



Mitigating Disruptive Behavior in the College Classroom

Tamara Rounds

President - Downtown Phoenix Campus

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An attribute of higher education is civil discourse and the melding of thought leaders. Universities exist for the sake of educating students and providing an environment of free and open inquiry. Free and open inquiry requires students to be exposed to subject matter that is both agreeable and disagreeable, may pose personal conflict or may even be perceived as offensive, all with the objective of the expansion of knowledge. In this environment students grow their repository of skills to think critically, problem solve, debate the merits of ideas with open discussion, and learn from experts in their chosen fields under a climate of mutual respect and civility. Simply stated, Universities exist to educate students. Universities have an obligation to provide an environment that is safe in the classroom for students to accomplish these goals.

At the annual meeting of the Arizona Board of Regents (November 16, 2017) the Regents and President Crow expressed their viewpoint on Universities being more than just "degree mills" that narrowly prepare students to be successful in only their major. Rather, they referred to NAU, ASU and U of A as not just universities of higher education but "enterprises" that not only prepares students to enter the job market successfully but also graduate students to be outstanding community citizens possessing advanced thinking, problem solving and inquiry skills. They argued universities prepare students to be effective learners throughout life which in turn makes for productive members of society. ABOR and their respective enterprises take their responsibility of preparing students to enter the job market seriously yet also with a higher vision in mind -- grooming students into good citizens who contribute to the greater good by growing into collective aggregates that flourish with vibrant healthy communities and thriving robust institutions.

Higher education isn't just about learning a trade or earning a degree. Higher education encompasses a moral responsibility of its students and the adults they become. This viewpoint recognizes institutions and those associated with the institutions as having mutual interdependencies and joint interests. The vitality of a pluralistic society comes not only from its citizens but out of the diversity of political

institutions, universities, economic activities and cultural identities. It could easily be argued that higher education institutions have a calling to becoming partners in melding students to become outstanding citizens, life-long learners and community leaders that build thriving infrastructures, business enterprises, and non-profit organizations.

Disruptive Behaviors Challenge Pedagogic Learning

Civil behavior requires people taking responsibility to communicate respectfully and with restraint. Uncivil communication occurs when people are disrespectful and unrestrained. Just as civil behavior is based on choices we make to communicate in an ethical manner, civility is the result of a choice we make collectively to create community (Lane & McCourt, 2013). The classroom is a micro-community in the university setting. Disruptive students create chaos in what should be a pedagogical learning environment.

A number of authors warn the incidence and severity of student incivility and classroom disruption are increasing (Van Brunt & Lewis, 2013; Clayton, 2000; Boice, 1996; Lashley & deMeneses, 2001; Luparell, 2005; Schneider, 1998) leading to less frequent inquiry and open discussions in the classroom consequently suppresses learning. Incivilities in higher educational settings is more common today due to a number of "perfect storm" factors: higher enrollments, global classrooms that contain more and broader diversity in student populations, and the learning styles of different generations under one classroom. Incivilities, or the lack of social manners, in the classroom can become challenging for faculty to navigate and can interfere with the learning of others. When faculty apply "old methods" in an attempt to work through the new problems in today's classroom the outcomes are noticeably not the same as they were years ago. Instructors must now teach to a more sophisticated and diverse audience that include Generation I, Generation X, Millennials, online global students, nontraditional students, veterans, active duty students, and international students all of which meld together to create a

challenging classroom environment (Murphy, 2010, p. 33). Chairs and Directors of departments are responsible for ensuring all faculty, regardless of rank, understand and apply university policy which includes the Student Code of Conduct and Academic Integrity Policy. But higher education institutions now, more than ever, rely on part time faculty and instructors that may not have involvement or knowledge around policy interpretation as it applies to student behavior.

This “perfect storm”, or blending of factors, translates to faculty in higher education having to adapt and implement new management strategies to address situations students pose that they may not have experienced in their classrooms in the past.

This paper will identify and define disruptive behaviors in the context of classroom management. The incentive behind this paper is for faculty to understand their role and responsibilities in preventing disruptive behaviors and how to appropriately react when it is found to interfere with classroom instruction. Motivation Interviewing as well as several other models and resources will be presented to address disruptive conduct in the classroom to prevent escalation to higher levels of authority. The Student Code of Conduct, Academic Integrity Policy and The First Amendment will also be discussed as means of opportunity to strengthen communication between faculty, and the collaboration and professional development between college units, administration, and faculty.

Additionally, a formal survey was sent out to administration and staff across all four campuses and across multiple disciplines with the idea of gaining insight into topics ranging from referrals to resources and the types of behaviors identified in this paper.

Managing the Learning Environment for Higher Education

Every college accredited in the United States has an educational mission statement that establishes a Code of Student Conduct. Arizona Board of Regents (ABOR) sets standards by which all ASU students are expected to adhere to and follow: <https://eoss.asu.edu/dos/srr/codeofconduct>. This fifteen page policy is made available to all ASU students at the time of transfer or at freshman orientation. In addition to the Code of Conduct, the Student Academic Integrity policy is a "character driven commitment" document that requires students and faculty to act with integrity when pursuing academic activities. In short it educates students and faculty regarding their civic and social responsibilities in order to be considered members of our university community.

Managing learning environments for higher education is complicated as several factors simultaneously come together intersecting one another to make for a successful learning environment. Universities must consider both the rights of the individual concurrently with institutional rights and responsibilities. This idea compounds and complicates the maintenance of effective learning environments. For example, institutions of higher learning have responsibilities to uphold the First Amendment both to the individual but also in protecting the university.

The federal government has significantly influenced the college environment creating antidiscrimination statues and policies around on-campus harassment and unequal treatment based on sex, race, religion, and national origin. Microaggressions or unintentional devaluing statements placed on a minority group by those in a position of privilege is yet one more factor contributing to the overall influence of managing an effective learning environment (Van Brunt & Lewis, 2013).

Defining Disruptive and Challenging Behaviors

A brief review of the literature identifies behaviors that fall into clear categories of disruption and those that require police intervention which will be discussed in some detail later in this paper. It is important to note that disruptive behavior is contextual. Every professor has a different threshold of tolerance.

What one instructor considers disruptive another may find tolerable. However, instructors need a clear understanding, long before an incident occurs, what behaviors violate university policy, what behaviors they find intolerable and disruptive to their classroom goals and what behaviors are less important according to personal preference. Instructors need to be prepared with a well-developed tool box filled with a set of skills and abilities to address unacceptable student behavior. Not only do instructors need to know how to manage disruptive situations in the classroom, but also who to turn to in their respective departments for advice and the University resources available to assist in resolving the issue.

Murphy (2010), defines disruptive behaviors to include: challenging grades angrily or arguing with the professor after a request has been made that the student stops text messaging; being unprepared to engage in discussions; making disruptive noises; slamming doors while leaving class; working on other assignments during class; being argumentative, disrespectful, and uncooperative, exhibiting negative body language such as rolling eyes; monopolizing discussions; asking personal or inappropriate questions; dressing inappropriately (for example wearing pajamas or sleep wear), missing assignment deadlines; talking or laughing over the instructor; and barging into meetings or offices (p.33). Van Brunt & Lewis (2013) furthers this definition to include taking/making calls during class, asking non-relevant off topic questions, cross talking, use of alcohol or other substances in class or attending class while under the influence, entitlement, reading magazines, newspapers or purposefully bullying or teasing others in class.

This author identified academic professionals at ASU in departments across all four campuses with multiple titles who deal intimately with student misconduct, classroom behaviors, academic barriers to success, and mental health concerns that include student's emotional and physical wellbeing.

Respondents in the survey were asked if they could recall ever having to address the following behaviors and their responses is as follows: students with mental health issues (100%), students displaying a general disrespect to other students or faculty (89%), displays of behavior that interferes with the learning of other students in the classroom (89%), racist or misogynistic statements the student made in class (78%), students being argumentative in the classroom (78%), students who challenged a grade they received on an assignment but handled it inappropriately (78%), yelling at faculty or other students in the classroom (67%), talking over the instructor or interrupting other students (67%), use of alcohol (or other substances) and or attending class while under the influence (67%), making disruptive noises in class that interfered with the learning of other students (56%), exhibiting negative body language or posturing (such as rolling eyes) (56%), students who disregarded the faculty's request for no text messaging while in class and yet continued to do so (44%), cross talking or chatting with nearby students that disturbs the leaning of others while in the classroom (44%), inappropriate use of social media in/out of the classroom (44%), and bullying or teasing others while in the classroom (44%). Of those surveyed, sixty three percent (63%) of the responses indicated they have seen an increase in those behaviors in the past two years. (Appendix A & B)

Why Is This Happening In the Classroom?

