confusion
- *Low motivation or inability to establish goals
- *Academic pressure or failure
- *Cultural oppression/discrimination
- *Rejection by family

WHAT YOU SHOULD KNOW ABOUT RESPONDING TO DISTRESSED STUDENTS

Because you come in frequent contact with many students, you are in an excellent position to observe students, identify those who are in distress, and offer assistance. Your care, concern, and assistance will often be enough to help the student. At other times, you can play a critical role in referring a student for appropriate assistance and in motivating him/her to seek such help. A few guidelines for responding to distressed or distressing students are summarized below:

OBSERVE: The first important step in assisting distressed students is to be familiar with the symptoms of distress and attend to their occurrence. An attentive observer will pay close attention to direct communications as well as implied or hidden feelings.

INITIATE CONTACT: Don't ignore strange, inappropriate or unusual behavior — respond to it! Talk to the student privately, in a direct and matter-of-fact manner, indicating concern. Early feedback, intervention, and/or referral can prevent more serious problems from developing.

OFFER SUPPORT AND ASSISTANCE: Among the most important helping tools are interest, concern, and attentive listening. Avoid criticism or sounding judgmental. Summarize the essence of what the student has told you as a way to clarify the situation. Encourage positive action by helping the student define the problem and generate coping strategies. Suggest other resources that the student can take advantage of: friends, family, clergy, or professionals on campus.

CONSULT WITH THE WAYNE COUNSELING STAFF: In your attempt to help a student, you may need input from a professional. Dr. Fink is available to suggest possible approaches to take, provide you with support, or intervene directly with students. Julie Hartzler, our Disability Specialist is also available to consult regarding accessibility issues; call us for assistance. You will find the counseling staff and accessibility phone numbers on the front of this Guide.

REFER DIRECTLY TO THE WAYNE COUNSELING SERVICES: Know your limits as a help-giver; only go as far as your expertise, training, and resources allow. When a student needs more help than you are able or willing to give, it is time to make a referral to a professional. Additionally, submit a referral regarding the student to the CARE Team.

WHAT YOU SHOULD KNOW ABOUT MAKING A REFERRAL TO WAYNE COUNSELING SERVICES

When you have decided that professional counseling or a consult is indicated, inform the student in a direct, concerned, straightforward manner. Because many students initially resist the idea of counseling, it is useful to be caring, but firm, in your belief that counseling will be useful; to be clear and concrete regarding the reason you are concerned; and to be familiar with the procedures and the counseling services or other services on campus. Except in emergencies, it is important to allow the student to accept or refuse counseling.

Suggest that the student call or come in to make an appointment. Direct the student to the Smucker Learning Center or give them the counselor's direct phone number (on the front of this Guide). Remind the student that services are **FREE AND STRICTLY CONFIDENTIAL.**

Sometimes it is useful and necessary to assist the student more directly in the appointment-setting process. In these instances, you can offer the use of your phone or call the counselor yourself, while the student is in your office. Occasionally you may think it wise to actually walk the student over to The Smucker Learning Center or directly to Dr. Fink's office (A-130). This can be especially helpful to students who are unsure about the location or are timid about meeting a counselor for the first time.

Finally if you are concerned about a student but unsure about the appropriateness of the referral, feel free to call Dr. Fink for a consultation.

A FINAL NOTE ON CONFIDENTIALITY: We are required by law and by professional ethics to protect the confidentiality of all communication between the counseling staff and our clients (except in cases of imminent suicide, homicide, or suspected child or senior abuse). Consequently, we cannot discuss with others the details of a student's situation or even indicate whether the student is being seen in counseling. In order for information about the student to be released to you or others, we must first get permission from the student (usually a written release of information). However, we are available to consult with you in general terms about your concerns.

WHAT YOU SHOULD KNOW ABOUT RESPONDING TO STUDENT EMERGENCIES...

Emergency situations are rare; however, immediate and decisive action is necessary when they do occur. Generally a psychological emergency involves one or more of the following conditions:

- *A suicidal attempt, gesture, threat, or stated intention
- *A homicidal attempt, gesture, threat, or stated intention
- *Behavior posing a threat to self
- *Behavior posing a threat to others
- *Loss of contact with reality
- *Inability to care for oneself

In the event of one of these emergency situations, it is helpful to follow the guidelines below:

- *Stay calm, as this will help you respond more effectively and also help to reduce the student's anxiety or agitation
- *If possible, provide a quiet, private place for the student to rest while further steps are taken
- *Talk to the student in a clear, straight-forward manner
- *If the student appears to be dangerous to self or others, do not leave the student unattended
- *Make arrangements for appropriate intervention or aid

Student Suicide Attempt or Threat

All threats or attempted suicides will be treated as medical emergencies. The attempt or threat may not appear lethal; however, any attempt or threat will be considered serious and will require action. Immediate safety concerns arise when students disclose immediate threats, plans, or intentions to harm themselves or harm someone else. University faculty or staff will not make an independent determination as to the lethality of the threat or attempt. If you have concerns about the immediate safety of a student, whether the student is on the Akron campus or a branch campus, call the University of Akron Campus Police Dispatch immediately at 330-972 2911. Campus Police work collaboratively with local authorities to meet the needs of students experiencing a life-threatening mental health crisis and local authorities will conduct a safety check if the student is not living on campus.

After you have contacted Campus Police, make a referral to the University CARE Team uakron.edu/care for further assessment and follow-up with the student. Learn the signs of suicide, how to help someone and about the Suicide Prevention at the University of Akron: uakron.edu/suicide-prevention . Know that we are available to help you through this process and address your concerns. For further questions, contact Mr. Gordon Holly, Dean of Student Success 330-972-8740 or Dr. Jane Fink, Director of Counseling and Accessibility Services 330-972-8767.

The primary campus resources for responding to mental health emergencies are the Counseling Services and Campus Security. The following options are available to you:

- *Phone consultation with a Dr. Fink 330-972-8767
- *You can walk the student over to the Learning Center or Student Services offices for an emergency consultation/appointment with a counselor during the hours that we are here (listed on the next page)
- *If the student is unusually aggressive or otherwise unmanageable, Campus Security is available to offer assistance (phone numbers listed on page 10).

Be prepared to provide the campus resource you contact with as much information as possible about the student and the situation.

WHAT YOU SHOULD KNOW ABOUT THE WAYNE COUNSELING SERVICES...

HOURS: Monday through Thursday 8am-5pm

PHONE: 330-972-8767

WEBPAGE: On the University of Akron home page, click on Departments, either "Student Services" or "The Learning Center," then on the "Professional Counseling" tab on the left side of the screen.

APPOINTMENTS: Appointments can be made by phone or in person. Emergency walk-in appointments are also available.

INTAKE INTERVIEWS: Most often, a student seeking help at Wayne Counseling Services will meet with a counselor who will help the student clarify the problem and determine what type of service best meets the student's needs. When appropriate, the counselor will refer the student to other campus departments or to off-campus sources of assistance. Intake sessions are usually scheduled by appointment. Except for emergencies, students will be asked to complete a Confidential Intake Form prior to their first meeting with a counselor.

