FACULTY/STAFF "911" GUIDE
INTERVENTIONS WITH STUDENTS OF CONCERN

Students in Distress
The Counseling & Wellness Center has developed an informational guide to assist faculty, staff, and the university community when dealing with troubled students. A copy is available on the Counseling Services website, http://main.uab.edu/Sites/students/life/counseling/services. It is titled: How to Deal With Distressed Students.

Emergency

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<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>911</td>
<td>934-3535</td>
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<tr>
<td>UAB Police (emergency)</td>
<td>934-4434</td>
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<tr>
<td>UAB Police (non-emergency)</td>
<td>975-9509</td>
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<tr>
<td>Office of Student Engagement</td>
<td>934-4175</td>
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<tr>
<td>Care Team</td>
<td>934-5816</td>
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<tr>
<td>Counseling &amp; Wellness Center</td>
<td>934-6946</td>
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<tr>
<td>Women's Center</td>
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<td>Student Health Services</td>
<td>934-4205</td>
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<td>Disability Support Services</td>
<td>934-2092</td>
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<tr>
<td>Student Housing &amp; Residential Life</td>
<td>323-7777</td>
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<tr>
<td>Crisis Center-24 Hour Hotline</td>
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If you are dealing with a distressed or disruptive student:

- Notice the location of the nearest telephone, whether it is within the building or a personal cell phone.
- If the student is threatening others, contact 911 or UAB Police immediately. Afterward, notify the Office of Student Engagement (Non-Academic Student Conduct and Case Manager).
- If the student is behaving disruptively in the classroom, but is not a threat to others, privately discuss this behavior with the student and consider notifying the Non-Academic Student Conduct Officer.
- You can request that a disruptive student leave the classroom for that class period.
- Please inform the student that before s/he returns to the classroom, s/he needs to meet with Non-Academic Student Conduct Officer.

If in doubt, always call the UAB Police Department

Students with Disruptive Behavior
The Non-Academic Student Conduct Policy outlines what action will be taken in response to disruptive student behavior. For more specific details describing violations of the UAB Non-Academic Student Conduct Policy, please refer to www.uab.edu/studentconduct.

Classroom Disruption
Students are expected to demonstrate appropriate behavior toward members of the university community. Disruptive behaviors in a classroom setting hinder the academic process and inhibit student learning. Disruptive student conduct is prohibited by UAB's Non-Academic Student Code of Conduct.

What Constitutes Disruption?
Disruption as applied to the academic setting means behavior that a faculty member would view as interfering with normal academic functions.

Examples of inappropriate behavior include, but are not limited to:

- Persistently speaking out without being recognized.
- Interrupting other speakers.
- Behavior that interferes with the instructor's ability to carry out the educational process.
- Refusing to comply with directions from faculty or instructional assistants.
- Extreme cases may involve physical threats, harassing behavior and/or personal insults.
- If the student is causing classroom disruption, but is not a threat to others, privately discuss this behavior with the student and consider notifying the Non-Academic Student Conduct Officer.
- You can request that the disruptive student leave the classroom for that class period.
- Please inform the student that before s/he returns to the classroom, s/he needs to meet with Non-Academic Student Conduct Officer.
THE FIRST CONTACT
Front Line Staff, Professors, Teaching Assistants, etc.

AGGRESSION
If you see or are dealing with aggressive behavior or other unusual situations:

UAB POLICE DEPARTMENT
A UAB Police Officer will respond, assess, and assist.

Emergency: 934-3535
Non-emergency: 934-4434
1117 14th Street South UABPD-PoliceDept@mail.ad.uab.edu

ILLNESS
If you see or are dealing with a person who is injured or whose behavior seems dangerously erratic:

Medical Emergency
Call 911

STUDENT HEALTH SERVICES
934-3581
Family and Community Medicine Building
930 20th Street South, Suite 221
Walk-In acute illness hours are 8-9 and 1-2
Students not currently enrolled in the Student Health Plan pay a $30 single-visit fee for services.

DISTRESSED BEHAVIOR
If you see or are dealing with a student who may need to talk to someone about personal concerns or is experiencing a psychological or emotional crisis:

Student Engagement Case Manager
975-9509
casemanager@uab.edu
COUNSELING & WELLNESS CENTER
934-5816
924 19th Street South, Suite 150
counseling@uab.edu

DISABILITY RELATED ISSUES
If you are dealing with a student with a disability who is in difficulty, consult:

Disability Support Services
934-4205
1701 9th Ave South
dss@uab.edu

STUDENT ENGAGEMENT CASE MANAGER
- Reaches out to students who are distressed or who are of concern to others.
- Works with students to help identify any barriers to success.
- Helps students assess options for reducing stressors.
- Connects students to appropriate campus and community resources.
- Collaborates with students to develop an individualized action plan to address their concerns.
- Advocates for students as they navigate the university system to access needed services.

If you wish to refer a student to the Student Engagement Case Manager, please call the Office of Student Engagement at 975-9509 or email your concerns to casemanager@uab.edu.

UAB Care Team

The UAB Care Team was created to discuss effective ways to intervene with students who are distressed or who are of concern to others. The team meets to discuss students referred to them by UAB community members and assesses each situation to develop a plan of action to help the student.

