
We're here to Help You Deal with these and other problematic situations.

***Counseling & Psychological Services Center**

in conjunction with

***The Academy for the Art of Teaching**

and

***Judicial and Mediation Services**

presents a seminar on:

“Dealing with the Disruptive or Troubled Student”

**Division of Student Affairs*

**Division of Undergraduate Studies*

Faculty, Deans, Chairs and Program Directors:

Requests for programs for your group to address Dealing with Disruptive or Troubled Students can be made to:

Karen Dlhosh, Director
Judicial & Mediation Services
GC 214B
348-3939

or

Dr. Heidi von Harscher
Counseling & Psychological Services Center
GC 211
348-2434

Calling All Professors and Staff...

Have you ever had a student who...

- ▶ was disruptive
- ▶ acted bizarre
- ▶ spoke endlessly, off the topic
- ▶ threatened you or your students
- ▶ was cheating
- ▶ seemed overly suspicious

...We may have some answers for you!

In a recent national survey of universities and colleges, directors of Student Counseling Centers have reported that there has been a marked increase in the number of students with severe psychopathology (Gilbert, 1992). This increase in pathology on campuses has been attributed to a larger cross-section of our society attending college than at any other time in the history of American higher education. At the same time, faculty members are reporting increased incidents of “inappropriate behaviors” in students who do not fall under the heading of pathological, but the behavior indicates that this cross-section may simply be less well socialized into the rules and norms of the college classroom.

In our work, we will attempt to address problems across this broad spectrum with a focus on maintaining safety and relative order in the classroom as well as assisting faculty in coming to the aid of students who may be experiencing difficulty.

As faculty, you will likely be faced with a more difficult student at some time during your tenure. If you have not already encountered a “situation”, then certainly your colleagues have shared a somewhat frightening or disconcerting experience with you. The fact is no one is immune, nor can you control whether or not a troubled or disruptive student enters your classroom.

There are ways you can help prepare yourself for such a situation. Early identification and intervention could help curtail a potential crisis.

Ask yourself the following questions:

Do I know who to call if a student becomes violent?

How does my teaching style contribute to the disruption I see?

Do I know my rights and responsibilities as a professor?

What if a student confides emotional difficulties to me?

If a student has been demonstrating unusual behavior and other students are complaining, what should I do?

What if I become aware of a crime against one of my students?

What can I do to regain control of my class?

What if a student presents me with a “veiled” or overt threat?

How can I create an environment of respect in my classroom?

Can I make a student leave my class?

What can I do if a student is cheating?

If you are not sure about an answer or the course of action for even one of these questions, then you would benefit from attending this proactive seminar.