Agenda

- National & Otis College Context
- Disruptive vs. Distressed Students
- Identifying Students of Concern
- How to work with Distressed and Disruptive Students
- Otis College Systems that address Students of Concern
- Otis College Resources
National Data
National College Health Assessment

50% indicated that they “felt things were hopeless”

37% indicated that they “felt so depressed that it was difficult to function”

58% of indicated that they “felt overwhelming anxiety”

10% of respondents indicated that they “seriously considered suicide”
Otis College Trends
2010-2015

9% COUNSELING UTILIZATION RATE
66% REPORTED CLINICAL IMPROVEMENT AS A RESULT OF COUNSELING
Definitions

- **Disruptive Students**
  - Students whose behavior makes the academic environment difficult for others to fully and positively participate

- **Distressed students**
  - Students who are experiencing emotional and/or psychological problems that are interfering with their ability to perform
Disruptive Behavior

Takes many forms, varying in severity

- Being late to class/studio, text messaging, sleeping
- Making noise, repeatedly interrupting the classroom/studio environment
- Answering cell phone during class/studio
- Personal insults, harassment
- Physical violence

Takes many forms, varying in severity
Disruptive Behavior

- Violations of syllabus expectations/rules
- Consistently disrupts the day to day activity in your classroom/office or studio
- Habitual interference with classroom environment
- Student who interrupts you or your colleagues in conversations, and/or does not follow directions to a point where they seem unmanageable
- Persistent and unreasonable demands for time and attention
- Intimidating or harassing another person through words and/or actions
- Threats/intimidation of physical assault
Disruptive Behavior: What it Isn’t!

- Cultural differences
- Disagreements or differences of opinion
- Situational frustration
- Dealing with stress and emotion
- Needing extra time or attention for a special reason/accommodation
Preventing Disruptive Behavior in the Classroom

1. Set clear expectations about classroom behavior and include these expectations in your syllabi

2. Review these expectations in the classroom

3. Take attendance/hold students accountable

4. Don’t tolerate disrespectful behavior even if it may not be disruptive (sleeping, texting, etc.)

5. Respond to inappropriate remarks in a professional and mature manner. Put-downs or witty comebacks can potentially escalate a situation.
Intervention Options

- Interrupt behavior in the moment
- Take a 5-minute break and talk with the student
- Ask the student to meet you at the end of class/studio
- Ask the student to leave class/studio (just until they calm down, or come back another day)
- Call the Police/Campus Safety if you are threatened or feel your safety is/could be at risk

**FOLLOW UP** all conversations with an email, outlining your concerns and expectations
Avoid...

- Offering any academic accommodations that are *not* documented
- Giving higher than earned grades or dismissing behavior out of fear/intimidation
- Telling a student they can *never* come back to your classroom
- Calling the police/security for minor infractions – could escalate the behavior
Guidelines for Meeting with a Disruptive Student

- **Remain calm.** This may be difficult if the student is agitated or confrontational, but your calm and reasoned response will best control the meeting.

- **Do not take behavior or remarks personally,** even though they may be directed at you. Disruptive behavior usually results from other life problems or a general academic frustration.

- **Be specific** about the inappropriate behavior the student has exhibited. Describe the behavior, don’t focus on the person. Explain why the behavior is a problem.

- **Ask questions** and summarize what you hear the student saying. Respectful concern may enable you to help the student be successful in their general college experience.

- **Focus on areas of agreement** between you and the student. Conclude by summarizing any resolution and articulating expectations for the future, and follow up via email.
Identifying Students of Concern

Common Signs

- Emotional Indicators
- Social Indicators
- Behavioral Indicators
Emotional Indicators

- sadness, anxiety, tension; little or no emotionality; unexpected emotional outburst (crying); extreme mood swings; unusual agitation; little or no motivation.

Examples:

- Conflicts with peers or faculty/staff over seemingly small things
- Cry “for no reason”
- Angry “for no reason”
- Unpredictable interactions – sometimes good, sometimes concerning
- Twitch, fidget, shake without clear stressor present
Behavioral Indicators

- appears tired and listless; sleeps during class; unhealthy appearance; lack of interaction in class; lack of concentration; misses classes or disturbs the class; hyperactivity.

**Examples:**

- Decreased hygiene (less bathing, dirty clothes, weight loss/gain, hair a mess),
- Interactions with others seem “odd” (not tracking conversation, saying things incongruent with conversation, not making sense, etc.)
- Increased alcohol/drug use
- Academic work/progress seems to slip
- Volatile interactions over the phone or in person
- Risky/destructive behavior (walking outside without shoes/coat, sexual behavior, cutting/self-harm, etc.)
- Significantly increased/decreased sleeping
Social Indicators

- lack of close friendships (almost always alone); intrudes on others’ conversations; little or no communication during class discussions; avoids people (isolation).

