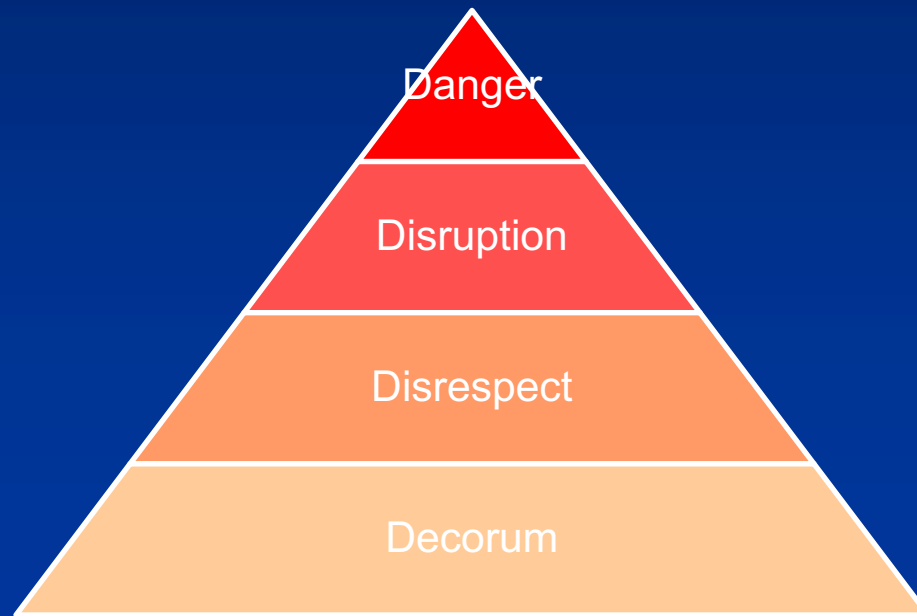


“What do you mean I have to deal with
Disruptive Behaviors?
I thought I was here to Teach!”



Judith Ableser Ph.D.- Director
Center for Excellence in Teaching and Learning-Oakland University

So you want to Teach...

So we all come to teaching in higher education thinking that we are going to empower all of our students to become critical thinkers and we are going to share our expert knowledge, facilitate their understanding and learning and help them develop essential skills and dispositions.....and then we end up dealing with disruptive behaviors....



Think- Pair-Share

-

What behavior “presses your buttons”
in class?



Welcome and Introductions

- Who I am
- Who you are



Agenda

So you want to teach...

Activity-Think-Pair-Share- What presses your buttons?

Welcome-Agenda-Learning Outcomes

Video and My First Day

Incivility and Problem Behavior

4 Ds of Problem Behavior

Decorum, Disrespect, Disruption, Danger

Activity- List examples

Chart of examples

Why the increase?

Antidote- Community of Learners

Faculty Role

Activity- Brainstorm and Discuss Strategies for examples

Share back in large group

Wrap-Up -Debrief and Reflect



Learning Outcomes

Participants will be able to:

1. Define and describe types of problem behaviors that interfere with learning in higher education
2. Describe the context of learning (adult learning, cultural, historical) and how it impacts “incivility” and “disruptive behaviors”
3. Demonstrate how a “community of learners” can be an antidote to disruptive behaviors
4. List ways to prevent, intervene and address problem behaviors
5. Using case scenarios and real-life classroom examples, brainstorm and problem-solve ways in which faculty/instructors can address and deal with problem behaviors



Video Clip- “Grade Negotiations”



My first day!

- Narrative of “explosive student”