The world perceived by today's college student reflects rapid change, sociopolitical turmoil, and technological growth. There is a growing gap between what faculty believe students should know by the time they arrive on a college campus and reality. This disconnect leads to behaviors faculty refer to as

"disruptive". Many students arrive on campus unskilled in social graces and oftentimes incapable of developing appropriate relationships with peers and faculty members due to their only "world experience in creating a relationships" to be social media that includes Internet chat rooms, email, Facebook and texting. Many students growing up in this isolation don't see themselves in the social context of a reciprocal system that impacts them just as much as they impact it.

Each generation brings with it unique characteristics based on the time of birth, the prevailing values and morals established and their unique worldview and subjective context to their behavior.

Understanding the characteristics of each cohort of students and preparing strategies for addressing disruptive behaviors will help both novice and expert teachers be more effective in the classroom.

Extrapolating these behaviors to all members of a generation or to stereotype certain behaviors to race, age, gender, religious sects, or for that matter any group of individuals would be misleading and certainly not the intent of this paper. But to ignore these behaviors altogether is to ignore the new and ever changing norms and morals of a generation of students with different and varying impactful experiences they bring into the classroom.

The American College Counseling Association reports that the number of students with severe psychological problems is rising. Lukianoff and Haidt (2015) cited a 2014 survey by the American College Health Association, that 54 percent of college students surveyed said they "felt overwhelming anxiety" in the past 12 months, up from 49 percent in the same survey five years earlier (pg. 42). Students are reporting more psycho-social stresses (personal responsibilities, family, employment, financial, less support and resources), and this has greatly influenced the way university faculty and policy administrators are interacting with them.

Luparell (2005) describes the contemporary college student as "distrustful of leadership, lacking confidence in traditional social institutions, fearful of intimacy, less prepared for academic rigors of

college, and generally overwhelmed and anxious" (pg. 24). Luparell remarks "students today have power as consumers of education and demand convenience, quality, service and cost" (pg. 24).

Students, especially from iGen (Americans born after 1995) have insisted on "safe spaces" to protect themselves from ideas that offend their sensibilities. Twenge (2017) recently wrote an article in The Wall Street Journal entitled The Smartphone Generation vs. Free Speech reported the American Freshman survey conducted by the Higher Education Research Institute in 2015 that more than 140,000 college students or 43% agreed that campuses should be able to ban extreme speakers. Disinvites, a term used frequently by students who feel the mere presence of certain speakers will cause students "emotional injury" are demanding universities provide them with "safe spaces" where they can go if they feel upset. "Trigger warnings" are another example of the hypersensitivity students are expecting in today's classroom. Trigger warnings are alerts that instructors are expected to issue if something in the course might cause strong emotional response or are meant to warn students to potentially offensive material and campus free speech restrictions. But why is this happening? What is so different about today's cohort of students that allows them to challenge (unlike generations before) free and open inquiry, civil discourse and university life?

The Atlantic refers to this phenomenon as "The Coddling of the American Mind". Lukianoff and Haidt (2015) describe it this way: "something strange is happening in American's colleges and universities. A movement is arising, undirected and driven largely by students, to scrub campuses clean of words, ideas, and subjects that might cause discomfort or give offense". (pg. 42). The authors argue that the movement is largely about emotional well-being and "triggers" which presumes an extraordinary fragility of the collegiate psyche. An unassuming classroom discussion, book or article they posit, can easily "trigger" a student who has a past history of victimization or violence for example, to relive a recurrence of past trauma. Microaggressions too are creating tensions in which people think twice about speaking up to avoid unintentional slights that lead to being called insensitive, aggressive or

discriminatory. Not wanting to encounter conflict for fear of appearing insensitive, students in the classroom avoid civil discourse or discussions around sensitive materials.

Twenge (2017) believes iGen factors and the sudden merging of other generations in the classroom have combined to create a very difficult classroom environment. The iGen students are the first to spend their entire adolescence with smartphones in hand. They grew up in smaller families with parents commonly referred to as "helicopter parents". Helicopter parents protect their children from harm which Twenge suggests makes for a generation of individuals cocooned in fear, afraid to take risks, whose members commonly speak to one another through social media as opposed to face-to-face and typically avoid upsetting or offensive ideas. Twenge notes however that when iGen students do engage they oftentimes do so without social graces or skillsets that reflect social etiquette. GenX students, on the other hand, see the classroom from their world view as an opportunity to challenge the status quo. To bridge this gap, universities have attempted "speech codes" which are policies that designate free speech "zones", or create protest policies or harassment policies that the conduct in question must be "so severe, pervasive, and objectively offensive that it effectively bars the victim's access to an educational opportunity or benefit" (Twenge, 2017 & www.Americanbar.org).

Microaggression

The topic of microaggression is complex. Diversity is a sensitive topic for most and certainly a situation that brings up considerable discomfort. Professors need to be comfortable with discomfort, anxiety and issues that could come up as they relate to race, ethnicity and diversity. Microaggressions, as defined by Sue (2010), are "brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership" (ppxvi). Sue furthers the discussion by dividing microaggressions into three categories: microassaults, micro insults, and micro validations. An example of a micro assault is when a professor asks the class to break up into self-selected groups and observes that one group

(through overheard conversations about race, posturing or other non-verbals towards another student) is denying access to that student due to skin color or other differences. Micro insults are actions, statements or generalizations that disrespect or demean a person based on their group status. When a statement is made that invalidates a student's experience (e.g. "get over it..why are we still referencing the impact of slavery today? I'm not racist today...I never did that personally, I have friends that belong to other ethnicities...it happened generations ago by people I've never met") it serves as an example of a micro invalidation. The statement implies the experience demeans or invalidates a person of a particular group (Sue, 2010).

Understanding the characteristics of each cohort of students and preparing strategies for addressing disputative behaviors is something all faculty have to contend with as they manage their classrooms.

Dangerous Behavior vs. Disruptive Behavior. What's the Difference?

Dangerous behavior versus disruptive behavior is likely to require police or behavioral health intervention. While these are not in the scope of this paper, they are briefly covered here to give faculty some idea when a higher level of intervention will most likely be needed. Examples of dangerous behavior include, but are not limited to: directly communicated threats to the professor or another student ("I am going to kick your ass", "All Jews need to die", "I'm going to kill myself"), prolonged non-verbal passive aggressive behavior such as glaring or staring with crossed arms, refusal to speak or respond to a question or directive, self-injurious behavior (cutting, burning), physical assault (pushing, shoving, punching), conversations whose intent is to upset other students (descriptive and details of

brutal scenes), psychotic or delusional/rambling speech, objectifying language that depersonalizes the instructor or other students, arrogant, entitled or rude talk to professor or other students (Van Brunt & Lewis, 2013, p.18).

O'Toole as cited in Van Brunt & Lewis (2013) includes out-of-control anger, narcissism, lack of empathy, objectification of others, paranoia, use of violence that include thoughts and fantasies of violence, all behaviors that necessitate a higher level of intervention (p. 181-182). If a faculty member observes a student is escalating in the classroom it is essential that everything else needs to be put on hold; which could mean evacuating the classroom for the safety and protection of everyone. A recess that asks students to take a 15 minute break (or dismiss the class) while you assess further the situation in front of you is completely acceptable. It is important to remain prudent in managing dangerous behavior keeping yourself safe and protecting the integrity of all students witnessing the unfortunate behavior. Keep in mind too you should always know where the exits are in your classroom and in the building, and *know before you get into this situation* the phone numbers you will need to call (Campus Safety, police, Student Health Services), perhaps introduce yourself in advance to instructors in nearby classrooms who you could call upon if a situation arises, the community emergency number (e.g. Empact's dedicated 24 hour crisis line for ASU) and know when they are available (ASU Counseling business hours are M-F 8am-5pm) and know what are your next steps in helping the student. It is strongly encouraged (especially faculty who teach after hours) to know their resources and have phone numbers in place before an occurrence (Appendix C). It is also recommended that departments develop training or a workshop on how to triage such behaviors in the classroom. The training or workshop should be presented at new faculty orientation and via in-service trainings. If these are not available an instructor can easily have a conversation with an experienced faculty who may have some good advice and resources in place for addressing disruptive or dangerous behavior.

Relationship Between Instructor Immediacy and Student Disruptions

It is easy to blame disruptive behavior on the student due to faculty members having broad authority to manage the classroom environment and assume responsibility for enforcing appropriate behavioral expectations of their students. Many times faculty do not see they play a significant role in the success of limiting disruptive behavior. But what faculty do report is that managing the classroom environment has become increasingly difficult (Van Brunt & Lewis, 2013).

Goodboy & Myers (2009) examined the relationship between the instructor, students and challenging behavior in the classroom. Referred to as "instructor immediacy" it suggests there is a linear relationship between behaviors of instructors (appropriate touch, eye contact, vocal expressiveness, forward leaning and straight posture) and the frequency challenging student behaviors in the classroom (p.108). The authors cite Simonds, Jones and Bedore (1994) who identified four types of challenging behaviors found in the classroom. *Evaluation challenges* refer to students who question testing procedures or grades received. *Procedural challenges* which involves students challenging explicit and implicit rules in the classroom (such as talking or using social media during class), *Power play* is when a student attempts to influence other students in the classroom or directly challenge the expertise of the instructor. *Practicality challenges* refers to students challenging the relevance of the course or questioning assignments (pg. 109). Findings in this study reinforce classroom management and the need of instructors to implement immediacy behaviors in the classroom which fosters rewarding classroom environments that prevent incivility in the classroom.