INDIVIDUAL COUNSELING: Individual counseling is available to all enrolled Wayne students. In individual counseling, a student meets with a counselor to discuss emotional, social, and/or educational concerns. Individual sessions are usually scheduled for 50 minutes. The frequency of sessions varies widely and is usually discussed at the beginning of the counseling relationship.

SUPPORT GROUPS: Support Groups will be offered each quarter and involve weekly meetings with a small group of individuals and a counselor. Members work toward understanding and resolving various personal concerns in this group context.

GENERAL CONSULTATIONS: A consultation can assist faculty and staff who are concerned about a student. During a consultation, methods for dealing directly with the person of concern or making referrals for further help may be explored.

REFERRING A STUDENT FOR COUNSELING

When to Make a Referral

- The behavior is beyond your skill level.
- The behavior is getting worse.
- You believe personality differences will interfere with your ability to help.
- You know the student personally and believe that you could not be objective.
- You feel overwhelmed or unsure of how to proceed.
- You simply feel the need to talk with someone about your observations or concerns.

How to Make a Referral

- Let the student know that it is not necessary to know exactly what is wrong in order to seek assistance.
- Assure the student that seeking help does not necessarily mean their problems are unusual or extremely serious.
- Be frank about your own limits of time, energy, training, and objectivity.
- Give the student the phone number or web information wayne.uakron.edu/Learning-Center as well as our other contact information: Smucker Learning Center, email vwolf@uakron.edu 330-972-8960 or jfink@uakron.edu 330-972-8767 to schedule an appointment with Dr. Fink.
- Call us when you have the student in your office and put the student on the phone to schedule an appointment.
- If it's a more pressing problem, you can walk the student to the Smucker Learning Center or call and ask me to come to you if I am available.

WHAT YOU SHOULD KNOW ABOUT OTHER CAMPUS REFERRAL SOURCES...

There are numerous individuals and departments on campus whose primary role is to provide students with information, assistance, or the support they need to succeed. Some of these are listed below:

	<u>Wayne</u>
Accessibility Services	330-972-8923
Bookstore	330-972-8920
Campus Police	330-972-2911 (dispatch) 330-972-8910 (non-emergency) 330-972-7123 (non-emergency)
Local Police	9-1-1
Cashier	330-972-8933
Smucker Learning Center	330-972-8960
Student Services	330-972-8900
Mr. Gordon Holly	330-972-8740
Dr. Jane Fink	330-972-8767
Maintenance	330-972-8917

ADDENDUM

This Addendum contains "Descriptive Information" as well as "Do's" and "Dont's" for dealing with each of the following kinds of students.

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The Student in Poor Contact with Reality
The Student Who May Have an Eating Disorder
The Verbally Aggressive Student
The Violent Student

The Anxious Student

Anxiety is a normal response to a perceived danger or threat to one's well-being. For some students, the cause of their anxiety will be clear; but for others, it is difficult to pinpoint the source of stress. Regardless of the cause, the resulting symptoms may include rapid heart palpitations; chest pain or discomfort; dizziness; sweating; trembling or shaking; and cold, clammy hands. The student may also complain of difficulty concentrating, obsessive thinking, feeling continually "on the edge," having difficulty making decisions, or being too fearful or unable to take action. In rarer cases, a student may experience a panic attack in which the physical symptoms occur so spontaneously and intensely that the student may fear s/he is dying. The following guidelines remain appropriate in most cases:

Do:

- *Encourage the student to discuss his/her feelings and thoughts, as this alone often relieves a great deal of pressure
- *Provide reassurance without being unrealistic
- *Remain calm
- *Be clear and directive
- *Provide a safe and quiet environment until the symptoms subside

Don't:

- *Minimize the perceived threat to which the student is reacting
- *Take responsibility for the student's emotional state
- *Overwhelm the student with information or ideas to "fix" his/her condition

The Dependent/Passive Student

You may find yourself feeling increasingly drained and responsible for this student in a way that is beyond your normal involvement. It may seem that even the utmost time and energy given to these students is not enough. They often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth. It is helpful if the student can be connected with proper sources of support on campus and in the community in general.

Do:

- *Let students make their own decisions
- *Set firm and clear limits on your personal time and involvement
- *Offer referrals to other resources on- and off-campus

Don't:

- *Get trapped into giving continual advice, special conditions/treatment, etc.
- *Avoid the student as an alternative to setting and enforcing limits
- *Overcommit

The Depressed Student

Depression, and the variety of ways it manifests itself, is part of a natural emotional and physical response to life's ups and downs. With the busy and demanding life of a college student, it is safe to assume that most students will experience periods of reactive depression during their college careers. It is when the depressive symptoms become so extreme or are so enduring that they begin to interfere with the student's ability to function in school, work, or social environments that the student will come to your attention and be in need of assistance.

Due to the opportunities that faculty and staff have to observe and interact with students, you are often the first to recognize that a student is in distress. Look for a pattern of these indicators:

- *Tearfulness/general emotionality or a marked lack of emotion
- *Dependency (a student who makes excessive requests for your time)
- *Markedly diminished performance
- *Lack of energy/motivation
- *Infrequent or sporadic class attendance
- *Increased anxiety/test anxiety/performance anxiety
- *Irritability
- *Deterioration in personal hygiene
- *Alcohol or drug use

Students experiencing depression often respond well to a small amount of attention for a short period of time. Early intervention increases the chances of the student's rapid return to optimal performance.

Do:

- *Let the student know you've noticed that s/he appears to be feeling down and you would like to help
- *Reach out and encourage the student to discuss how s/he is feeling
- *Offer options to further investigate and manage the symptoms of depression (e.g. referral to Personal Counseling)

Don't:

- *Minimize the student's feelings, e.g. "Don't worry. Everything will be better tomorrow."
- *Bombard the student with "fix it" solutions or advice
- *Chastise the student for poor or incomplete work
- *Be afraid to ask whether the student is suicidal if you suspect s/he may be (e.g. "Have you had thoughts of harming yourself?" See page 19 entitled "The Suicidal Student" for further information.)

The Student in Poor Contact with Reality

These students have difficulty distinguishing fantasy from reality, they dream from the waking state. Their thinking is typically illogical, confused, or irrational; their emotional responses may be incongruent or inappropriate; and their behavior may be bizarre or disturbing. They may experience hallucinations, often auditory, and may report hearing voices. While this student may elicit alarm or fear from others, they are generally not dangerous and are more frightened and overwhelmed by you than you are by them. If you cannot make sense of their conversation, they may be in need of immediate assistance.