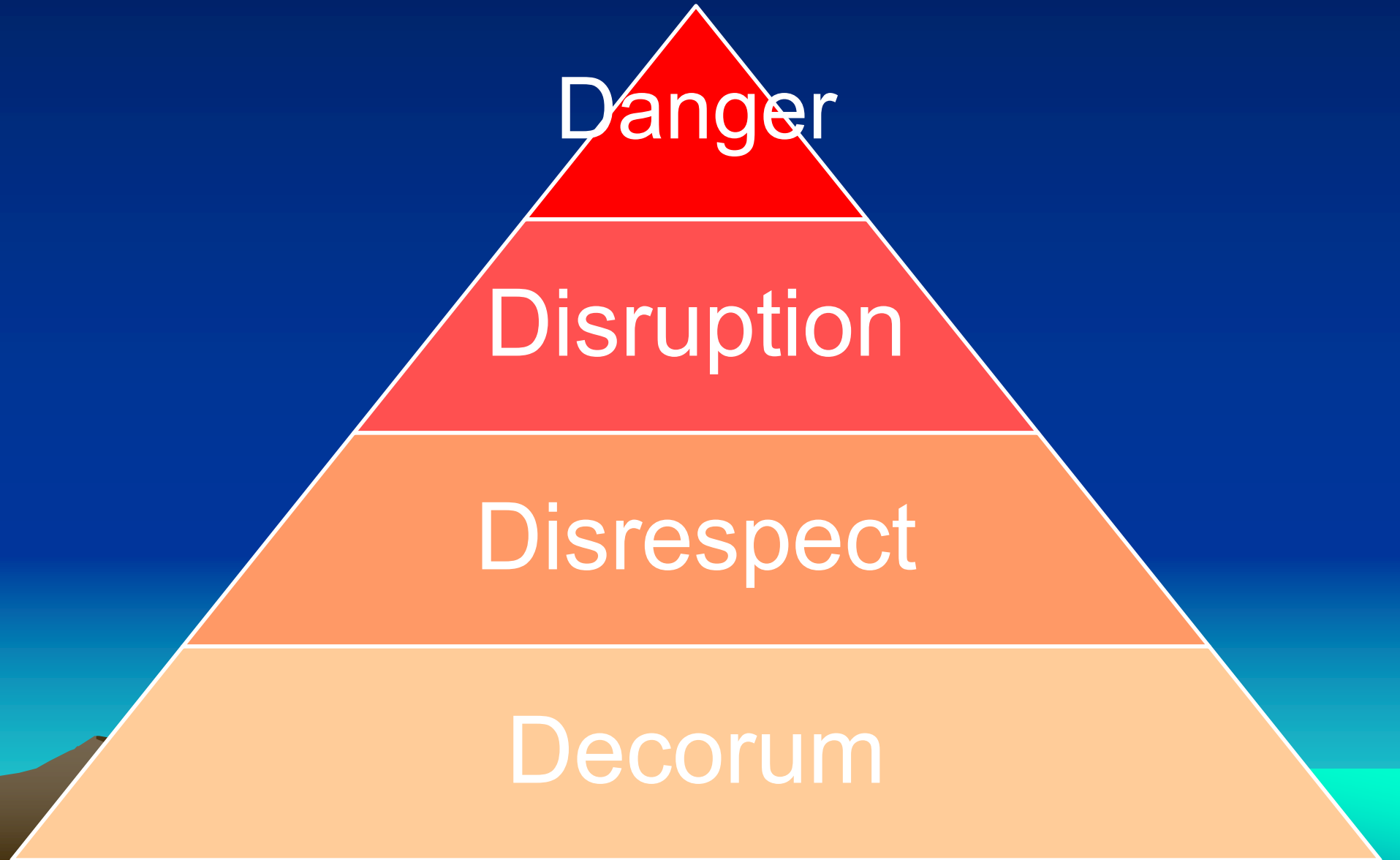


Incivility and Problem Behaviors

- In the research, classroom behavior issues are often referred to as “incivility”
- “Any action that interferes with the harmonious and cooperative learning atmosphere in the classroom” (Davis, 2009; Feldmann, 2001)



The 4 “D”s of Problem Behaviors (Ableser, 2012)



Decorum

- Most common/least problematic (if remains at this level)
- Annoyances
- Up to each individual professor to set tone and clearly state behavioral expectations
- Personal preferences and practices
- “not professional”
- dependent on context/culture/preference
- Examples include:
 - wearing a hat in class
 - chewing gum
 - eating
 - inappropriate clothing- tube top/low cut top for women....pants worn to show “crack” on men

Disrespect

- Can be red flags to more serious issues and should be addressed initially to all students by stating behavioral expectations and then 1:1 when student demonstrates repeated behaviors
- Often can be seen as “disruptive” as well
- Disrespect towards:
 - Professor- rude
 - Peers- bullying- rude- in class and on-line
 - Learning- not doing assignments or missing classes and upset when not doing well, not taking the course seriously
 - Learning Environment




Disruptions

- Often the most frustrating for faculty and for other students
- State expectations, address issues 1:1 and have plan/consequences that you can follow through on
- Examples include:
 - Arriving late/ leaving early and drawing attention to it
 - interrupting
 - going off on tangents or “hogging” conversations
 - talking to peers (off task)
 - talking on phone, phone ringing
 - texting, emailing, on web (if disruptive)



Danger

- Most serious/least common
 - Can be toward faculty, peers, self or campus
 - Prevention and early intervention intervening and referring early and promptly (to Office of the Dean, Student Services, Disability Support, Safety/Police)
 - Campus should have Emergency Preparedness System in place and should train all faculty and staff in how to deal with situations
 - Follow-through and follow-up
 - Examples include:
 - Verbal or physical threats – in class, in office, on campus, on-line
 - Explosive behaviors
 - Violent behaviors
- 