Murphy (2010) cites Bain (2004) research that reveals six elements of excellence found in effective instructors: (1) what the teacher knows and understands, (2) how the teacher prepares to teach, (3) what the teacher expects of his/her students, (5) how the teacher treats his/her students, and (6) how

the teacher checks progress and evaluates (p. 34). Bain highlights teacher's behaviors have an impact on the learning environment (more so than what was originally thought) and this can have a significant impact on the types of behaviors that will occur throughout the semester. For example, they vary their instructional strategies to ensure maximum participation of students, and are skilled at gaining the trust and respect of their students while consistently offering reflections and evaluations for student improvement.

Handling Disruptive Behaviors

Hernandez and Fister (2001) propose a systemic model that addresses disruptive behaviors. Students can easily become hyposensitive to perceived or actual criticism feeling embarrassed, powerless, or invalidated due to remarks noted by faculty on their assignments. They suggest a comprehensive, multifaceted, systematic approach using print, experience, and policy development. Interactions when treated in isolation or are simply ignored are ineffective.

The following sequence can be implemented into a department handbook as suggestions and directives on how faculty should handle disruptive behaviors.

1. Invite the student to speak in a private area
2. Acknowledge the emotions of the student (I notice you are frustrated, upset, angry)
3. Briefly state your concern
4. Give the student an opportunity to talk. Listen.
5. Ask for clarification if necessary (I am not sure what you mean by...could you tell me more?)
6. Paraphrase what has been said to you without adding your own interpretation (I understand that you've experienced some car problems lately such as your car not starting, a dead battery, a lost car key, difficulty finding a parking spot, which is why you state you've been late for class these past few weeks coming into class 30 minutes late)

7. Assess the situation. Focus on the behavior and clearly state your expectations and the consequences (If you reference the syllabus it states coming in late to class has penalties that impact your overall grade earned in the class. You have come in late three times which has caused you to lose a significant number of deducted points--20 to be exact--and coming in one more time late, I'm afraid you won't pass this class)
8. Ask the student for comments
9. Thank the student for their time (pg. 54).

Miller & Rollnick (2013) developed an evidenced-based model called Motivational Interviewing (MI) that could be particularly useful to faculty when speaking to students (Appendix D). The model emphasizes using a direct, student-centered style of interaction that helps individuals explore change. It contains five principles that focus on empowering, expressing empathy through reflective listening, dealing with resistance, self-efficacy and autonomy. Motivational interviewing evolved from the person-centered approach developed by Carl Rogers. The method is used in counseling to help people commit to making changes in their behavior and thinking. The first goal is to increase the person's motivation and the second is for the person to make the commitment to change.

Attempting to address and solve the problem when faculty are emotionally triggered is an ineffective way to manage disruptive behavior. It only leads to higher risk of having the situation escalate even further. Instructors want to find a way to balance delivering a calm yet caring confrontation to the student. The overarching goal in this conversation is for the student to change their behavior and understand why their compliance is important to the overall stability of the classroom community. The Miller & Rollnick's model addresses how best to approach the student based on what is observed in the

classroom, the message to be delivered and the accommodations to be made in choosing just the right dialogue and language that takes into account the student's world view (Appendix D).

Miller & Rollnick's (2013) model stresses the importance of identifying the phase the student in. This becomes the starting point for furthering the discussion. Several techniques from this model will be discussed as they are very applicable to handling disruptive behaviors in the classroom. Two important goals in MI is to increase a person's motivation for changing their behavior as well as making a lasting commitment to change. Neither of which can be accomplished if the assessment of the phase is incorrect. For example, if you assume the student is aware (in the precontemplation phase) that the behavior you are attempting to address is not appropriate for classroom learning (when the student is actually unaware) you will find your efforts to remedy this behavior discouraging at best. Miller & Rollnick recommend you attempt at first to identify the behavior needing to be changed which eventually leads the person to change on their own to reach their desired goals or successful outcomes.

Motivational interviewing oftentimes refers to the "spirit" of the model. For example, MI encourages "expressing empathy". Expressing empathy is when the instructor attempts to maintain a balance of both understanding the perspective of the student (empathy) and communicating back to the student their understanding of that perspective (expression of empathy). When the instructor successfully demonstrates empathy for the students point of view respect is communicated and it sends a message to the student they have freedom of choice and ability to determine self-direction. The instructor pays particular attention to weaving, throughout the conversation, ideas about change; but the ultimate decision to change or not, is up to the student.

Discrepancy is another important technique in MI. Here the instructor helps the student understand the connection between their current behavior and their desired goal. Organically through the conversation, the student voices their awareness of how their behaviors and choices are not going to successfully get

them to their intended goals and with that you begin to explore advantages to choosing different ways to interact. The idea is to avoid entering into an argument with the student. One must be sensitive of having a neutral body posture that communicates listening and genuine interest in the student's point of view. This is important to setting the tone and ensuring the success that both sides deserve to be heard and respected for each other's point of view.

As an instructor, you do not want to find yourself in a position of publicly embarrassing a student or of being seen as attacking a student. Explore with students in a neutral manner that isn't laced with sarcasm or condescension. Make students aware of their choices and explore the advantages to choosing a different way to interact. (Van Brunt & Lewis, 2013).

Prochaska, Norcross and DiClemente (1994) suggest people move through various stages before making changes. Faculty who are aware of these stages are less frustrated with themselves and more empathetic to understanding why students can repeat difficult or frustrating behaviors--even though instructors repeatedly address disruptive behaviors with the same students.

Pre-contemplation: In order to make a change in behavior one has to realize there is a problem. In this first stage the student is unaware there is a problem. Instructors who identify the student is in the pre-contemplation stage should focus their conversation *on increasing the student awareness of their behavior and why the need to change is important in the classroom*. Suppose for example, your student asks questions that are off-topic or continues to derail the classroom discussion. As the instructor you notice other students roll their eyes or fidget in their seats but the one student asking the questions isn't picking up social cues or noticing what is happening around them and the impact they are having on others in the classroom---their attention is focused on asking you the questions. A worthwhile strategy is to ask the student to meet privately with you after class. Address the situation in such a way as to help the student understand why her behavior in the classroom (in this case asking off topic questions) is

having such a negative impact on her fellow students. In this way once the issue has been identified and the student is now aware their behavior is having a negative consequence on others, then you and the student can mutually brainstorm ways in which to curve the behavior and even restore the students confidence by making it an exercise in self-awareness (Appendix E).

Contemplation: This is the stage most faculty commonly find students in. In the contemplation stage the student realizes their behavior is disruptive but either is not ready to take action or is aware the behavior is negative but does not know how to make a change or take the next step to remedy the situation. In this case the instructor needs to help the student identify a plan of action that will sustain working towards lasting change. Here, the instructor and student come together and agree on the behavior that needs to be changed and brainstorm ideas that support and sustain change. For example, the student agrees they want to stop impulsively shouting out or interrupting other students. You both identify it is their anxiety that is actually causing their lack of patience to wait for their turn to talk. You might ask them respectfully if they've ever considered visiting with a counselor on campus or given any thought to perhaps, if appropriate, pursuing a counselor at the Disability Resource Center, the Student Success Center or other community resources (such as a support group) that have a focus on behavioral management that will reinforce their desire to change (Appendix F).

Preparation for Action: In this stage the student is aware of the problem and motivated to take action to change. In this stage the student actively executes a game plan with the instructor to change the behavior. An example is a student who cannot stop checking emails or scrolling through social media while in class. In this case the instructor may suggest the student will agree to leave their cell phone on the instructor's desk while class is in session (Appendix G).

Action: This is the stage when the student puts the plan into action. In the example above, the student walks into the classroom, sets their phone on the instructor's desk and takes a seat. After class the

student comes up to the desk and picks up the phone. At this point the instructor should make it a point to congratulate the student for their efforts and acknowledge their success in implementing the plan. The instructor should encourage the student to continue with the plan and their decision while making sure to reference the benefits and rewards for following through. Acknowledging the student accomplished what they set out to do is important and builds further rapport and good will between the student and faculty (Appendix G & H).

Maintenance and Relapse Prevention: At this stage instructors should periodically check in with the student about the plan and offer support and validation. If adjustments need to be made, students and instructors can mutually address the areas of concern and remedy the infraction immediately before it becomes problematic. If the current plan is working and successful the instructor should acknowledge the gains and applaud the student's efforts in achieving a personal goal (Appendix H)

Some educators opt to ignore these disruptive behaviors because they fear confronting them will result in student retaliation, negative comments on faculty evaluations, or further complaints to Administration (Van Brunt & Lewis (2013). Others rationalize nothing positive can come from addressing it with students. More often, the reason behind not addressing disruptive behavior in a timely fashion is due to faculty not knowing how to appropriately handle these situations or feeling unprepared or unskilled.

