# Student Behavior In/Out of the Classroom

<table>
<thead>
<tr>
<th>Distressed Behavior</th>
<th>Disruptive Behavior</th>
<th>Dangerous Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates distressed behavior but does not disrupt class.</td>
<td>Student demonstrates inappropriate behavior that disrupts class.</td>
<td>Crisis Event</td>
</tr>
<tr>
<td>Distressed behavior includes: Anxiety, irritation, depression, or inability to concentrate.</td>
<td>Disruptive behavior includes: Unrelated or bizarre comments, defiance, verbal abuse, anger, or focusing attention on self.</td>
<td>A crisis event exists whenever a person’s behavior poses imminent danger of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Causing harm to self or others, or</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Impeding the lawful activities of other members of the campus community or causing significant property damage, or</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Interfering with the health, safety, or well-being of other members of the Hartnell College community.</em></td>
</tr>
</tbody>
</table>

**Crisis Counseling Referral**
Call: 831-770-7019
If an emergency, call: 831-755-4300 or 831-755-4111

<table>
<thead>
<tr>
<th>Distressed Behavior</th>
<th>Disruptive Behavior</th>
<th>Dangerous Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak with student privately and confidentially. Express concern. Clarify appropriate class behavior and set expectations</td>
<td>Speak with student privately and confidentially. Express concern. Clarify appropriate class behavior and set expectations</td>
<td>Protect the safety of self and others, if possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distressed Behavior</th>
<th>Disruptive Behavior</th>
<th>Dangerous Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform student of assistance on campus through crisis counseling, and other student support services. Help them call for an appointment or walk them over</td>
<td>The student may be asked to leave for the remainder of the class. If student refuses, call Campus Safety 755-6888 or x-6888</td>
<td>Call Campus Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>755-6888</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or x-6888</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distressed Behavior</th>
<th>Disruptive Behavior</th>
<th>Dangerous Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Incident with support from the Division Dean and/or Director of Student Affairs.</td>
<td>Document Incident with support from the Division Dean and/or Director of Student Affairs.</td>
<td>Buy time with the student by talking calmly and with concern</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distressed Behavior</th>
<th>Disruptive Behavior</th>
<th>Dangerous Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>If distressed behavior persists to the point where it disrupts class, the instructor may also require the student to have a conference with the Division Dean and/or Director of Student Affairs to identify and establish conditions for student’s return to class</td>
<td>Instructor may also require the student to have a conference with the Division Dean and/or Director of Student Affairs to identify and set conditions for his/her return to class. Any discipline imposed will occur pursuant to the provisions of the Student Code of Conduct</td>
<td>Call the Director of Student Affairs for notification of event and document incident 755-6825 or x-6825</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distressed Behavior</th>
<th>Disruptive Behavior</th>
<th>Dangerous Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor invited to meet with the Division Dean and/or Director of Student Affairs to debrief.</td>
<td>Instructor invited to meet with the Division Dean and/or Director of Student Affairs to debrief.</td>
<td>Instructor invited to meet with the Division Dean and/or Director of Student Affairs to debrief.</td>
</tr>
</tbody>
</table>
Signs of Distress

**Academic Problems**
- career and course indecision
- excessive procrastination
- uncharacteristically poor preparation or performance
- repeated requests for extensions or special considerations
- disruptive classroom behavior
- excessive absence/tardiness
- references to suicide or harm to others in verbal statements or writing

**Interpersonal Problems**
- always asking for help with personal problems
- dependency
- hanging around office
- disruptive behavior
- inability to get along with others
- complaints from other students
- avoiding or dominating discussions
- withdrawing

**Behavioral Problems**
- change in personal hygiene
- dramatic weight gain or loss
- frequently falling asleep in class
- irritability
- unruly behavior
- impaired speech
- disjointed thoughts
- tearfulness
- intense emotion

- difficulty concentrating
- physically harming self
- destruction of property
- anxiety and panic
- inability to communicate clearly
- loss of reality contact (e.g., hallucinations, poor thought connections)
- inappropriate responses

**Common Causes of Emotional Distress**
- relationship problems/break-ups
- family problems
- grief and loss
- divorce of parents
- loneliness
- academic pressure or failure
- serious illness or injury
- difficulty adjusting to college life
- anxiety
- eating disorders
- difficulty adjusting to American culture

- sexual or physical abuse or assault
- identity confusion
- depression
- drug/alcohol abuse
- career indecision
- loss of goal or dream
- low self-esteem
- unplanned or undesired pregnancy
- language barriers
- financial issues

**What You Can Do**
A faculty or staff member is often the first person to recognize when a student is in distress and to reach out to that student. Faculty and staff are not expected to provide personal counseling to students. Rather, faculty and staff play an important role in encouraging students to use campus resources, including facilitating a referral to Crisis Counseling, the Department of Supportive Programs and Services, and the Office of Student Life. We encourage you to speak directly to students when you sense that they are in academic or personal distress. Openly acknowledge that you are aware of their distress, that you are sincerely concerned about their welfare, and that you are willing to help them explore their options.