Do:

- *Respond with warmth and kindness, as well as with firm reasoning.
- *Remove extra stimulation from the environment (turn off the radio, step outside of a noisy room)
- *Acknowledge your concerns and state that you can see they need help
- *Acknowledge their feelings or fears without supporting the misperceptions, e.g. "I understand you think someone is following you, but I don't see anyone and I believe you're safe."
- *Acknowledge your difficulty in understanding them and ask for clarification or restatement, e.g. "I'm not sure I understand what you're trying to tell me, can you try to explain it more clearly?"
- *Focus on the "here and now." Ask for specific information about the student's awareness of time, place, and destination
- *Speak to their healthy side, which they have. It's OK to laugh and joke when appropriate

Don't:

- *Argue or try to convince them of the irrationality of their thinking as this commonly produces a stronger defense of the false perceptions
- *Play along with or encourage further discussion of the delusion processes, e.g. "Oh yes, I hear the voices (or see the devil)."
- *Demand, command, or order
- *Expect customary emotional responses

The Student Suspected of Substance Abuse/Addiction

Alcohol is the preferred drug on college campuses and is the most widely used psychoactive drug. Alcohol abusers in college populations tend to abuse other drugs, both prescription and illicit. Patterns of use are affected by fads and peer pressure.

The effects of alcohol on the user are well known. Student alcohol abuse is most often identified by faculty and staff when irresponsible, unpredictable behavior affects the learning, work, or living environment (i.e. drunk and disorderly in class or office), or when a combination of the health and social impairments associated with alcohol abuse sabotages student performance. Because of the denial that exists in most substance abusers, it is important to express your concern about the student not in terms of suspicions about alcohol and other drugs, but in terms of specific changes in behavior or performance.

Do:

- *Confront the student with his/her behavior that is of concern
- *Address the substance abuse issue if the student is open and willing
- *Offer support and concern for the student's overall well-being
- *Make a referral to an appropriate helping department or agency (e.g. Counseling Services)
- *Maintain contact with the student after a referral is made

Don't:

- *Convey judgment or criticism about the student's substance abuse
- *Make allowances for the student's irresponsible behavior
- *Ignore signs of intoxication in the classroom or workplace

The Student Who Has Been Sexually Harassed

Sexual harassment involves unwelcome and unwanted sexual attention and/or advances, requests for sexual favors, and other inappropriate verbal or physical conduct. It is often found in the context of a relationship of unequal power, rank, or status. It does not matter that the person's intention was not to harass. It is the effect that counts; as long as the conduct interferes with a student's academic/work performance or creates an intimidating, hostile, or offensive learning environment, it is considered sexual harassment.

Sexual harassment usually is not an isolated one-time only case but a repeated pattern of behavior that may include:

- *Comments about one's body or clothing
- *Questions about one's sexual behavior
- *Demeaning references to one's gender
- *Sexually-oriented jokes
- *Conversations filled with innuendos and double meanings
- *Displaying of sexually suggestive pictures or objects
- *Repeated non-reciprocated demands for dates or sex
- *Inappropriate and unwelcome touch

Common reactions by students who have been harassed is to doubt their perceptions, wonder if it was a joke, or question whether they have brought it on themselves in some way. A student may begin to participate less in the classroom, drop or avoid classes, or even change majors.

Do:

- *Separate your personal biases from your professional role
- *Listen carefully to the student and assure the student that you understand and support him/her
- *Encourage the student to keep a log or find a witness
- *Direct the student to Wayne College Code of Student Conduct and to the Student Conduct Officer, Mr. Gordon Holly, Assistant Dean of Student Success, on their respective campus to file a complaint
- *Inform the student that informal discussions (or support/counseling) can begin in Counseling Services to help clarify what further steps s/he may want to take
- *Advise the student that you are a mandated reporter and will be reporting the information to the Title IX Coordinator Mr. Gordon Holly 330-972-8740.
- *See page 29

Don't:

- *Ignore the situation. Taking no action reinforces the student's already shaky perception that s/he has been wronged. Ignoring the issue also can have legal implications. As a mandated reporter, there are legal ramifications if you do not report the information.
- *Overreact. Instead, listen, support, and guide the student to appropriate channels.

The Student Who May Have an Eating Disorder

Eating disorders represent complex physiological and psychological difficulties, which are typically characterized by unhealthy and/or obsessive thoughts and behaviors linked to food, eating habits, and body image. Although many college students struggle with disordered eating patterns and body image concerns, dancers and athletes are especially at risk. The two most serious eating disorders, Anorexia Nervosa and Bulimia, can be health and/or life threatening. Anorexia can best be characterized by voluntary self-starvation; whereas Bulimia is a disorder in which the individual becomes entrapped in a vicious cycle of alternating food binges and purges (i.e. vomiting, laxative abuse, excessive exercise). While individuals struggling with Anorexia are usually severely underweight, those struggling with Bulimia are often normal weight, or even overweight. These disorders often become the major preoccupying theme in an individual's life, causing numerous interpersonal and medical problems, and often interfering with his/her academic and/or work performance.

Due to the opportunities that faculty and staff have to observe and interact with students in classrooms and the student lounge, you are often the first to recognize that a student may be struggling with an eating disorder. Look for a pattern of indicators, such as:

- | | |
|-------------------------------------|-----------------------------|
| *Obsession with food/dieting | *Low self-esteem |
| *Ritualistic behavior around food | *Distorted body image |
| *Extremely regimented life | *Excessive exercise |
| *Perfectionist expectations of self | *Binging/purging |
| *Excessive dental/medical problems | *Compulsive behavior |
| *Difficulty concentrating/focusing | *15% weight loss (Anorexia) |
| *Isolation/withdrawal from friends | *Secretive eating |

Do:

- *Let the person with an eating disorder know that you are concerned about him/her
- *Remember a person with an eating disorder is just that—first a person, and secondarily one who has trouble with food
- *Be available to listen; one of the best ways to help someone gain control overeating is to reach out as a friend instead of focusing on his/her eating behavior
- *Be supportive and encourage the person to get help
- *Call a Counseling Services staff member to discuss the best way to help this person

Don't:

- *Spy on the person or nag about eating/not eating
- *Hide food to keep the person from binging
- *Let yourself be convinced that the person really doesn't have a problem
- *Be afraid to let the person know that you are concerned about him/her

The Suicidal Student

Suicide is the second leading cause of death among college students. It is important to view all suicidal comments or behavior as serious and make appropriate referrals. High risk indicators include: feelings of hopelessness, helplessness, and futility; a significant loss or threat of loss; a suicide plan; a history of a previous attempt or knowledge of someone who has attempted suicide; history of alcohol or drug abuse; feelings of alienation and isolation; and preoccupation with death.