Activity

- 4- Squares- in groups move from one chart paper to the next
- Decorum, Disrespect, Disruption, Danger
- List one or more examples on each chart paper
- Move to next group
- Discuss as group



Examples of the 4Ds of Behavior

DECORUM personal choice- may not be a concern to some faculty- some may see as disrespectful	DISRESPECT towards learning and learning environment, towards peers, or towards faculty-in-class or on-line- may overlap with disruption	DISRUPTIVE interferes with learning of others- may include some disrespectful behavior and/or could escalate to dangerous behaviors	DANGER putting individuals at risk- may be in-class, on-line, or on campus
Inappropriate clothing - Pants hanging so low can see "crack" - Overly revealing clothing/short skirts/shorts or low cut tops for women - T-shirts with inappropriate slogans/language	Coming to class unprepared	Non-productive talking in class-side conversations	Aggressive comments
Texting during class	Not attending	Interrupting others	Threatening Comments
Playing games on devices	Making unreasonable or repeated excuses for not having work done or missing classes	Arriving late	Angry comments
Reading Newspaper or other non-related materials	Demanding grade change	Leaving early	Emotional Outbursts
Doodling/drawing	Cheating	Cell phone ringing/talking on cell phone	Escalating or Explosive Behaviors
Wearing a hat	Plagiarism	Dominating class discussion	Violent Behaviors
Putting on make-up, brushing hair, doing nails	Asking for unreasonable extensions	Embarrassing or non-appropriate argumentative questioning to put someone on the spot	Signs of potential self-harming or suicidal behaviors
Eating or drinking	Rude behavior	Asking the same question repeatedly	Physical destruction of property
Surfing web or emails not related to class	Sleeping in class	Going off on tangents	
Chewing gum	Discriminatory/racist comments or behaviors	Attention-seeking behaviors	
	Inappropriate language- swearing, culturally insensitive	Inattention that disrupts	
	Non-compliant behaviors	Movement or noise that disrupts class	
	Coming to class under the influence of alcohol or drugs	Disorders or conditions that may create disruptions	

Why the increase in problem behaviors?

1. Cultural

- More informal society
- If we encourage critical and creative thinking in our students, we may encourage them to speak up and out
- Less respect for authority
- More freedom of expression
- Higher Education is now often regarded as a “high priced commodity” and students see themselves as customers who are entitled to “high grades” have expectations as consumers



cont.

2. Student/Faculty characteristics

- Young female and minority professors report more difficulty establishing respect and authority in class (Miller & Chamberlin, 2000; Turner & Myers, 2000)
- Mental health issues of students- in a national survey (2008) 13% of students had been diagnosed with a mental health condition (Hemphill & LaBanc, 2010)
- Older students (may be older than faculty with more life experience)
- Stress and demands on student life- taking too many courses, not prepared, working and raising a family, financial stress, crisis in family



What can we do?

- We cannot eliminate all such behaviors, but we can have an impact by fostering a

Community of Learners



Community of Learners vs. Learning Communities

- **Community of Learners-** Creating a safe learning environment that fosters trust, risk-taking, respect, value in and ownership of learning. (May include creating learning communities)
- **Learning Communities-** Cohorts or groups of individuals who share common emotions, values or beliefs, are actively engaged in learning together and from each other (within a course, within a program or across the university campus)



Characteristics: involve both faculty & students

- Responsibility**
- Opportunities**
- Engagement**
- Demonstration**
- Risk Taking**
- Instruction**
- Response**
- Choice**
- Time**
- Assessment**

Suggestions in *Tools for Teaching* (Davis, 2009)

1. Balance authority and approachability
2. Show that you care
3. Reward civil behavior
4. Model correct behavior
 - Undergraduate students' perceptions of irritating faculty behavior include (Nilson, 2010):
 1. Showing up late for class
 2. Not being on-time for office hours
 3. Insulting and making students feel dumb
 4. Not getting to know students
 5. Talking to the board
 6. Not following the syllabus
4. Engage students in active participation in-class



Faculty's Role in Creating a Community of Learners

1. Set the tone for a creating a community of learners
2. Get to know your students
3. Set high standards but provide ways to support students success
4. Provide engaging activities.
5. Be well prepared for class (in-class and on-line) and be at class on time (or early)
6. Be specific, detailed and consistent
7. Be responsive to your students
8. Encourage cooperation, interaction and collaboration amongst students
9. Set personal boundaries
10. Be human



Activity

- In same small groups, select some of the scenarios, describe what you have done and discuss possible alternatives
- how would you respond to each situation?
- Move through each group
- Share back in large group



Share back in large group

- Discuss some examples back in large group and hear different perspectives and responses