Seventy-five percent (89%) of the respondents in the survey strongly recommended faculty be trained to deal more effectively with classroom issues before a referral is made to a higher administrative level (Appendix I) and sixty-seven percent (67%) believes ASU could do a better job at helping faculty navigate these issues in the classroom (such as providing additional training, workshops or orientation) so behavioral issues are vetted early on (Appendix J).

Murphy (2010) cites Mosston & Ashworth's (1994) contributions in organizing teaching into three distinct phases: preimpact, impact, and post impact (p. 34-37). Each of these phases requires a series of decisions to be made by the instructor and these decisions influence the potential for disruptive behaviors.

The preimpact phase is critical because it is directly correlated to student-learning outcomes. The preimpact phase occurs before the teaching episode unfolds in the classroom and includes all of the organization and preparation from the instructor to deliver a well-planned lesson. Suggested strategies for addressing disruptive behavior in this phase includes referencing expectations in the syllabus. In the preimpact phase the syllabus provides students with all the details, guidelines and expectations required for successfully passing the course. This may include policies on attendance, deductions, absences, late arrival, and procedures for handling in assignments and consequences of late assignments. It also should include assignment due dates, dress code expectations, and consequences for plagiarism, cell phone and computer use in the classroom, required textbooks, office hours, and course timelines outlining unit objectives and covered content.

The Impact Phase is where course content is executed and usually includes performance evaluation. In this phase strategies for addressing disruptive behaviors include instructors being aware of their body language, posture, tone of voice and knowing which disruptive behaviors to address and those that do not warrant further attention. Murphy (2010) emphasizes instructors who point out every disruptive infraction will eventually lose the students' respect and confidence in the instructors ability to handle the class. Strategies in the Impact Phase include knowing how to modify and adapt for maximum participation yet also being prepared to address disruptive behaviors as they show up in the classroom. Humor is always a good strategies to employ if appropriate when confronting disruptive behavior in this phase.

The postimpact phase involves student performance and assessments. In this phase if disruptive behavior continues in your classroom you will want to set up a private meeting with the student to address their behavior. Be sure to ask to see the student after class so as not to draw attention to the student or embarrass them in front of their peers. Good strategies in the Postimpact phase include clearly stating the purpose of the meeting when you first sit down with the student. You will want to inquire how you can help and spend a great deal of time listening to the student so as to understand the cause and meaning behind their behavior. Learning the cause oftentimes brings a new lens to the situation and allows the instructor to be aware of how they can assist the student or improve the situation altogether. It also allows the student an opportunity to be heard and become less defensive. Respondents who participated in the survey, 78% reported they met privately with the student first to collaborate and discuss the situation, with the intention of creating a plan to solve the issue (Appendix K).

In support of the research purposed by Murphy (2010) and Mosston & Ashworth's (1994) work in the preimpact phase it would be important to review some of the specifics that warrant inclusion in the syllabus as they relate to ASU's policies and procedures. Murphy (2010) states "in the era of Generation Xers and Millennials, the syllabus is viewed as a contract and has been transformed into a very specific document that details all expectations for students" (p. 35). The syllabus should be reviewed with students on the first day of class to make sure the expectations of the instructor are clear and thoroughly discussed. The syllabus should include objectives, units taught, instructional strategies used (such as Blackboard, Clickers) time lines, and assessment and evaluation methods. It should also include expectations for attendance, absences, tardiness, the instructor's policy for late assignments, dress code if appropriate, consequences for plagiarism, policies on cell phone usage, computer use, required textbooks, office hours, and course outlines that include required readings and assignment due dates.

Additionally the instructor may want to include in the syllabus the following University policies as all students are responsible for reviewing and complying with all ASU policies:

Academic Integrity Policy:

<http://provost.asu.edu/academicintegrity/policy>

Student Code of Conduct:

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

Student rights and responsibilities:

<https://eoss.asu.edu/dos/srr/codeofconduct>

Computer, Internet, and Electronic Communications Policy:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

Missed Classes Due to University Sanctioned Activities:

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Accommodations for Religious Practices:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Commercial Note Taking Services:

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

Handling Disruptive, Threatening, or Violent Individuals on Campus:

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

ASU Disability Resource Center:

<http://www.asu.edu/aad/manuals/ssm/index.html> - 700

Americans with Disabilities act (ADA)

Students may struggle with academics in the classroom because of a disability. These disabilities are protected under ADA and students who qualify can receive reasonable accommodations through the campus Disability office.

Accommodations for Students with Disabilities

Students with a disability may have a need for classroom assistance or special accommodations., Oftentimes faculty identify before a student that they are struggling in the classroom and can suggest they contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC <https://eoss.asu.edu/drc>.

Title IX

Office of civil Rights Title IX protects individuals from exclusion or discrimination from educational programs or activity based on gender.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity (Van Brunt & Lewis, 2013).

Sexual violence, harassment on the basis of sex, sexual assault

University policy makes it clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

Faculty, instructors Faculty, instructors and university employees are mandated to report allegations of unwelcome sexual conduct (defined here):

<http://www.asu.edu/aad/manuals/acd/acd401.html>).

If you tell your instructor about unwelcome sexual conduct that involves an ASU student or employee, they are required to report this information to university authorities. It is your right (as a student) to choose who, when and where you disclose information about unwelcome sexual conduct; it is also your right to understand the responsibilities of anyone that you disclose to. Before disclosing information about unwanted sexual conduct to anyone, you can ask them whether they can keep the information confidential. For confidential reporting options, see:

https://sexualviolenceprevention.asu.edu/sites/default/files/sexualassault_flowchart.pdf

Sensitivity to Student Populations and Their Success

Other points to consider is the student may be experiencing difficulties in learning and often will disrupt a lesson as a way of disguising their difficulties. High-ability students on the other hand may disrupt a classroom because they are bored and possibly looking for a reaction. It's important to know your resources and the challenges being faced by specific populations to ensure student success in the classroom. Seventy-eight percent (78%) of respondents reported in the survey they frequently referred students to ASU Counseling and Consultation, sixty-seven percent (67%) to Disability Resource Center, and forty-four percent (44%) to the Student Success Center. Thirty-three percent (33%) referred students to outside community resources. Sixty-seven percent stated their first step in addressing disruptive behaviors is to meet with the students privately to discuss the situation and create a plan. Seventy-eight (78%) indicated they try and collaborate with student and faculty to address disruptive behaviors (Appendix K).

Non-traditional students

Non-traditional students entering secondary institutions are reflecting increased enrollments. Van Brunt & Lewis (2013) define non-traditional students as students who don't enter college directly, attend college part-time, work full-time while enrolled at college, are financially independent, are single parents, do not have a high school diploma, may be coming back from military service or involved in ROTC (p. 75).

Oftentimes, disruptive behavior in a classroom shows up with non-traditional students for a variety of reasons. For instance, they may not have the computer skills necessary to navigate online courses, discussion boards or Blackboard. They can easily become frustrated with the Instructor when they cannot easily access the materials necessary to complete assignments or miss deadlines due to family challenges or struggles with balancing work, school and their personal life. They may not be able to

make meetings or attend optional assignments to earn extra points during traditional office hours of Monday-Friday, 9-5pm. Non-traditional students pose challenges to classroom instructors as their personal challenges of balancing work/home/school may interfere with classroom decorum. For example they could dose off in class due to extreme exhaustion of balancing more than one job, children and school schedules or being a single parent. They oftentimes appear irritable or lack patience, having complicated medical issues that continue to excuse them from the classroom, or appear to have difficulty with focus or comprehension. Being sensitive to nontraditional students by reaching out to them early, perhaps scheduling a time to talk on the phone or through Skype are all useful interventions to further prevent problems (Van Brunt & Lewis 2013, p. 75-78).

Veterans and returning active duty students

Student veterans bring unique challenges to the classroom environment. Veterans, because of their military status, know bureaucracy very well. They easily transition into the classroom provided there is an instructor who structures tasks, class assignments and discussions according to the syllabus. Veterans struggle with classes taught by professors who are not organized, change assignments or the requirements for assignments (such as due dates) frequently. Additionally, veterans when compared to their peer group, struggle with high levels of depression, substance use, suicidal ideation and PTSD. (Van Brunt & Lewis, 2013, p. 80).

International students

International students bring unique challenges to the classroom environment. Van Brunt & Lewis (2013) cite Tseng and Newton (2002) who report four major areas of adjustment for international students. These include 1) general living adjustments such as food, housing, financial transactions and transportation, 2) academic adjustment to the University system and developing skills they need to be

successful, 3) adjusting to cultural norms and behaviors, and 4) personal psychological adjustments such as dealing with feelings of homesickness, loneliness and feelings of isolation. Language barriers can also pose challenges for the instructor as expectations and norms may not be within the purview of the student (Hyun et al, 2007, as cited in Van Brunt & Lewis, 2013). Professors should help international students connect with their advisors and seek university resources to encourage success.

