



Oregon State
University

Student Conduct & Community Standards

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Tips for preventing and responding to disruptive behavior in the learning environment

While in this blended remote and in-person teaching and learning environment, supporting instructors and ensuring instructors are equipped with the tools to deliver their course content seamlessly is a top priority.

Following are suggested tips you can use to help prevent and respond to disruptive behavior occurring within your teaching and learning environment:

One of the most important reminders for you is this:

As an instructor, you have the autonomy to set expectations of behavior within your course and the authority to hold students accountable to those expectations. Accountability may be a friendly reminder during class, a private meeting after class, or may include requiring a student to leave the specific class session where their behavior is disrupting the teaching and learning environment for others.

The same rules apply to the Zoom environment as they do to the in-person classroom environment. If you have concerns with a student's Zoom picture, background, etc..., please treat it the same as you would a student wearing a particular t-shirt. And, please consult with the Office of the Dean of Students if you have free speech questions (given that regulating students' clothing, backgrounds and profiles implicates free speech concerns and we recommend that you do so with guidance).

Tips for preventing disruptive behavior

- Review the university's [Face Covering Policy](#) and [Physical Distancing Policy](#) during your first class session (verbally, in the course syllabus, canvas assignment, etc.), in that review, acknowledge what is an acceptable face covering and how physical distancing is defined within the campus environment:

Face Coverings.

- Masks
- Cloth face coverings
- Provide students with information as to where on campus they can purchase acceptable face coverings. ([Face Covering Distribution](#) information)

Inform students that requests for exemption from the university face covering policy require approval through the disability accommodation process. Refer students to contact Disability Access Services for an exemption request for accommodation based on disability.

Physical Distancing.

- Community members are to maintain six (6) feet between individuals to the greatest extent possible.
 - Social get-togethers, indoor and outdoor, are restricted to 10 people or fewer, while participating in an activity in the state of Oregon, regardless of whether the get-together is related to university business or on university property.
- Make sure to establish clear class start times.
 - Review learning platform services you will use for admitting and securing those students who are engaging in your class session remotely as well as in-person.
 - Share clearly with students how you would like them to ask questions remotely as well as in-person within your class:
 - Such as using the chat or raising hand feature for remote learners.
 - Raising hand for in-person learners.
 - Clarify the purpose of discussion posts and provide clear guidelines as to what type of information is to be shared in course posts. As with in-person classrooms, consistent and non-discriminatory regulation of discussion is important. Remember that, while you have control over the content in your classroom, there are free speech concerns that are implicated if you attempt to regulate viewpoints that are relevant to the content of the discussion. You also have control over the timing and manner of speech in a classroom, of course.
 - Identify your expectations to help minimize/prevent the disruption of the learning space. For example, in a blended learning environment, you may need to address:
 - Clothing expectations for class meetings for those participating remotely.
 - Use of alcohol, marijuana, drugs or smoking during class sessions.
 - For remote learners address:
 - Background noise and distractions.
 - Request that they mute audio until they are asking a question or providing a comment.
 - Request that they turn the video feature off if they need to move around during class.
 - For virtual backgrounds- determine whether you will allow these to be individualized, if you will limit to the defaults provided by OSU or if you will disable this feature. If enabled, please treat the images or expression taking place as if it were taking place in an in-person classroom and please call the Office of the Dean of Students if you have free speech questions.

Tips for responding to disruptive behavior

- **Face coverings** – Student attends an in-person class without a face covering.
 - Approach the student not wearing a face covering.

- Remind the student that OSU's Face Covering policy requires everyone to use a face covering when in an in-person classroom setting.
 - Ask the student to wear their face covering for the remainder of the class session. Thank the student for using a face covering.
 - If student does not have a face covering, ask the student to leave the class and review the day's lecture remotely.
 - Offer to meet with the student after class, remotely, to further clarify expectations for using face coverings in your class.
 - During meeting, ask student what the university can do to assist them in securing a face covering.
 - Inquire if the student has sought an exemption to the face covering policy.
 - Ask if there is something in the learning environment that is creating a barrier to their meeting this university requirement.
- If student refuses to wear a face covering after being asked:
 - Ask the student to leave that class session- if student refuses to leave the class, attempt the de-escalation tips below and/or contact the Department of Public Safety for added support.
 - De-escalation tips:
 - Take a break in class and speak with the student.
 - Discontinue that class session and follow after-class suggestions below.
 - After class, follow up with the student and schedule a meeting for you and the student to discuss their failure to utilize a face covering; how that decision impacts the health and safety of all in the class; and explicitly advise the student that if they return to class without a face covering they will be immediately asked to leave the class session, and you will not allow them to return to an in-person class until they have met with a Student Conduct and Community Standards staff member.
 - If the student tells you that they have a disability that prevents them from wearing a face covering, please refer them to Disability Access Services.
 - If you have asked a student to leave a class session, submit an online report of the incident with the office of Student Conduct and Community Standards to document your interaction with the student. This will allow us to track if a student is engaging in similar behavior in other areas of campus. Online reports can be accessed via the following link [Reports made here](#).
- **General Conduct-** If an established expectation is not being met, provide the student with gracious and constructive feedback at the time the behavior is occurring.
 - Offer to meet after class if they need further clarification of your expectations.
 - Consider giving general guidance to the entire class.
- If expectations are still not being met, send the student an email after class asking for an opportunity to meet either in-person, by phone or a remote platform.

- During the meeting, provide the student with specific examples of the behavior they were exhibiting; the class expectation that the behavior is violating; and the behavior you would like to see in future classes.
- Ask what you can do to assist them in meeting the needs of the classroom.
- Inquire if there is something in the learning environment that is getting in their way to meet class expectations.
- If the disruptive behavior continues, or if the behavior is an isolated incident that is severely impacting the learning environment for other students, you have the authority to remove the student from that course session.
 - After taking such action, it is essential to follow up with them and schedule a meeting for you and the student to discuss the concerning behavior that was exhibited during class; how that behavior impacted the learning environment; and to outline the specific behaviors that are required to meet classroom expectations and return to class.
 - If, after removing a student from a course, you need assistance with the next steps, you can consult with (faculty chain) or with staff in the office of Student Conduct and Community Standards (SCCS). You can reach members of that office via emailing sccs@oregonstate.edu, and their reception team will assist in arranging for a staff member to contact you.
 - If, after removing a student for a class session, you need assistance with the next steps or would like to consult on how to facilitate the next steps before meeting with the student, email the Student Conduct and Community Standards office at sccs@oregonstate.edu, and their reception team will assist in arranging for a staff member to contact you.