

# **LEVELS OF DISORDERLY CONDUCT IN THE CLASSROOM**

## **LEVEL I – Definition**

Any continuous behavior that interferes with an instructor's ability to teach and/or students' ability to learn that does not reach the level of physical harm to the individual, the instructor or other students in the classroom. Note that "continuous behaviors" are mitigated by conditions such as evidence of alcohol or drug abuse, use of abusive or hate language, and/or sexual harassment.

### **Suggestions for De-Escalation of Situation**

#### ***BODY LANGUAGE***

- Keep an open posture (no crossed arms, legs or hands)
- Maintain respectful eye contact
- Keep a comfortable distance
- Do not stand over the student

#### ***TONE***

- Maintain respectfulness and calm
- Do not raise your voice

#### ***VALIDATION***

- Validate the student's feelings (i.e. I can see you are confused, that you want to talk about this, etc.)

#### ***DISPLACEMENT OF DISRUPTIVE BEHAVIOR***

- Request that the disruptive behavior be stopped or suggest an alternative location (i.e. Could we continue this conversation during my office hours? Will you please take that phone call outside? etc.)

#### ***ACTION***

If situation is unresolved between student and instructor and/or student is asked to leave the class, student must be referred to the Dean of Students, Dr. Marlin Clark, 957-4004.

## **LEVEL II – Definition**

Any behavior that moves beyond interference in the instructor's ability to teach and the students' ability to learn that could escalate to a potential threat of violence against the instructor or other students in the classroom.

### **Suggestions for De-Escalation of Situation**

#### ***BODY LANGUAGE, TONE AND VALIDATION***

- Utilize the same body language, tone and validation techniques as in a Level I disruption.

#### ***DISPLACEMENT OF DISRUPTIVE STUDENT***

- Request that the student leave the class
- Every attempt should be made to get the student to leave the class peacefully and voluntarily.
- Do not engage in a power struggle or confrontation with the student.
- Do not threaten the student or follow the student when they leave.
- Do not try to physically remove the student.
- If the student will not leave, step outside, call SLCC Campus Safety and have the student removed from the premises.

#### ***ACTION***

All Level II disruptions must be reported to the Dean of Students, Dr. Marlin Clark, 957-4004.

## **LEVEL III – Definition**

Any situation that involves physical violence or a threat involving a weapon.

### ***SLCC Campus Safety***

Redwood & South City, Jordan,  
MBK  
957-3800

Miller  
840-4000

Library Square  
799-3000

Airport  
575-2401

## How Can I Help? Recognizing and Supporting Students in Trouble

### Warning signs:

- ☐ Disturbances in sleeping or eating habits
- ☐ Declining school or work performance
- ☐ Withdrawal from family and friends
- ☐ Feelings of alienation, helplessness, hopelessness
- ☐ Rise in risk taking behaviors, drug or alcohol abuse, disregard for personal safety
- ☐ High rates of absenteeism
- ☐ Sleeping in class

1. Get the student to a safe and comfortable place.
2. Sit directly in front of the student (no desks or tables between you) in an "open" position ("basket" or "table" position)
3. Make good eye contact if possible.
4. Explain that what the student says will be kept confidential UNLESS the content suggests that the safety of the student or others may be compromised.
5. Tell the student that your job is to make sure that they are safe and you will do whatever is necessary to ensure their safety.
6. Briefly assess the situation.

### For:

- Anxiety
- Depression
- Disordered Eating
- High stress levels
- Survivor of Physical or Sexual Abuse, Assault or Rape (non-campus related)
- Victim of Sexual Harassment (non-campus related)
- Substance Abuse (non-violation)
- Uncontrollable Anger (non-violation)

Refer to: Health & Wellness Services Counseling Services  
➤ Redwood Campus, Student Center 048, 957-4347  
➤ South City Campus, W175, 957-3323

### For:

- Physical illness (non-life threatening)
- Injury (non-life threatening)

Refer to: Health & Wellness Services Counseling Services  
➤ Redwood Campus, Student Center 048, 957-4347  
➤ South City Campus, W175, 957-3323

### For:

- Violations regarding anger control or substance abuse
- Campus-related physical or sexual abuse, assault, rape or sexual harassment

Call SLCC Police Services for assistance if necessary

Refer to: Marlin Clark, Dean of Students, 957-4004

### For:

- Life threatening emergencies – DIAL 911

### **SLCC CAMPUS SAFETY**

Redwood & South City, Jordan, MBK  
957-3800

Miller, 840-4000

Library Square  
799-3000

Airport  
575-2401

## **DISORDERLY CONDUCT**

### **WHAT IS DISORDERLY CONDUCT?**

The SLCC Student Code of Conduct defines disorderly conduct as:

Any behavior, which disrupts the academic and/or social environment on College owned or controlled property or at College sponsored or supervised functions, or violates the standard of fair access to the education experience. Examples of disorderly conduct include but are not limited to:

- Disrupting the classroom environment
- Being under the influence of drugs or alcohol
- Causing harm or violating safety standards
- Using physical violence
- Harassing an instructor, staff or fellow student
- Obstructing or disrupting disciplinary procedures or other College activities including public functions
- Using language offensive to public taste, including abusive language and obscene language
- Using language that incites negative or discourteous behavior toward others

The College also expects all students to comply with reasonable direction and/or instruction from College faculty or other personnel in the performance of their duties.

### **WHAT ISN'T DISORDERLY CONDUCT?**

Not all disruptions warrant the disorderly conduct label. It is wise to examine the situation to be sure you are not reacting emotionally and possibly escalating the disruption. Is the problem being caused by:

- Cultural differences?
- Differences of opinion?
- Communication difficulties?
- Situational frustration or confusion?
- Dealing with stress and/or emotions?
- Needing extra time or attention for a special reason?

You may be able to avoid a conduct issue simply by spending some time examining the problem one-on-one with the student.

### **TIPS FOR AVOIDING DISORDERLY CONDUCT**

- Articulate clear classroom expectations in the syllabus and review during class. (You may want to incorporate the Student Code of Conduct definition of Disorderly Conduct and explain that students engaging in Disorderly Conduct will be referred to the Dean of Students).
- Develop agreements as a class during the first session.
- Respond to problems quickly and consistently
- Correct innocent mistakes and minor first offenses gently.
- Give a general word of caution to the class
- If possible, speak to the student after, or outside of class.
- When necessary, correct the student courteously and indicate that further discussion can occur during your office hours.