Do:

- *Take the student seriously—80% of suicides give warning of their intent.
- *Be direct—ask if the student is suicidal, if s/he has a plan and if s/he has the means to carry out that plan. Exploring this with the student may actually decrease the impulse to commit suicide.
- *Be available to listen, but refer the student to the Counseling Services staff for additional help. Do your best to make sure the student actually gets help.
- *Take care of yourself. Allow yourself to receive support from those close to you or those trained to provide it. Suicide intervention is demanding and draining work.
- *If the student contacts you after hours and is suicidal, call the Akron Campus Police at 330-972-7123 and give them your name, the student's information, and they will contact the appropriate Police Department and conduct a well-check on the student. Submit a referral regarding the student to the CARE Team and alert your department Coordinator.

Don't:

- *Minimize the situation
- *Leave the student alone if s/he has a plan
- *Be afraid of planting the idea of suicide in an already depressed mind by inquiring about it (the person will very likely feel relieved that someone has noticed and cared enough to discuss it with him/her).
- *Over commit yourself. Doing so may leave you eventually feeling overwhelmed or unable to deliver on what you promised.
- *Ignore your limitations

The Suspicious Student

Typically, these students complain about something other than their psychological difficulties. They are generally tense, anxious, mistrustful, isolated, and have few friends. They tend to interpret minor oversights as significant personal rejection and often overreact to insignificant occurrences. They see themselves as the focal point of everyone's behavior and view everything that happens as having special meaning to them. They are overly concerned with fairness and being treated equally. Feelings of worthlessness and inadequacy underlie most of their behavior, though they may seem capable and bright.

Do:

- *Express compassion without intimate friendship. Remember, suspicious students have trouble with closeness and warmth.
- *Be firm, steady, punctual, and consistent
- *Be specific and clear regarding the standards of behavior you expect

Don't:

- *Assure the student that you are his/her friend. Instead, acknowledge that although you are not a close friend, you are concerned about him/her
- *Be overly warm and nurturing
- *Flatter or participate in his/her games. You don't know his/her rules.
- *Be cute or humorous
- *Challenge or agree with any mistaken or illogical beliefs
- *Be ambiguous

The Verbally Aggressive Student

Students may become verbally abusive when they encounter frustrating situations which they believe are beyond their control. They can displace anger and frustration from those situations onto the nearest target. Explosive outbursts or ongoing belligerent, hostile behavior become this student's way of gaining power and control in an otherwise out-of-control experience. It is important to remember that the student is generally not angry at you personally but is angry at his/her world. You may have become a convenient object for his/her pent-up frustrations. This behavior is often associated with the use of alcohol and other drugs.

Do:

- *Acknowledge their anger and frustration; e.g. "I hear how angry you are."
- *Rephrase what they are saying and identify their emotion; e.g. "It appears you are upset because you feel your rights are being violated and nobody will listen."
- *Reduce stimulation; invite the person to a quiet place if this is comfortable. However, do not invite the person to a quiet place if you fear for your safety. In all instances, ensure that another person is easily accessible to you in the event that the student's behavior escalates.
- *Allow them to tell you what is upsetting them.
- *Be directive and firm about the behaviors you will accept; e.g. "Please stand back; you're too close," and/or "I cannot listen to you when you are yelling."
- *Help the student problem-solve and deal with the real issues when they become calm; e.g. "I'm sorry you are so upset; I'd like to help if I can."
- *Be honest and genuine; do not placate aggression.

Don't:

- *Get into an argument, power struggle, shouting match
- *Become hostile or punitive yourself; e.g. "You can't talk to me that way."
- *Press for explanations for their behavior
- *Ignore the situation
- *Touch the student, as this may be perceived as aggression or otherwise unwanted attention

The Violent Student

Violence due to emotional distress is rare and typically occurs when the student's level of frustration has been so intense or of such an enduring nature as to erode all of the student's emotional controls. The adage "an ounce of prevention is worth a pound of cure" best applies here. Violent behavior is often associated with the use of alcohol and other drugs.

Do:

- *Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation; e.g. "I can see you're really upset and may be tempted to lash out."
- *Explain clearly and directly what behaviors are acceptable without denying his/her feelings; e.g. "You certainly have the right to be angry, but breaking things is not OK."
- *Get necessary help (send someone for other staff, Campus Police, etc.)
- *Stay safe: have easy access to a door; keep furniture between you and the student; keep door open if at all possible/appropriate; make certain that a staff, faculty, or another person is nearby and accessible; in some instances, you may wish to see the student only with another person present—do not see the person alone if you fear for your safety. If a student becomes violent in the classroom, dismiss class and report the incident to Campus Police.

Don't:

- *Ignore warning signs that the person is about to explode; e.g. yelling, screaming, clenched fists, threats
- *Threaten or corner the student
- *Touch the student

Some information in this guide was adapted (with permission) from similar information used at California State University at Long Beach and the University of Maryland at College Park.

OBSTRUCTION OR DISRUPTION IN THE CLASSROOM

Consequences for Students Engaged in Disruptive Classroom Behavior

The university recognizes that faculty members are responsible for effective management of the classroom environment to promote conditions that will enhance student learning. Accordingly instructors should set reasonable rules for classroom behavior and must articulate these rules, in writing, in materials provided to the students at the start of the semester. Fortunately student obstructions or disruptions in Wayne classrooms are rare and seldom lead to disciplinary actions. The term "classroom disruption" means behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples could include persistently speaking without being recognized, continuing with conversations distracting the class or, in extreme cases, resorting to physical threats or personal insults.

Civil expression of disagreement with the instructor or other students is not in itself "disruptive behavior" and is not proscribed under these or any other regulations. However, when student conduct interferes with or prevents the conduct of classes or other university functions or when the safety of members of the campus community is endangered by threats of disruption, violence, or violent acts, the administration has approved the following course of actions:

- If a student is disruptive, he/she should be asked to stop and warned that continuing such disruptive behavior can result in academic or disciplinary action. Many students may be unaware that their behavior is disruptive; therefore, a private conversation with the student is often effective and preferable as an initial step.
- Should the disruptive behavior continue, the faculty member is authorized to ask the student to leave the classroom or site.
- If a student refuses to leave the area after being instructed to do so, the instructor should dismiss the class and make the campus police and your coordinator aware of the incident and make a referral to student conduct.
- If, in the instructor's best judgment, the behavior creates a safety risk or makes it impossible to continue class or function, the instructor should contact Campus Police to assist in removal of the student and/or may dismiss class for that day.
- A student may be removed from the course for the remainder of the semester, subject to Student Code of Conduct Regulations and only after due process proceedings, as appropriate.