When a professor becomes concerned about behavior that is disruptive in their classroom they need to reach out and communicate it to their department heads, the Dean of Students, the lead on their course or colleagues they trust. A common stance is to ignore the behavior--hoping it will go away--or waiting for it to get worse. Be proactive rather than reactive when it comes to concerns and disruptive behavior in the classroom.

Additional Considerations That Impact Interventions

Questions about FERPA oftentimes comes up when having to deal with disruptive behaviors as instructors are not aware of the exemptions and restrictions that allow for communication between other faculty, departments, and especially parents. Oftentimes parents call instructors wanting information about the status of their child or asking questions that involve grades or assignments. Here is a brief overview of FERPA. Consult your department of Dean of Students office for additional information and clarification.

FERPA

The Family Education Rights and Privacy Act (FERPA) is a federal regulation that can restrict faculty from sharing information. There are some exemptions according to Van Brunt & Lewis (2013):

- FERPA Emergency Exemption: FERPA's health or safety emergency provision permits certain disclosures, without the consent of the parent or eligible student, if necessary to protect the health or safety of the student (U.S. Department of Education, 2012)
- FERPA Dependency Exemption: FERPA defines this as "a school may disclose information from an 'eligible student's' education records to the parents of the student, without the student's consent, if the student is a dependent for tax purposes. Neither the age of the student nor the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision" (U.S. Department of Education, 2012).
- FERPA Personal Observations: FERPA does not prohibit a school official from disclosing information about a student that is obtained through the school officials' personal knowledge or observation and not from the students' educational records.
- FERPA Legitimate Educational Interest: FERPA defines this as the demonstrated need to know by those officials of an institution that act in the student's educational interest, including faculty, administrators, clerical, and professional employees, and other persons who manage student record information (U.S. Department of Education 2012). This may include a faculty member sharing with a student advisor.
- FERPA and Negligence: Faculty should remember that FERPA is a law originally designed to protect information from being shared with other individuals outside the institution and allows for the institution to determine who has the 'educational need to know'

internally. Failing to keep administrators in the loop can cause unintended consequences--negligence (Van Brunt & Lewis, 2013, pg. 145-146).

Expression of Opposing Views: Intersection of the First Amendment

Public universities struggle to find balance between their First Amendment obligations and their desire to create inclusive communities. The development of technology (Internet, social media, email, Facebook, applications, etc.) has further complicated the landscape by providing students digital expressiveness both on and off campus, whether inside a physical classroom or off site in a virtual classroom. A brief review of the literature reveals a wide range of policies and interventions.

All universities are subject to these federal anti-discrimination laws. Title IX provides in pertinent part that "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. The Court has held this statute supports a private cause of action alleging hostile environment harassment. In order for a college or university to be liable, a plaintiff must show that the conduct at issue is "so severe, pervasive, and objectively offensive, and that so undermines and detracts from the victims' educational experience, that the victim-students are effectively denied equal access to an institution's resources and opportunities. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in "a program or activity receiving Federal financial assistance." The Supreme Court has held that like Title IX, Title IV supports a private cause of action alleging intentional discrimination. (Mary-Rose Papandrea, *The Free Speech Rights of University Students*, 101 Minn. L. Rev. 1801, 1862 (2017).

University settings provide a remarkable opportunity for individuals and faculty to freely express themselves and challenge the status quo. This unique but indispensable environment for higher

institutions should be nurtured and siphoned however a distinction needs to be made between free speech and harassing speech that borders on offensive conduct. The distinction between the two lies in the terminology and the context in which it is used. In harassment cases the legal requirement is that merely offensive conduct is not enough to establish a policy violation. One needs to look for the discriminatory impact. For example, if someone calls you an offensive name it can be seen as harassing. However, that person has a right to call you that name and be protected by the First Amendment and outweighs your right to be free from being called that name unless and until that action is so persistent or pervasive that it causes you--and would cause a reasonable person--to experience an educational deprivation (Sokolow, Kast, & Dunn, 2011). Offensive harassing speech is protected speech. Speech that rises to the level of discriminatory harassment is not protected speech.

Dr. Joseph Russomanno, Associate Professor, Walter Cronkite School of Journalism and Mass Communication provides some insight into free speech as it applies to in the classroom. "Masking inappropriate behavior as "speech" is improper. While I'm a free speech advocate, I find none of the classroom behaviors you mention [asking non-relevant off topic questions, cross talking, purposefully bullying or teasing others, texting/making calls during class, reading magazines in class] as being acceptable. Although I'm a supporter of First Amendment values, that doesn't mean caving in to those who defend their bad behavior--and who violate the rights of others--when they claim it's entirely a matter of free speech."

Beck Herbst, Attorney for ASU, remarks "colleges have First Amendment duties to protect speech as well as respect the amendment rights of their students. It can get complicated. ABOR has policies around student conduct and the strength of that policy is challenged frequently at the university Hearing Board here on campus. What is helpful when these matters (student conduct) are brought up to our attention by faculty is academic units who have their own professional standards or Code of Conduct they hold students to or have the wherewithal to include details in their syllabus outlining in detail their

expectations of appropriate student behaviors in the classroom". Attorney Herbst emphasized the importance of tying professional standards back to academic expectations in the syllabus. For example, faculty can document in their syllabus they require students to restrict their questions to what is being discussed in the classroom. In other words, having discussions that stay within the context of the topic. Herbst went on to explain: "This way the faculty can restrict students from saying whatever they want whenever they want and derailing the class or moving it off topic. Time, place and manner are important factors to consider mentioning when creating these expectations in the classroom. Actors like State Universities can impose reasonable time, place and manner restrictions on how students engage First Amendment activities on campus and in the classroom. What students tend to do is come up with new terms for freedom of speech they don't like and call it harassment or bullying".

Policy Development

Policies should be in place and regularly reviewed to address disruptive behavior that pushes the limits on decorum in the classroom. There are several recommendations this paper makes in an attempt to address student behavioral issues in the classroom.

Every faculty member hired to teach at ASU should be expected to complete a training in assessing and addressing disruptive behaviors in the classroom. It is not realistic to assume faculty have an understanding on how their departments systemically addresses the gap between student conduct and classroom decorum.

Discussions and trainings fosters faculty mentoring from seasoned professors and departmental leaders. Conversations between faculty members bring valuable information that is easily lost or oftentimes overlooked in printed handbooks. Training and conversations with the new faculty is critical to their

success and also supports student success in the classroom when instructors have available tools, resources and policy references should a situation occur. Sharing experiences, strategies, and resources reinforces faculty relationships and the community to function as a coherent system rather than fragmented isolated parts.

It is recommended that a thoughtful department specific, unique to each major, Student Code of Conduct be published. This document would be in addition to the Student Conduct Code each ASU student agrees to upon acceptance to ASU. Consider reviewing the values and behaviors that are critical success factors for professional in the area of the major, or your area of expertise. For example, in social work the Student Code of Conduct has many sought after character traits that are the cornerstone of what makes an excellent social worker. When a student is brought to the attention of administration for classroom behaviors the department holds the student accountable to the behaviors stated in the department's own Professional Code of Conduct which the students sign at the acceptance of admission to the program.

Summary

This paper provides a broad overview of disruptive behavior in the classroom by researching and compiling best practices for preparing instructors to deal with acts of incivility along with a survey of a diverse faculty group from varying college units to understand how each handles and addresses disruptive behaviors and the policies in place that drive interventions.

University and Faculty Associates continue to face increasing demands as ASU embraces a global classroom. These demands are particularly challenging when a positive and effective learning environment is compromised by student behavior. University units have policies and procedures in place to handle disruptive behavior; however, I believe there is room for improvement.

Recommendations

1. Form a subcommittee to create a basic curriculum on how to handle disruptive behaviors in the classroom. This should be a university wide initiative that all faculty need to complete.
2. Each department needs to create a Professional Code of Conduct (different from the Student Code of Conduct) that prepares students to transition into the workforce with character traits and qualities/values that represent professionalism within their field of study or major. Every student will be held accountable to both Codes of Conduct.
3. Consider the findings presented in this paper to drive and inform Administrative decisions. Chairs and Directors are responsible for ensuring that all faculty, regardless of rank, understand and apply university policy. This should include faculty having knowledge, training and access to

documents that informs and reviews policy. Eight-nine percent (89%) of responder's surveyed remarked training faculty to deal more effectively with these issues before making a referral to Assistant Deans or Directors would be helpful. Sixty-seven percent (67%) surveyed feel ASU could do a better job helping faculty navigate these issues in the classroom and prevent behavioral health issues from escalating.