You are urged to share the name of any student who is struggling or who is of concern to you with the Care Team. Assistance and supportive intervention will be provided.

To make referrals: Call the Care Team, 934-4175 or e-mail studentcareteam@uab.edu.
Q: When should I call the police?

A: You should call the UAB police whenever you believe there is any threat of violence or other unlawful behavior, including a student’s refusal to leave a class after being told to do so. Any threat of violence should be taken seriously. Err on the side of caution and notify the police as soon as you can.

Q. What should I do in the face of persistent disruption?

A. Current university policy states that a student who persists in disrupting a class may be directed by the faculty member to leave the classroom for the remainder of the class period and can refer the student to the Non-Academic Student Conduct Officer for possible conduct action. The student should be told the reason(s) for such action, and be given an opportunity to discuss the matter with the faculty member as soon as practicable. Prompt consultation should also be undertaken with the department chair.

Q: How should I respond when classroom disruption occurs?

A: Faculty members have broad authority to manage the classroom environment. One court compared teachers to judges, since both teachers and judges focus on relevant issues, set reasonable limits, assess the quality of ideas and expression, and make sure participants are heard in an orderly manner.

While their ultimate goals may be different, judges and teachers need to exercise authority with compassion and self-restraint. It’s best to correct innocent mistakes and minor first offenses gently.

Also, if you believe inappropriate behavior is occurring, consider a general word of caution, rather than warning or embarrassing a particular student (e.g., a good approach is to say ‘we have too many private conversations going on at the moment; let’s all focus on the same topic’).

If the behavior in question is irritating but not disruptive, try speaking with the student after class. Most students are unaware of distracting habits or mannerisms, and have no intent to be offensive or disruptive.

There may be rare circumstances when it is necessary to speak to a student during class about his or her behavior. Correct the student in a courteous manner, indicating that further discussion can occur after class.

Overall, key factors in responding to apparent disruptive or uncivil behavior are clarity in expectations; courtesy and fairness in responses (making sure students have an opportunity to discuss the incident with you in a timely manner); and progressive discipline, in which students (in less serious cases) are given an opportunity to learn from the consequences of their misbehavior and to remain in the class.

"Q&A on Classroom Disruption" reprinted from the ASJA Law & Policy Report, No. 26 Copyright: ASJA & Gary Pavella; All rights reserved.

Q. How should disruptive behavior in the classroom be defined?

A. We define ‘classroom disruption’ as behavior a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of a class. Examples include repeated, unauthorized use of cell phones in the classroom; persistent speaking without being recognized, or making physical threats.

Office of Student Engagement
975-4412 / studentconduct@uab.edu
934-8052 / casemanager@uab.edu
Q. What if a disruptive student claims the disruptive behavior is the result of a disability?

A. The fact that a student may have a disability should not inhibit you from notifying appropriate authorities (including the campus police, as needed) about disruptive behavior. Students with or without disabilities need to know they must adhere to reasonable behavioral standards. Setting and enforcing such standards may encourage students with disabilities to obtain needed therapy and to take prescribed medications.

Disability claims and accommodations requests should be discussed with Disability Support Services. There is an established procedure students must follow if they have disability and seek a reasonable accommodation.

Generally, while different rules apply in the elementary and secondary school setting, pertinent federal agencies and the courts have made it clear that an institution of higher education does not have to tolerate or excuse violent, dangerous, or disruptive behavior, especially when that behavior interferes with the educational opportunities of other students. Colleges and universities may discipline a student with a disability for engaging in misconduct if it would impose the same discipline on a student without a disability.

Q. Will I be liable for defamation if I call the police or refer a student for conduct action and it’s later determined I made an honest mistake?

A. The risk of liability for making such a report is virtually nil. There are strong public policy reasons to support and protect individuals who make good faith reports of wrongdoing to appropriate officials, even if those reports later prove to be mistaken can refer the student to the Office of Student Engagement for possible conduct action. Common law (or statutes in some states) give people who report misconduct to proper authorities a ‘qualified privilege’. That means they cannot be held liable for defamation unless their report was made in bad faith, with knowledge the information they provided was false, or in reckless disregard of its truth or falsity.

Q. Should I act immediately or wait for a pattern of misbehavior to occur?

A. It’s often a mistake to assume disruptive behavior will stop on its own. A fundamental tenet of progressive discipline is to document and respond to ‘small’ incidents sooner rather than later. Early intervention might help define needed boundaries for a student. Generally, teachers who state reasonable expectations early, and enforce them consistently, help students avoid the harsher consequences that flow from more serious infractions later.

Q. What confidentiality standards should I follow?

A. The University will take appropriate conduct action in cases of proven classroom disruption. Consequently, you should discuss allegations against named or identifiable students only with individuals who have some role in the conduct process. Examples of people who usually have such a role include your department chair and the Assistant Vice President for Student Life. A general rule to keep in mind is that you should refrain from sharing any personally identifiable information from student education records (like grades, or reports of misconduct) with any person (including a colleague) who has no educational interest in the information. If in doubt, confer with legal counsel.