BEHAVIORAL EXPECTATIONS IN THE CLASSROOM

To prevent and respond to distracting behavior, faculty should clarify standards for the conduct of class in the syllabus and by referencing the expectations cited in the Student Code of Conduct Regulations. Classroom "etiquette" expectations should include:

- Attending classes and paying attention. Students should not ask an instructor in class to go over material they missed by skipping a class or not concentrating.
- Not coming to class late or leaving early. If a student has to enter a class late, he or she should do so quietly and should not disrupt the class by walking between the class and the instructor. Students should not leave class unless it is an absolute necessity.
- Not talking with other classmates while the instructor or another student is speaking. If a student has a question or comment, he or she should raise a hand rather than starting a conversation about it with a neighbor.
- Showing respect and concern for others by not monopolizing class discussion. Students must allow others time to give their input and ask questions. Students should not stray from the topic of class discussion.
- Not eating and drinking during class time.
- Turning off electronic devices including cell phones, pagers, and beeper watches.
- Avoiding audible and visible signs of restlessness. These are both rude and disruptive to the rest of the class.
- Focusing on class material during class time. Sleeping, talking to others, doing work for another class, reading the newspaper, checking email, and exploring the Internet are unacceptable and can be disruptive.
- Not packing bookbags or backpacks to leave until the instructor has dismissed class.

Example Classroom Behavior Statements for Your Syllabus

- Classroom attendance is a necessary part of this course. You are allowed no more than x number of unexcused absences.
- Classroom participation is a part of your grade in this course. To participate, you must attend class having prepared the materials for the day. Questions and comments must be relevant to the topic at hand.
- You are expected to be on time. Class starts promptly at x. You should be in your seat and ready to begin class at this time. Class ends at x. Packing up your things early is disruptive to others around you and to me.
- Raise your hand to be recognized.
- Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to their opinion. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
- Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
- Any continued disruption of class will result in a report to the Director of Enrollment Management and Student Life (Mr. Gordon Holly) who is responsible for dealing with conduct code infractions. After one warning, if the disruption continues, you will be asked to leave the classroom for the remainder of class. You may return to class the next class period; however, if the infraction persists, you may be removed from the class (please refer to the University of Akron *Code of Student Conduct* for protocol and procedures).
- You are expected to do your own work. Cheating, plagiarism and any other form of academic dishonesty will not be tolerated. Please refer to the *Code of Student Conduct* by which all students are expected to abide. Grade penalty that will be issued to you should you be found responsible for academic dishonesty will be (F in course, F on assignment, 1 letter grade lower in course, redo assignment, etc.)
- What you can expect from me: I will be prepared for class, on time, I will not leave early, I will be respectful of you and your opinions.

Example

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency. Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time and remain for the full class period. All pagers, wireless phones, games, players, or other electronic devices that generate sound and/or pictures must be turned off during class. Disruptive behaviors, including excessive talking, arriving late to class, sleeping, reading newspapers, using unauthorized electronic devices during class is not permitted. Repetitive and seriously disruptive behavior (e.g. fighting, using profanity, personal or physical threats or insults, damaging property) may result in your removal from class in accordance with policies and procedures outlined in the University of Akron *Code of Student Conduct* and in consultation with the Dean of Student Success (Mr. Gordon Holly) who is responsible for dealing with conduct code infractions.

Verbal De-Escalation Techniques for Defusing or Talking Down an Explosive Situation

Author: Eva Skolnik-Acker, LICSW; Committee for the Study and Prevention of Violence Against Social Workers, National Association of Social Workers, Massachusetts Chapter

When a potentially verbally and/or physically explosive situation occurs, verbal de-escalation is needed.

There are two important concepts to keep in mind:

1. Reasoning logically with a very angry person is not possible. The first and only objective in de-escalation is to reduce the level of anger so that discussion becomes possible.
2. De-escalation techniques do not come naturally. We are driven to fight, flight or freeze when confronted by a very angry person. However, in deescalation, we can do none of these. We must appear centered and calm. Therefore, these techniques must be practiced before they are needed so that they can become "second nature."

There are 3 parts to be mastered in verbal de-escalation:

A: THE PERSON IN CONTROL OF HIM/HER SELF

- Appear calm, centered and self-assured even though you don't feel it. Relax facial muscles and look confident. Anxiety can make the client feel anxious and unsafe which can escalate aggression.
- Use a modulated, low, monotonous tone of voice (our normal tendency is to have a high pitched, tight voice when scared).
- If you have time, remove necktie, scarf, hanging jewelry, religious or political symbols before you see the person (not in front of him/her).
- Do not be defensive—even if the comments or insults are directed at you, they are not about you. Do not defend yourself or anyone else from insults, curses or misconceptions about their roles.
- Be aware of any resources available for back up and crisis response procedures.
- Be very respectful even when firmly setting limits or calling for help. The agitated individual is very sensitive to feeling shamed and disrespected. We want him/her to know that it is not necessary to show us that they must be respected. We automatically treat them with dignity and respect.

B: THE PHYSICAL STANCE

- Never turn your back for any reason.
- Always be at the same eye level. Encourage the person to be seated, but if he/she needs to stand, you stand up also.
- Allow extra physical space between you—about four times your usual distance. Anger and agitation fill the extra space between you and the person.
- Do not stand full front to person. Stand at an angle so you can sidestep away if needed.
- Do not maintain constant eye contact. Allow the person to break his/her gaze and look away.
- Do not point or shake your finger.
- DO NOT smile. This could look like mockery or anxiety.
- Do not touch—even if some touching is generally culturally appropriate and usual in your setting. Very angry people may misinterpret physical contact as hostile or threatening.
- Keep hands out of your pockets, up and available to protect yourself. It also demonstrates non-verbal ally.
- Do not argue or try to convince; give choices; i.e. empower.
- Don't be defensive or judgmental.

C: THE DE-ESCALATION DISCUSSION

- Remember that there is no content except trying to calmly bring the level of anger down to a safer place.
- Do not get loud or try to yell over a screaming person. Wait until he/she takes a breath; then talk. Speak calmly at an average volume.
- Respond selectively; answer all informational questions no matter how rudely asked; e.g. "Why do I have to do this g-d homework?" (This is a real information-seeking question). DO NOT answer abusive questions; e.g. "Why are all teachers (an insult)?" This question should get no response whatsoever.
- Explain limits and rules in an authoritative, firm, but always respectful tone. Give choices where possible in which both alternatives are safe ones; e.g. "Would you like to continue our discussion calmly or would you prefer to stop now and talk tomorrow when things can be more relaxed?"
- Empathize with feelings but not with the behavior; e.g. "I understand that you have every right to feel angry, but it is not okay for you to treat myself or others this way."
- Do not solicit how a person is feeling or interpret feelings in an analytic way.
- Do not argue or try to convince.
- Wherever possible, tap into the person's thinking mode: DO NOT ask, "Tell me how you feel," but "Help me to understand what you are saying to me. People are not attacking you while they are teaching you what they want you to know."

- Suggest alternative behaviors where appropriate; e.g. “Would you like to take a break and have a cup of water?”
- Give the consequences of inappropriate behavior without threats or anger.
- Represent external controls as institutional rather than personal.
- Trust your instincts. If you assess or feel that de-escalation is not working, STOP! You will know within 2 or 3 minutes if it’s beginning to work. Seek help and follow crisis response plan.

There is nothing magic about calming a very angry or agitated person. You are transferring your sense of genuine interest in what the person wants to tell you, of calmness, and of respectful, clear limit setting in the hope that the person actually wishes to respond positively to your respectful attention.