4. Respondents from the survey (100%) highly recommend ASU address disruptive behavior and the Student Code of Conduct and Student Integrity more specifically in freshman student orientation or ASU 101. Additionally, reinforcing pertinent topics throughout the student's academic stay (through video trainings, media, workshops etc.) is highly recommended (78%).
5. Every syllabus should specify very clearly faculty expectations and parameters of disruptive behaviors that include links to Student Code of Conduct and other policies (outlined in this white paper). Additionally, behaviors that impede student's ability to have a productive leaning environment must also be noted (social media parameters such as texting while in class or expected classroom etiquette should be clearly stated).
6. Recommend faculty be exposed to ongoing training to manage students in mental health distress by knowing university resources, and motivational interviewing skills.
7. Faculty needs to know how to access and work closely with their respective Dean of Students Office for assistance and support when classroom situations arise.

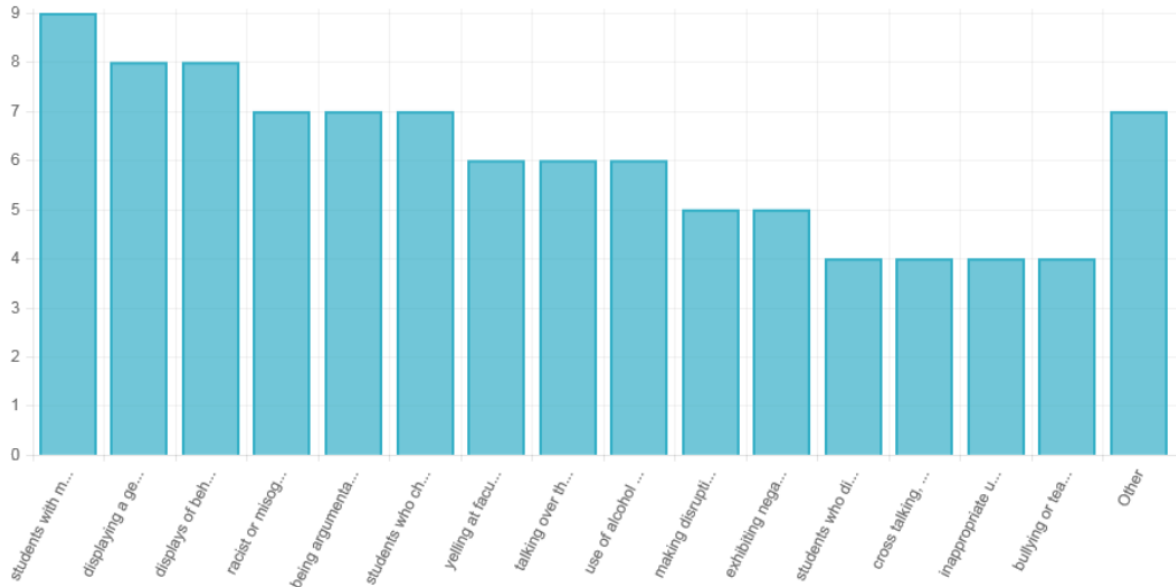
8. Trainings need to include GA (graduate assistant), TA's, (teacher's assistant), and graduate students teaching classes in addition to faculty.
9. Assist faculty in being knowledgeable and updated on the resources available on campus for students and encourage referrals.
10. Each department needs to develop a strong mentoring and professional development program that addresses managing effective learning environments and ensures faculty have peer mentors that help navigate successful learning environments in the classroom. Donna Cataldo as 2016 President of the downtown campus wrote an excellent paper entitled "Faculty Mentoring: Best Practices and Recommendations for Structured Mentor Mentee Program" which provides an excellent overview and discussion. Her Senate paper can be found on the Faculty Senate page.

Universities can influence large numbers of students across the lifespan that grow and broaden their world view. As this paper remarks, there are a number of good reasons why we have civil discourse in higher education. Universities are in unique position to not react with judgment when incivilities happen in the classroom but rather with empathy to change the behaviors one infraction at a time. Recommendations were developed to address and hopefully prevent many of these behaviors in non-threatening, civil ways that foster an inviolate campus of respect, civility and student success. This white paper is an opportunity to strengthen communication, collaboration and professional development between college units, administration and faculty on the complex issues of incivilities in the classroom. The intent of this paper is to support Faculty in proactively anticipating egregious behavior and assist in tailoring solutions to fit the problems as they arise in the classroom.

Appendix A

In your professional capacity can you recall ever having to address any of the following student behaviors ? (click all that apply)

	students with mental health issues (for example anxiety or depression)	displaying a general disrespect to other students and or the faculty	displays of behavior that interferes with the learning of other students in the classroom	racist or misogynist statements the student made in class	being argumentative in the classroom	students who challenged a grade they received on an assignment but handled it inappropriately	yelling at faculty or other students in the classroom	talking over the instructor or interrupting other students	use of alcohol (or other substances) and or attending class while under the influence	making disruptive noises in class that interfered with the learning of other students	exhibiting negative body language (such as rolling eyes)	students who disregarded the faculty's request for no text messaging while in class and yet the student continued to do so	cross talking, or chatting with nearby students that disturbs the learning of others while in the classroom	inappropriate use of social media in/out of the classroom	bullying or teasing others while in the classroom	Other	Responses
All Data	9 (100%)	8 (89%)	8 (89%)	7 (78%)	7 (78%)	7 (78%)	6 (67%)	6 (67%)	6 (67%)	5 (56%)	5 (56%)	4 (44%)	4 (44%)	4 (44%)	4 (44%)	7 (78%)	9



Appendix B

Of the behaviors identified above have you seen an increase in those behaviors in the past two years?

	Yes	No	Maybe	Standard Deviation	Responses
All Data	6 (67%)	3 (33%)	0 (0%)	2.45	9



Appendix C

Resources That Deal With Disruptive Behavior

ASU Counseling Services: ASU Counseling Services offers professional confidential, time-limited, counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. ASU Counseling helps students identify solutions or support. Business hours are Monday-Friday 8am-5pm. You can reach them at: <https://eoss.asu.edu/counseling>

Downtown Phoenix: 602-496-1155

Polytechnic: 480-727-1255

Tempe: 480-965-6146

West: 602-543-8125

After-hours/weekends:

Call EMPACT's 24-hour ASU-dedicated crisis hotline:

480-921-1006

For life threatening emergencies

Call 911

ASU Disability Resource Center: The Disability Resource Center provides services to qualified students with disabilities on all ASU campuses. For convenience, students will find offices located at the Downtown, Polytechnic, Tempe, and West locations. You can contact any DRC office with the following information: Email: DRC@asu.edu

Phone: 480-965-1234

FAX: 480-965-0441

ASU Student Advocacy: Student Advocacy and Assistance guides students in resolving educational, personal and other campus impediments toward successful completion of their academic goals. Student Advocacy and Assistance links students with appropriate university and community resources, agencies, and individuals, collaborates with faculty and staff in the best interest of the students, and follows through to bring efficient closure to student concerns.

Students may experience a number of different issues that affect their ability to be academically successful such as a death in their immediate family, illness, accident, critical incidents such as sexual assault, harassment, domestic and relationship violence, and other emergency situations. Student Advocacy and Assistance works with students and their families to make appropriate referrals and contacts to help address their personal concerns and negotiate through the various administrative options available to them as a student of ASU.

This office strives to provide guidance, explain relevant policies and procedures and discuss possible ramifications while respecting students' rights to privacy within the confines of the law and university policy. Even during difficult times, students should be empowered with the resources to make informed decisions and take a proactive role in the resolution process.

<https://eoss.asu.edu/dos/srr/StudentAdvocacyandAssistance>

Downtown Phoenix

602-496-0670

Polytechnic

480-727-5269

Tempe

480-965-6547

West

602-543-8152

Appendix D

Motivational Interview is:

- Student centered
- Students must conclude on their own it is in their best interest to make the change you are bringing up to their attention and that the benefits of making that change outweigh the cost of staying the same for them
- A conversation that is collaborative, aimed at eliciting and strengthening motivation to change
- Resolving ambivalence to change
- Exploring change in the context of goals through a supportive stance
- More about listening to the student rather than "talking at" the student
- Assessing where the student is at (Precontemplation, Contemplation, Preparation, Action)
- Asking the right questions of the student to motivate them into taking accountability for changing their behaviors
- Collaborating with the student to creating a plan that addresses the behavior
- Following up to reinforce what is in place or revisit the plan and make further adjustments

Stage of Change	Statements from Student	Faculty strategies	Suggested talking points to start conversations
Pre-contemplation --not ready	"I don't see a problem" "..it's no big deal.." "It's your problem not mine" "Why should I ...?" "Why are you focusing on me..other students are doing it too..."	Neutrality Build rapport Raise awareness Talk about behaviors Reassure your readiness to help Listen more than talk	"I'd like to help you achieve success in this class..." "What I can offer is some suggestions..." "Here is what I see is the problem and why I see it is a problem to your success..."
Contemplation Student talks about why they would change	"I know I should not but.." "I don't know why it's happening..." "I know it's a problem but I just can't stop..." "I've always had these issues..."	Identify benefits/costs of change Praise previous efforts	"Is this something you would like...?" "What would be the benefit to you..?" "You did a great job at..." "I know you will experience less stress and greater confidence if we can solve this together..."