Responses to Behaviors

DECORUM <i>personal tolerance level- may not be a concern to some faculty- some may see as disrespectful-</i>	DISRESPECT <i>towards learning and learning environment, towards peers, or towards faculty-in-class or on-line- may overlap with disruption</i>	DISRUPTION <i>interferes with learning - may include some disrespectful behavior and/or could escalate to dangerous behaviors</i>	DANGER <i>putting individuals or self at risk- may be in-class, on-line, or on campus</i>
ACTION	ACTION	ACTION	IMMEDIATE ACTION
Have behavioral statements in syllabus and review them in class	Have behavioral statements in syllabus and review them in class	Have behavioral statements in syllabus and review them in class	CALL CAMPUS POLICE, SECURITY and/or DEAN of STUDENTS OFFICE
Provide Texting/email breaks during class. Consider integrating the text/ computer/email in your class	At first indication of specific behavior, remind entire class of appropriate behavior and what next steps will be	At first indication of specific behavior, remind entire class of appropriate behavior and what next steps will be	ACTIVATE UNIVERSITY SAFETY PROCEDURES
Consider your own tolerance level. Pick your "battles". Is this something that I really need to concern myself with?	Contact specific student and set up time to meet to address issue- if student does not follow-up, contact Dean of Students or appropriate university service	Contact specific student and set up time to meet to address issue- if student does not follow-up, contact appropriate university service	
	Follow University policies regarding plagiarism, cheating, grade change appeals etc. including reporting to Dean of Students	May need to refer to student support services- Disability Support Services, Counseling as issues may involve emotional/behavioral problems	



FOUR D's of PROBLEM CLASSROOM BEHAVIORS



DECORUM	DISRESPECT	DISRUPTION	DANGER
<i>personal tolerance level- may not be a concern to some faculty- some may see as disrespectful-</i>	<i>towards learning and learning environment, towards peers, or towards faculty-in-class or on-line- may overlap with disruption</i>	<i>interferes with learning - may include some disrespectful behavior and/or could escalate to dangerous behaviors</i>	<i>putting individuals or self at risk- may be in-class, on-line, or on campus</i>
Inappropriate clothing	Coming to class unprepared	Non-productive talking in class	Aggressive comments
Texting during class	Not attending	Interrupting others	Threatening Comments
Playing games on devices	Making unreasonable or repeated excuses for not having work done or missing classes	Arriving late /leaving early	Angry comments
Reading Newspaper or other non-related materials	Demanding grade change	Movement or noise that disrupts class	Emotional Outbursts
Doodling/drawing	Cheating or plagiarism	Cell phone ringing/talking on cell phone	Escalating or Explosive Behaviors
Wearing a hat	Non-compliant behaviors	Dominating class discussion	Violent Behaviors
Putting on make-up, brushing hair, doing nails	Asking for unreasonable extensions	Embarrassing or non-appropriate argumentative questioning	Signs of potential self-harming or suicidal behaviors
Eating or drinking	Rude behavior	Asking the same question repeatedly or going off on tangent	Physical destruction of property
Surfing web or emails not related to class	Sleeping in class	Disorders or conditions that may create disruptions	Active Shooter
Chewing gum	Discriminatory/racist comments or behaviors	Attention-seeking behaviors	
	Inappropriate language- swearing, culturally insensitive	Coming to class under the influence of alcohol or drugs	
ACTION	ACTION	ACTION	IMMEDIATE ACTION
Have behavioral statements in syllabus and review them in class	Have behavioral statements in syllabus and review them in class	Have behavioral statements in syllabus and review them in class	CALL CAMPUS POLICE, SECURITY and/or DEAN of STUDENTS OFFICE
Provide Texting/email breaks during class. Consider integrating the text/ computer/email in your class	At first indication of specific behavior, remind entire class of appropriate behavior and what next steps will be	At first indication of specific behavior, remind entire class of appropriate behavior and what next steps will be	ACTIVATE UNIVERSITY SAFETY PROCEDURES
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	Follow University policies regarding plagiarism, cheating, grade change appeals etc. including reporting to Dean of Students	May need to refer to student support services- Disability Support Services, Counseling as issues may involve emotional/behavioral problems	

Debrief and Summarize

- Questions and Answers
- Reflection on Learning Outcomes:

Participants will be able to:

1. Define and describe types of problem behaviors that interfere with learning in higher education
2. Describe the context of learning (adult learning, cultural, historical) and how it impacts “incivility” and “disruptive behaviors”
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4. List ways to prevent, intervene and address problem behaviors
5. Using case scenarios and real-life classroom examples, brainstorm and problem-solve ways in which faculty/instructors can address and deal with problem behaviors



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