Wayne College CARE Team

The Wayne College CARE Team provides guidance and assistance to students who are experiencing crises, displaying odd or unusual behaviors, or are engaging in other behaviors that may be perceived as being harmful (either to the student individually, or to others).

The CARE Team accepts referrals and responds to students (and their families, faculty, and staff) when concerns for a student's health, welfare, and safety are identified. The CARE Team also supports members of the University community who interact with at-risk students by assessing and evaluating situations, communicating with individuals involved or impacted by a student's behavior, and providing referrals and resources to assist and address behavioral concerns.

CARE team members include:

Mr. Gordon Holly 330-972-8740,
Dr. Jane Fink 330-972-8767, and
Ms. Barb Caillet 330-972-8935

When making a referral sign in, include all relevant information and specify Wayne as location.

Make a referral to the CARE team:

https://cm.maxient.com/reportingform.php?UnivofAkron&layout_id=10&promptforauth=true

Title IX

As a University, we are committed to ensuring compliance with Title IX, a federal law that prohibits discrimination based on the sex (gender) of employees and students.

Assistance is available to those impacted by sexual harassment, sexual violence (sexual assault, intimate partner violence or stalking) or retaliation, regardless of whether any formal administrative or criminal process is initiated. As a faculty member of the University of Akron, you are by law mandated to report any Title IX violation. Mr. Gordon Holly is the Title IX Coordinator at Wayne College and all of the regional branches. He can be reached at gholly@uakron.edu or 330-972-8740. Submit a referral regarding a Title IX violation to:

https://cm.maxient.com/reportingform.php?UnivofAkron&layout_id=11

The following presentations
are available for viewing on
the All-Faculty Wayne
Brightspace classroom.

Managing The Two D's
Disrespectful and Disruptive
Classroom Behavior
Dr. Jane Fink

[1]

Your Role

- Often the first to recognize that a student needs help
- Important to have knowledge of campus and community resources for referral
- Responsibility to maintain appropriate learning environment

[2]

Your Role

- Manage the classroom
- Know your students
- You cannot teach everyone or every class the same
- Set appropriate boundaries (no social media connections, no special repeat accommodations outside those required by ADA)
- No meeting students outside of class or office hours (on campus only)

[3]

Disrespectful or Disruptive?

- Menacing/defiant physical posturing
- Challenging the speaker
- Hostile arguing
- Obscene gestures
- Using Profanities

{ 7 }

Disrespectful or Disruptive?

- Interfering with teaching and learning
- Insulting behavior
- Uncivilized behavior
- Irritating behavior toward classmates
- “Hijacking” the class

{ 8 }

Disrespectful or Disruptive?

- Making irrational, inappropriate or unrelated statements
- Making emotional responses
- Engaging in exhibitionism / self-disclosure
- Under chemical influence

{ 9 }

Categories of Student Misbehavior

- Disruptive Behaviors
- Intimidating/aggressive behavior toward the professor
- Classroom Bullies
- Aberrant (deviating from the norm) or immature/uncivil behavior

{ 10 }

Possible Causes of These Behaviors

- Students enter college with a “consumer mentality”(good)
- They believe they are purchasing a commodity(good)
- They demand accountability from the instructor(good)
- They demand courses taught on their terms(not good)
- Students believe their behavior has no bearing on their future success(not good)

{ 11 }

Causes continued:

- Lack of personal responsibility/accountability
- Students brought their HS behavior to college
- Students may have never been confronted by their instructors
- Students resort to intimidation to relieve stress
- Students come to college under-prepared
- Students have blurred perceptions of boundaries (Faculty avoid explicit rules as to not appear rigid)
- High Tech world has resulted in individuals with limited social skills

{ 12 }

“The Millennium Factor”

- Students have ambitious career aspirations but unrealistic expectations about what it takes to achieve these goals
- Students entering college with more exposure to the adult world than previous generations
- Students are experiencing high levels of stress and anxiety
- More students are working while attending school & have families
- Students are aware of the rules, but seek to find ways around them “Cheating is OK if you don’t get caught”

{ 13 }

Practical Prevention Strategies

- Provide a clear set of rules verbally and in writing (syllabus) & discuss them the 1st day of class
- Examples: » Keep phones/ beepers off, if job requirement keep on vibrate » Stay in class for calls » keep conversations/questions directed to the professor unless group work » Stay awake (you sleep – you leave) » Read only related material in class » Laptops in use for note taking only » Keep responses and questions to a time limit and low decibel level, equal conversations and responses to all, profanities are not welcome in this classroom as this is a safe, comfortable learning environment

{ 14 }

Practical Prevention Strategies

- Word the statement in a positive way rather than telling students what “not” to do
- Clearly state the norms for class discussion, as for example, respecting each other’s opinions
- Refer to due process and student code of conduct

{ 15 }

Preventing and Responding to Violations of Academic Integrity

- Explain academic integrity in your course syllabus and in your first or second class of the semester; discuss the college policy and your expectations
- Give examples of violations
- Be clear as to the consequences of violations both in writing and verbally in class

Preventing and Responding to Violations of Academic Integrity

- Remind students periodically about academic integrity, particularly before exams and when papers are due
- Divide research papers into smaller steps or assign shorter papers
- Know ahead of time what your limits/policies are going to be with regards to cheating and apply them equitably

Be the Role Model

- Be the Role Model for the Conduct You Expect
- Set the tone you expect the first day – Tell them who you are and discuss your expectations and their expectations for the class
- Set appropriate boundaries
- Treat students fairly and with respect
- Start class on time
- End class on time
- Do not deal with students when you are emotional
- Do not deal with students when they are emotional

Strategies For Dealing With Incivilities After They Occur: How to Diffuse a Situation

- Body language is important: maintain eye contact and an open posture
- Empathy is important for positive outcomes. Let the students know that you are on their side and tell them that you want them to succeed
- I want you to succeed. I want everyone in here to get an A and you all start out with an A but whether or not you finish with an A is up to you.

{ 19 }

How to Diffuse a Situation

- **Using reflective listening techniques**
 - Do not become defensive
 - Reflect back on your understanding of the problem, restating it for the students to let them know that you are trying to understand the problem
 - It is never appropriate to respond to disrespectful behavior with disrespectful behavior; be calm.