Appendix E

Example of conversation in Precontemplation stage

Hello John, I want to thank you for taking time out of your morning to come in and visit with me. I'm wondering if it would be okay with you to talk about what happened in class last week.

John: I'm not sure why you are requesting a meeting.

Instructor: I'm really happy you are here because I think I have some feedback that may help you in achieving your academic goals and passing this course. Last week in class when I asked everyone in class to break down and brainstorm some options for the in class assignments I noticed you seemed a bit upset or frustrated. How do you recall that exercise and what happened?

John: I don't remember. I just know when Steve made that dumb ass statement--I disagreed with him and I remember telling him so!

Instructor: So you do recall that class and making a remark to the other student?

John: Yes, I've been really stressed out about some of my other courses and I guess I just reacted.

Instructor: I'm all in support of having dialogue between students but what concerns me is the way in which you reacted. From my perspective you seemed very upset. In fact you may recall you jumped out of your seat and started yelling at the student calling him a dumb ass.

John: I don't remember calling him a dumb ass--I was thinking he was a dumbass--yes, I do recall standing up

Instructor: You did stand up and you did call him a dumb ass under your breath. A few other students came up to me in class afterwards and shared their concern about how you reacted in the situation.

John: I didn't realize I upset other students. I'm sorry.

Instructor: It sounds like your stress is getting the best of you. It's hard juggling all the assignments and I can only imagine how stressful it is for you (expressing empathy).

John: Ya. I'm sorry. I didn't mean to upset the other students. A lot of those students in class are my friends and I don't want them to think I'm an ass for the way I behave.

Instructor: I'm really glad we are talking about this right now and I appreciate your honesty! I think one of your goals is to continue to have friendships and maybe jumping out of your seat and yelling at someone isn't the best move to keeping friendships; especially with people in our class who you consider them to be your friends.

John: I want to apologize to the guy I called a dumb ass. I have a few close friends in class and I don't want to lose their friendship. I bet they wonder if I would do the same to them--yell or embarrass them like I did with the other student? I would feel awful if they thought I couldn't control myself or was so out of control I could embarrass them too! I don't want to be that person! Maybe I could apologize to the guy I called a dumb ass and also to the friends I have in class.

Instructor: I think that would be a great plan. When do you think you could do this?

John: I'll come early to class next week and be ready to approach the other person to apologize. Since I see my friends outside of class, I'll just talk to them privately next time.

Instructor: Sounds like a good plan. Let's touch base after class next week and see how it goes. I'm sure your friends and your classmate will appreciate you reaching out with an apology.

Appendix F

Example of contemplation phase:

Hello John, I want to thank you for taking time out of your morning to come in and visit with me. I'm wondering if it would be okay with you to talk about what happened in class last week.

John: I'm not sure why you are requesting a meeting.

Instructor: I'm really happy you are here because I think I have some feedback that may help you in achieving your academic goals and passing this course. Last week in class when I asked everyone in class to break down and brainstorm some options for the in class assignments I noticed you seemed a bit upset or frustrated. How do you recall that exercise and what happened?

John: (embarrassed looking down) Yes, I do remember the incident. I just know when Steve made that dumb ass statement--I disagreed with him and I remember telling him so!

Instructor: So you do recall that class and making a remark to the other student?

John: Yes, I've been really stressed out about some of my other courses and I guess I just reacted. I've noticed I am doing that a lot lately--getting really frustrated with people--this happens when I'm stressed!

Instructor: Is this something you would like to change?

John: Of course! It just that it keeps happening. I guess my stress gets the better of me!

Instructor: What would be the benefit to you if you could control your frustration?

John: Well, for starters I would be much calmer. I probably could focus a lot better instead of telling the guy he is a dumb ass. I want to be an Attorney when I graduate and at some point I need to be able to disagree and remain calm.

Instructor: From my perspective there would be a great advantage to you personally and professionally if you could learn some skills that would help with your stress levels but also benefit you in controlling how you react to stressful or frustrating experiences.

John: I agree.

Instructor: It sounds like maybe a stress management class...I believe ASU Counseling has such a group...I think it would really benefit you. What are your thoughts on this?

John: Yes. I've heard about classes like that before but never thought to check it out. I will look into it this week. If it would help me stay calm and teach me some skills to manage my anger better I'm all for it. Thanks!

Instructor: Great! Let me know how it goes. Maybe next week after class we can touch base. I'd like to hear your thoughts on how it went.

John: Okay.

Appendix G

Example of preparation and action phase:

Hello John, I want to thank you for taking time out of your morning to come in and visit with me. I'm wondering if it would be okay with you to talk about what happened in class last week.

John: I'm not sure why you are requesting a meeting.

Instructor: I'm really happy you are here because I think I have some feedback that may help you in achieving your academic goals and passing this course. Last week in class when I asked everyone in class to break down and brainstorm some options for the in class assignments I noticed you seemed a bit upset or frustrated. How do you recall that exercise and what happened?

John: (embarrassed looking down) Yes, I do remember the incident. I just know when Steve made that dumb ass statement--I disagreed with him and I remember telling him so!

Instructor: So you do recall that class and making a remark to the other student?

John: Yes, I've been really stressed out about some of my other courses and I guess I just reacted. I've noticed I am doing that a lot lately--getting really frustrated with people--this happens when I'm stressed! I really hate myself when I get that upset and start yelling at someone!

Instructor: Is this something you would like to change?

John: Of course! It just that it keeps happening. I guess my stress gets the better of me!

Instructor: What would be the benefit to you if you could control your frustration?

John: Well, for starters I would be much calmer. I probably would react a lot better instead of telling the guy he is a dumb ass. I want to be an Attorney when I graduate and at some point I need to be able to disagree with people and remain calm. I have no clue how to do this!

Instructor: From my perspective it would be a great advantage to you personally and professionally if you could learn some skills that would help with your stress levels but also benefit you in controlling how you react to stressful or frustrating experiences.

John: I agree. I don't like this about myself and I want to learn how to control my frustration.

Instructor: It sounds like maybe a stress management class...I believe ASU Counseling has such a group...I think it would really benefit you. Do you think?

John: Yes. I've heard about classes like that before but never thought to check it out. I will look into it this week. If it would help me stay calm and teach me some skills to manage my anger better I'm all for it. Thanks!

Instructor: John, I think you have a great plan to start taking charge of this! I'm really happy to hear that you are ready to move forward and make plans to do something about your frustration rather than let it continue to happen or wait to see if it happens a next time. Who can support you in this goal?

Sometimes having someone hold you accountable to going to group is a good thing to have in place.

John: My partner would support me in this. I can ask to make sure they remind me to go to group!

Instructor: Great! So let me know how it goes. Maybe next week after class we can touch base. I'd like to hear your thoughts on how it went.

John: Okay

Appendix H

Example of Maintenance

John: Hey, thanks for the recommendation to the anger group. I did go and I found out many people have a problem controlling their reactions. That was kinda a surprise to me! I thought I would be the only one there--but there are about 8 people in the group. It was really interesting.

Instructor: That is great to hear, John! I am really happy that you found the group to be beneficial and that you are taking the steps you need to control your stress levels.

John: The other day in class, that student made a statement I didn't agree with. In the past, I would have jumped out of my chair and called him a dumb ass. That didn't happen this time! I noticed I was beginning to get frustrated and instead of jumping out and yelling at him I just took a few deep breaths and told myself to calm down...he has a right to his opinion and I have a right to mine. I can't change him but I can control myself and change the way I react to him. It felt good to do this.

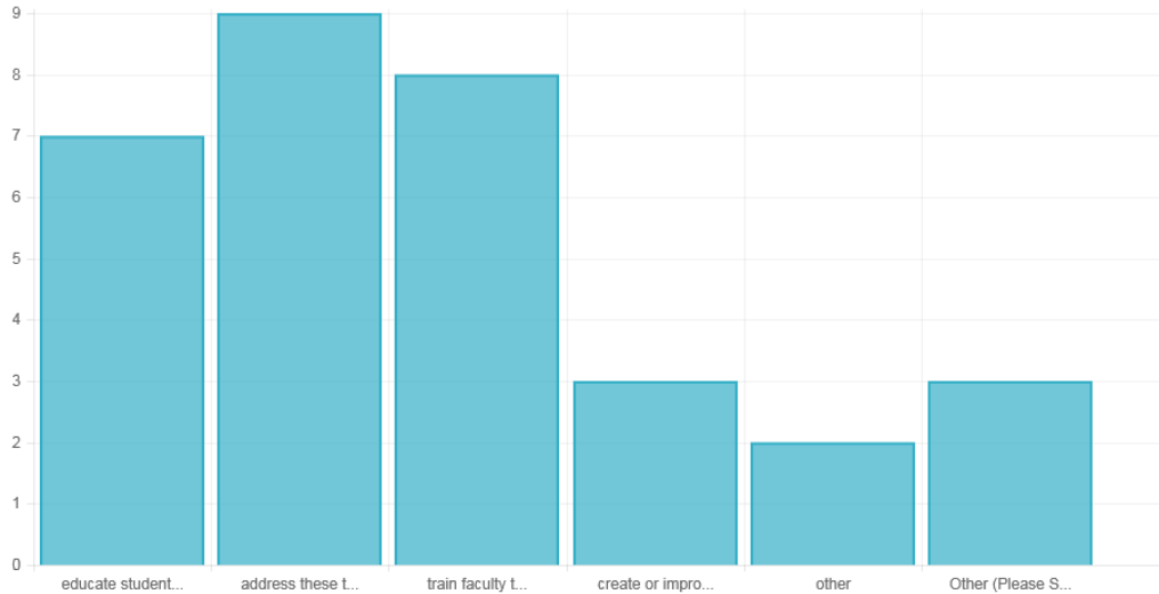
Instructor: That sounds wonderful, John. I think your new skills and managing your stress levels will benefit you moving forward. I really appreciate you sharing your experience with me. Maybe check in a few times throughout the semester--I'd like to hear about your experience and how it is going.