Examples:

- Remaining isolated, not engaging with classmates on group work
- Not attending classes, or attendance is not consistent
- Avoids peers, classmates, faculty
- Not communicating with faculty, staff, or peers
- Avoiding social interaction
Levels of Distress

- **CONCERNING** *(worth checking with student)*
  - Visible distress, loss or significant life event,
  - Decline in academic performance, social withdrawal, peer concern

- **URGENT** *(a referral is most likely needed)*
  - Expressions of hopelessness; talk of suicide;
  - out-of-touch with reality

- **EMERGENCY** *(call 9-1-1)*
  - Immediate threat of harm to self or others
Tips for Talking to Students in Distress:

- **Identify/Know**
  - Signs of distress

- **Listen/Connect**
  - Just Listen-Try not to rush to fix, advise, correct, etc.

- **Normalize**
  - “Everyone has stressful times and we all need to talk to someone we can trust.”

- **Consult**
  - With your Chair/Academic Office, Counseling, SHWC, Student Affairs, etc.

- **Refer**
  - Student to campus support resources

- **Follow-up**
  - Always good to email follow up on your conversations
C.A.R.E. Team

- Identifies and assists students who are at risk of failing or having to leave the college for behavioral, psychological, or health reasons.
- Meets weekly

**Participants:**
- Dr. Nicholas Negrete, Associate Dean of Student Affairs (Chair)
- Kim Russo, Associate Provost/Academic Affairs
- Dr. Carol Branch, Assistant Dean of Students
- Dr. Spencer, Medical Director, Student Health and Wellness Center
- Dr. Rachel Brosamle, Psychologist/ Counseling Director
- Chris Hurley, Residence Life & Housing
- Rick Gonzalez, Chief of Campus Safety and Security
How Can Faculty Help?: Implement a Safety Net

- **Respond to Immediate Needs**
  - Provide a caring referral to appropriate resources

- **Communicate with “CARE System” Effectively**
  - Submit an online reporting form
  - Notify Office of Student Affairs- **Nick Negrete (6967)**
  - Notify Your Dept. Chair/Asst. Chair

- **Follow-up with student**
  - Ensure that they are connected with resources
  - Continue to provide support and encouragement

- **Parental Notification?**
  - Parental notification should be left to the Office of Student Affairs

**NOTE:** Speaking about a student to other College faculty or officials is not a violation of that student’s privacy rights (FERPA).
CARE Report Form

- Intended for Otis College community members to report concerning behaviors about students
- Can be Anonymous
- Available on the Otis College Website: [http://www.otis.edu/forms/students/student-incident-report/](http://www.otis.edu/forms/students/student-incident-report/)

**Pro’s:** Another way for us to hear about concerning issues

**Con’s:** No way to follow-up to get more information if reported anonymously
# Response Protocol for Students in Crisis

## Is there a danger to themselves or others?

<table>
<thead>
<tr>
<th>Yes, or student needs immediate medical or psychiatric attention</th>
<th>No or not sure. But I am concerned</th>
<th>No, but student is having academic or personal issues</th>
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<tbody>
<tr>
<td>1. Call Campus Safety/Police Services 6965 or 9-1-1</td>
<td>1. Call Associate Dean of Students, Nick Negrete at 310-665-6967</td>
<td>Refer student to appropriate campus support services:</td>
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<tr>
<td>2. Call Student Health and Wellness Center at 310-846-5738 M-F 9am-4pm</td>
<td><strong>AND/OR</strong></td>
<td>• Department Chair</td>
</tr>
<tr>
<td><strong>AND/OR</strong></td>
<td>2. Call Student Health and Wellness Center at 310-846-5738</td>
<td>• Counseling, 5738</td>
</tr>
<tr>
<td>3. Call Associate Dean, Nick Negrete at 310-665-6967</td>
<td></td>
<td>• Disability Services, 2554</td>
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<td>• Student Conduct, 6967</td>
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<td>• Student Health &amp; Wellness, 5738</td>
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<td>• Student Affairs, 6960</td>
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<td>• Student Learning Center, 6925</td>
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Consultation Resources

- Academic Dept.
- SHWC/Counseling Services  310-846-5738
- Student Affairs  310-665-6960
- Student Conduct  310-665-6967
- Disability Services  310-846-2554
- Campus Safety and Security  310-665-6965
STUDENT HEALTH AND FEELWELLNESS CENTER

Dedicated to a holistic approach supporting the needs of students in their pursuit of creating and maintaining healthy, and well balanced lifestyles.
Questions?