{ 20 }

How to Diffuse a Situation

- You are not perfect. If you behaved badly, apologize, and assure students that it will not happen again
- Along with the faculty, the institution has a responsibility to diminish the occurrences of incivilities

{ 21 }

How to Diffuse a Situation

- Practice good communication
- Speak with the student after class to discontinue disruption
- Be specific about concern
- Focus on how the behavior effects you and other students
- Provide suggestions or directives (choices)

{ 22 }

How to Diffuse a Situation

A Rambling Student

- Ask “Would you summarize your point please”
- Ask how topic relates to current topic
- Redirect question to class
- Refocusing attention by restating relevant points

{ 23 }

How to Fix a Situation

Overall Class Shyness or Silence

- Make lots of eye contact
- Ask direct questions to specific students – Provide strong reinforcement for any contribution
- Adapt teaching strategies to meet the needs of class-ex. midterm questionnaire info about how things are going

{ 24 }

How to Diffuse a Situation

Talkativeness- monopolizing discussion

- Acknowledge comments made
- Give a time limit to express view point then move on
- Make contact with another person
- Provide attention after class or during breaks

[25]

Interventions continued:

- Gracefully get the class monopolisers to stop talking by complimenting them:
 - “You’re ahead of me”
 - “I can tell you have given this some thought”
 - Does anyone else have some thoughts on this?”
 - “Very interesting point – we can come back to it, but have to move on now”

[26]

Interventions continued:

Sharp Shooting

- Ignore the behavior
- Acknowledge that this is a joint learning process
- Admit you don’t know the answer, then re-direct the question to the group or person asking

[27]

Interventions continued:

Heckling/arguing

- Say “ Looks like we disagree” Acknowledge the positive points & move on
- Recognize student’s feelings and move on
- Re-direct questions to group or supportive individuals & move on

{ 28 }

How to Diffuse a Situation

Overt Hostility

- Ask student to leave or dismiss the class
- Ignore behavior
- Talk to student privately
- Move closer to the person making eye contact
- Don’t disagree but build on or around what has been said
- Keep your temper in check – Remain calm and polite

{ 29 }

How to Diffuse a Situation

- Talk with the student privately but not in an isolated place
- If the incident occurs in the classroom, reassure the rest of the class that you will not allow their learning environment to be compromised (after the student has left the room)

{ 30 }

How to Diffuse a Situation

- Address incivilities when they occur: warning forms, documentation, reflective listening
- Do not become angry or defensive and give students a chance to express themselves as long as they are doing so respectfully, acknowledge the students' feelings, (I understand that you are struggling with so much on your plate)
- Assist without crossing boundaries or repeated specialized treatment

{ 31 }

Student Code of Conduct

- Include points you really want to address in your syllabus
- Distribute the code of conduct the first day of class
- See handout of Code of Conduct and please read.

{ 32 }

Crisis Situations

- True emergencies, medical or otherwise always follow the college emergency procedure plan call 911
- For a nonemergency situation call Campus
- Police 330-972-8910
- Help a Zip –After you have addressed this issue with the student and you have a true concern. This is help for students who are experiencing: academic issues (many missed assignments; poor grades on exams, assignments and projects; repeated absences from class, etc.),mental health issues (depression, anxiety, substance dependence, etc.)
- Conduct issues

{ 33 }

Help a Zip



<http://www.uakron.edu/referral/>

{ 34 }

Student Conduct and Community Standards



<http://www.uakron.edu/sja/>

{ 35 }

Resources & online help

- Counseling webpage Dr. Jane Fink *<https://wayne.uakron.edu/student-services/personal-counseling/index.dot>
- Suicide Prevention page*<https://wayne.uakron.edu/student-services/personal-counseling/index.dot>
- CARE team* Mr. Gordon Holly 330-684-8740, Dr. Jane Fink 330-684-8767 and Ms. Barb Caillet 330-684-8935
- Help A Zip *[Help A Zip | Help for students having personal or academic difficulties](https://www.uakron.edu/referral/) [www.uakron.edu https://www.uakron.edu/referral/](https://www.uakron.edu/referral/)
- Student Conduct & Community Standards Wayne Mr. Gordon Holly Dr. Jane Fink
- Office of Accessibility Ms. Julie Hartzler * <https://wayne.uakron.edu/student-services/accessibility-services/index.dot>
- UAPD 330-972-8910

{ 36 }

Questions and Comments

[37]

Question

- What is the number one classroom behavior issue that you hope to manage more effectively?

{ 4 }

Managing Disrespectful and Disruptive Behavior by Creating a Positive Tone

- Research shows that disruptive behavior is more likely to occur in authoritarian classroom settings
- It is important from Day 1 to create a warm, inclusive classroom atmosphere
- The first day of class is the most important day of the semester both for students and in terms of classroom management

{ 5 }

Create a Positive Tone at the Start of the Semester

Getting students to want to return to the next class involves students feeling

- that the instructor is approachable
- the beginning of a sense of community with their classmates
- students believing that the course is worthwhile and that they can succeed in the course

{ 6 }

Preventing Disrespectful and Disruptive Behavior

- Create an atmosphere in which it is acceptable to disagree, always respectfully
- If a student makes a potentially hurtful remark, intervene by “depersonalizing” the remark and processing the issue so that all students feel protected

{ 7 }

Warming the Classroom Environment

- Build rapport with students by:
 - greeting them before each class begins
 - use students’ names to boost their self-esteem
 - invite students to visit your office
 - show your caring and interest in students’ lives and in their learning
 - use humor where appropriate to create informality

{ 8 }

Statements in Your Syllabi

- Explain your expectations, academic integrity, disrespectful and disruptive classroom behavior in your course syllabus and in your first or second class of the semester; discuss the college policies and your expectations
- Give examples of violations
- Be clear as to the consequences of violations both in writing and verbally in class

{ 9 }

**Let's Review Different Personality Styles
Disrespectful and or Disruptive Behavior**

- ✓ The Explosive Personality Style
- ✓ The Antisocial Personality Style
- ✓ The Passive- Aggressive Personality Style
- ✓ The Narcissistic Personality Style
- ✓ The Paranoid Personality Style
- ✓ The Litigious Personality Style
- ✓ The Obsessive- Compulsive Personality Style

{ 10 }

The Explosive Personality Style

- The student with an explosive personality style is easy to recognize in the classroom because :
 - Is inclined to be volatile in ways that draw everyone's attention
 - Explosive students will shout, use profanity, engage in bullying behavior
 - Sometimes make veiled or explicit verbal or physical threats

{ 11 }

The Explosive Personality Style

- Pick fights and interrupt lectures with loud and abusive remarks
- Sometimes use office meetings with instructors to intimidate and harass faculty
- Exceptions to free speech
 - Decibel level
 - Obscene or abusive language
 - Relevancy to topic
 - Time: no long, monologues or grandstanding

{ 12 }

Question

- What is the number one classroom behavior issue that you hope to manage more effectively with the explosive personality style student?

{ 13 }

The Explosive Personality Style : How to Respond

- Safety first
 - Ask student to quiet down, return to seat, or leave
 - If student persists, dismiss class and contact campus police
 - Document incident and send referral to designated dean or judicial affairs office Wayne Mr. Gordon Holly and your Coordinator/Supervisor
 - Prior warning required by due process

{ 14 }

The Antisocial Personality Style

- Play by a completely different set of rules, display flawed conscience, and engage in behaviors such as:
 - Cheating/ plagiarism
 - Stealing
 - Forging documents
 - Exploiting other persons
 - Threatening to harm self
 - Threatening or actually physically hurting others (at the far end of the continuum)

{ 15 }

Question

- What is the number one classroom behavior issue that you hope to manage more effectively with the antisocial personality style student?