John: Okay, and thanks. I really appreciate you taking the time to bring the issue up to me in the first place. Our conversation made me begin to think about taking steps to control my stress levels. It has really helped me a lot!

Appendix I

Which of these options would help you do a better job at addressing disruptive student behavior?
(Click all that apply)

	educate students on the Student Code of Conduct that specifically focuses on disruptive behaviors in the classroom (video trainings, workshops, social media, blogs etc.)	address these topics more specifically in freshman student orientation or ASU 101	train faculty to deal more effectively with these issues before a referral is made to you	create or improve upon internal policies that address these issues	other	Other (Please Specify)	Responses
All Data	7 (78%)	9 (100%)	8 (89%)	3 (33%)	2 (22%)	3 (33%)	9



Text Responses

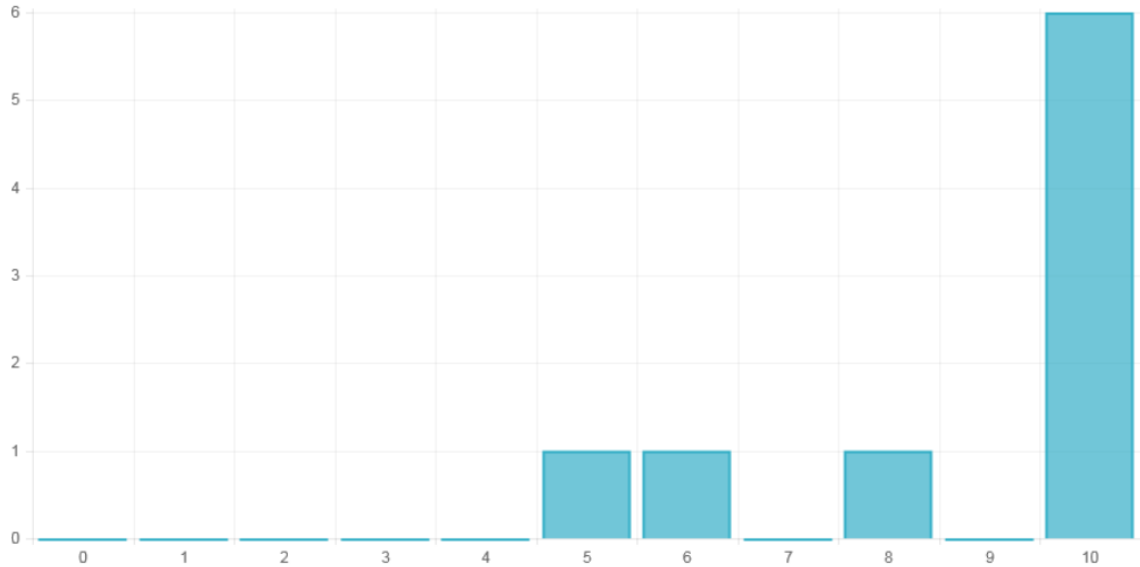
Have a dedicated person who is trained to triage student issues, particularly mental illness IE a social worker at the college level that works with leadership on assisting with student issues

Work closely with college student success teams (assistant deans or directors) for additional support.

Appendix J

Do you feel ASU could do a better job at helping faculty navigate these issues in the classroom (such as providing additional training, workshops, or a better orientation at the time of hire) so that behavioral issues are vetted early on?

	0	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
No - Great idea!	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (11%)	1 (11%)	0 (0%)	1 (11%)	0 (0%)	6 (67%)	1.7	9	8.78 / 10
														8.78 / 10



Do you have any recommendations you would like to suggest that could support you in addressing behavioral issues with students? Please share your ideas here:

Text Responses

I think training front desk staff would be super helpful. They are often the frontline to calls and walk-ins from disruptive students or their parents. They need to know the process and university policies as well.

I recommend that faculty are provided ongoing training on managing students in distress, Title IX and FERPA. Additionally, working closely with their respective Dean of Students Office for assistance and support.

FAs and graduate students who are teaching need training as well.

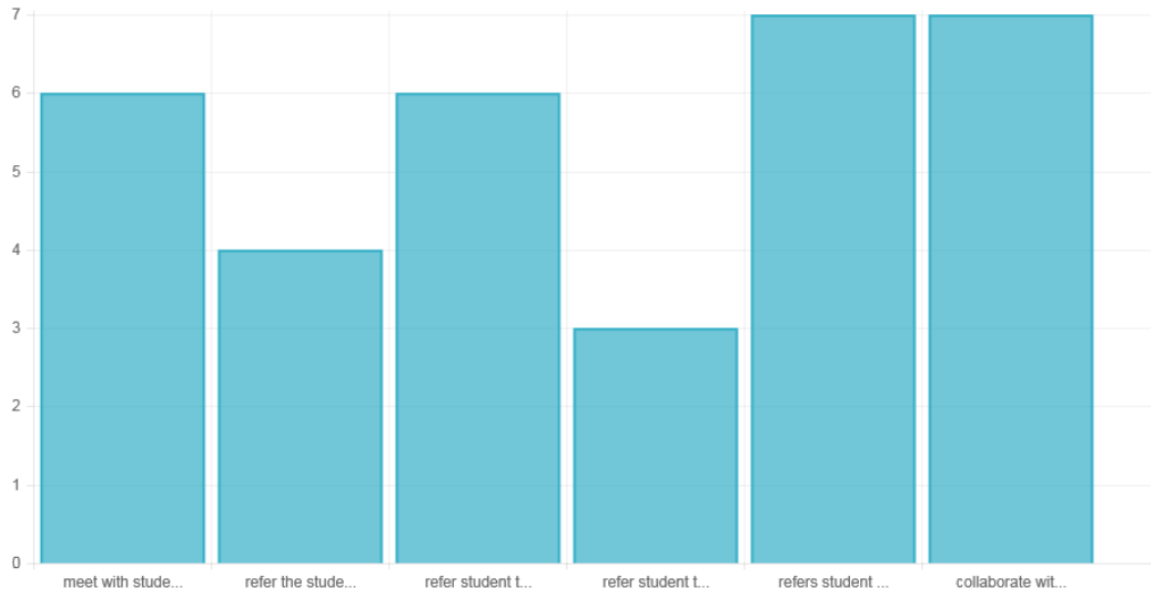
Helping faculty identify red flags or triggers for students as well as being knowledgeable of the resources on campus. Additional training for faculty & staff and collaborating with different departments to address behavioral issues with students.

Recommend training in strategies like motivational interviewing to help facilitate change

Appendix K

What resources do you most frequently use in addressing students with disruptive behaviors? (Click all that apply)

	meet with student privately to discuss the situation and create a plan	refer the student to Student Success Center	refer student to Disability Resource Center	refer student to an outside community resource	refers student to counseling	collaborate with student, faculty and yourself to find a solution	Responses
All Data	6 (67%)	4 (44%)	6 (67%)	3 (33%)	7 (78%)	7 (78%)	9



List 5 resources you routinely refer to when dealing with student behaviors

Text Responses

- ASU Dean of Students Office
- ASU Counseling
- ASU DRC
- ASU Code of Conduct
- ASU Academic Integrity Policy
- Office of the Dean of Students
- Counseling Services
- Student Advocacy
- Disability Resource Center
- Student Rights and Responsibilities
- Writing center
- General counsel
- School and College student services staff
- Counseling
- Deans office

Appendix L

List the top 5 reasons students are referred to you

Text Responses

Instructor is concerned about a student's well being
Student is using inappropriate language in emails
Student is disrupting the classroom environment, in person or on line
Student has threatened another student or instructor
Instructor suspects student has cheated
financial
behavioral concerns in and out of the classroom
access to internal and external resources
substance abuse
concerns about emotional and physical wellbeing
Grade grievances
Concerns with a faculty member
Funding requests (conference travel, etc.)
General ASU questions
Issues with professor

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