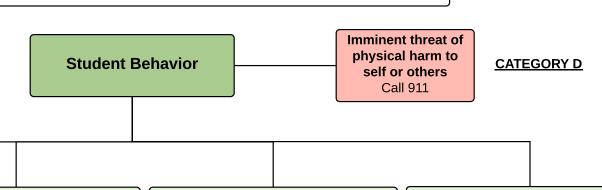
What is student behavior of concern and what should you do?



CATEGORY A

Signs, although not disruptive, may indicate something is wrong and that help may be needed.

Examples include but are not limited to:

- · Serious grade problems
- Significant drop in attendance
- Changes in relationships and ways of involvement/interaction
- Marked change in mood, motor activity, or speech
- Changes in behavior, hygiene, affect, and engagement

CATEGORY B

Signs indicating a need for boundary setting and engagement with student.

Examples include but are not limited to:

- Coming late and/or leaving early
- Taking up an excessive amount of time speaking or sharing
- Lack of engagement
- Not following expectations of the syllabus/covenant
- Behavior contrary to the social contract
- Disrespectful or uncivil behavior
- Challenging the focus of the program or faculty suitability

CATEGORY C

Signs may include significant emotional distress and/or a reluctance/inability to acknowledge a need for personal help.

Examples include but are not limited to:

- Repeated requests for special considerations
- New or regularly occurring behavior that pushes the limits or boundaries set and may interfere with class or program management or be disruptive to others
- Unusual, exaggerated, and/or persistent emotional responses
- Student consistently engages with others in a way that causes conflict

CATEGORY D

Signs may show as a student in crisis and in need of emergency care and support.

Examples include but are not limited to:

- Highly disruptive behavior
- · Inability to communicate clearly
- Loss of contact with reality
- Overt suicidal or homicidal thoughts or threats
- Emotional or physical outbursts
- Behavior that could harm or put individuals in fear of harm

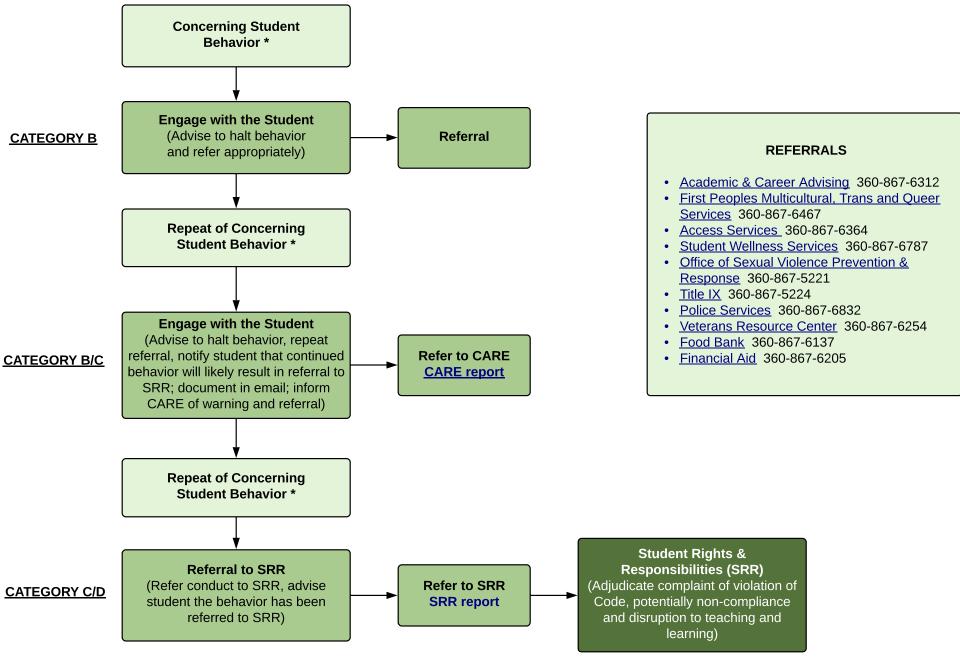
Guidelines for Talking with Students

- Express your concerns about specific observable behavior
- Listen sensitively and empathetically
- Work together to address the problem
- Offer clear paths to support Familiarize yourself with resources and referral options
- Restate boundaries, role, expectations, and plan
- Follow up

Resources

- <u>STUDENT HANDBOOK</u>
- GUIDE TO CAMPUS SERVICES

Student Behavior Response Flow Chart



^{*} The level of student behavior will dictate level of response