{ 16 }

The Antisocial Personality Style

- Know and employ the code of conduct
- Define plagiarism and all expectations in the syllabus and give examples
- Make penalties proportionate, spelled out in the syllabus and discussed in class more than once
- Standardized and applied to all students equally

{ 17 }

The Antisocial Personality Style

- Stealing, forging documents:
 - Document incident(s) and send information to the designated dean or judicial affairs office
 - Wayne classes Mr. Gordon Holly and your Coordinator

{ 18 }

The Antisocial Personality Style : How to Respond

- Exploiting other person’s physically or verbally hurting others:
 - Safety first
 - Ask student to stop behavior or leave
 - If student persists, dismiss class and contact campus police
 - Document incident and send to designated dean or judicial affairs office (Mr. Gordon Holly) and your department Coordinator

{ 19 }

The Passive Aggressive Personality Style

- The term “passive-aggressive” suggests behavior to be passive and compliant
- Passive-aggressive is recognized to contain strong elements of defiance and dissension
- Behaviors may include:
 - Poor attendance and lateness
 - Sleeping in class
 - Procrastination
 - Threatening self-harm in written assignment (not all who threaten self-harm are passive-aggressive)

{ 20 }

Question

- What is the number one classroom behavior issue that you hope to manage more effectively with the passive-aggressive personality style student?

{ 21 }

The Passive Aggressive Personality Style

- Poor attendance and lateness
- Clear and strict rules and adverse consequences usually improve attendance and punctuality
- Keep records and document
- In syllabus a specific number of late arrivals counts as an absence, and a certain number of absences contributes to a lowered grade

{ 22 }

The Passive Aggressive Personality Style

- Sleeping in class :
- Identify behavior as rude or unacceptable (your words)
- Ask to discuss with student after class—rule out medical problems like diabetes or narcolepsy
- Warn that they will be asked to leave the class immediately if caught sleeping again; this needs to be stated in your syllabus

{ 23 }

The Passive Aggressive Personality Style : How to Respond

- Procrastination how to respond:
- Act of defiance, usually unconscious, unintentional
- Discussing may motivate some to overcome pattern
- Mention campus counseling service as a resource
- Follow syllabus
- Compliment and show interest when students submit assignments and keep up with readings
- Continuing to grant exceptions and extensions, may open the floodgates to lying

{ 24 }

The Passive Aggressive Personality Style

- Sometimes there really are extenuating circumstances to consider
- If somebody comes into your office in a full body cast and says that he has been run over by a truck and missed class, for common sense and legal reasons, you want to provide that extenuation
- Student illness
- Death in the family

{ 25 }

The Narcissistic Personality Style

- The narcissistic personality style is marked by
 - Arrogance
 - Self-centeredness
 - Self-entitlement
 - Noticeable tendency to devalue or denigrate others
 - Disinclined to respect other people’s personal boundaries (including those of faculty members and instructors)

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The Narcissistic Personality Style

- Students with this personality style :
 - Are disinclined to respect other people’s personal boundaries
 - Are apt to “walk on” others
 - Monopolize class time
 - Behave as though they are more important than anyone and everyone else
 - Challenge faculty on minor matters
 - Devalue faculty’s character and qualifications

{ 27 }

Question

- What is the number one classroom behavior issue that you hope to manage more effectively with the narcissistic personality style student?

{ 28 }

The Narcissistic Personality Style : How to Respond

- Remember: College hired you based on your qualifications
- Follow syllabus, University policies, document, document, document
- Do not answer personal questions unless doing so provides a relevant and positive contribution
- Self-entitled students do not respect boundaries— safeguard privacy with your own boundaries

{ 29 }

The Paranoid Personality Style

- Students who exhibit this personality style tend to be highly suspicious of others:
 - Blame their own limitations and failures on other people
 - Harass faculty with constant emails or phone calls,
 - Make unreasonable demands and special treatment
 - Make accusatory remarks about the instructor’s alleged incompetencies

{ 30 }

Question

- What is the number one classroom behavior issue that you hope to manage more effectively with the paranoid personality style student?

{ 31 }

The Paranoid Personality Style: How to Respond

- The faculty's excessive tolerance for this form of misconduct:
 - Often makes matters worse
 - Students feel vindicated and emboldened when their faculty are intimidated into submission by their excessive demands

{ 32 }

The Paranoid Personality Style: How to Respond

- Document all contacts and requests and all assistance given
- Follow University protocol and policies
- Document incidents and send to designated dean or judicial affairs office (Mr. Gordon Holly)

{ 33 }

The Litigious Personality Style

- The litigious student, is prepared to file a lawsuit at the drop of a hat

{ 34 }

Question

- What is the number one classroom behavior issue that you hope to manage more effectively with the litigious personality style student?

{ 35 }

The Litigious Personality Style: How to Respond

- Have all expectations and class protocol spelled out clearly in your syllabi
- Follow due process procedures
- Issue warnings, verbally and in writing
- Cite Code of Student Conduct and possible consequences
- Document, document, document
- Discuss with your Coordinator and judicial affairs Dean Mr. Gordon Holly

{ 36 }

The Compulsive Personality Style

- Students who exhibit compulsive personality style are preoccupied with orderliness and perfectionism and exert considerable emotional energy in an effort to control other people.
- These particular traits cause compulsive students to constantly check for mistakes and imperfections they make as well as mistakes and imperfections of their instructors

{ 37 }

Question

- What is the number one classroom behavior issue that you hope to manage more effectively with the compulsive personality style student?

{ 38 }

The Compulsive Personality Style : How to Respond

- Feel free to remain imperfect
- If you make a mistake, apologize, correct the mistake and move on
- If the questioning becomes incessant remind the student you are a qualified instructor and expect to be treated with respect and dignity
- Discuss with your Coordinator and judicial affairs Dean Mr. Gordon Holly

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In Conclusion

- Even if the student suffers from a disability or not, be aware that under the law faculty are not required to make sweeping accommodations in either their pedagogical methods or their curricula in order to sustain a highly disrespectful or disruptive student in the classroom
- If matters reach such serious proportions it is time to report the matter as a case of disrespectful or disruptive student conduct.
- Accommodations can only be approved through the office of Counseling and Accessibility Services

Crisis Situations

- True emergencies, medical or otherwise always follow the college emergency procedure plan call 911
- For a nonemergency situation call Campus Police:
330-972-8910
- Help a Zip –After you have addressed this issue with the student and you have a true concern. This is help for students who are experiencing: academic issues (many missed assignments; poor grades on exams, assignments and projects; repeated absences from class, etc.), mental health issues (depression, anxiety, substance dependence, conduct issues etc.)

Help a Zip

<http://www.uakron.edu/referral/>
