Classroom Management Guide: Establishing Effective Learning Environments and Responding to Student Behaviors of Concern
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Introduction

Faculty members have the responsibility to maintain a classroom environment conducive to the learning process, and the College is committed to providing resources to support faculty in this endeavor. The *Classroom Management Guide: Establishing Effective Learning Environments and Responding to Student Behaviors of Concern* is a resource for use by faculty in supporting students’ learning and development. Designed to assist faculty with (1) creating productive learning environments for students and (2) recognizing and responding to students who exhibit behaviors of concern, this guide is intended to supplement College policies and procedures, specifically the [Code of Student Conduct](#), by

- Communicating some of the promising practices in college classroom management in face-to-face and online learning environments;
- Describing behaviors of concerns, including disruptive, distressed, and threatening behaviors;
- Reviewing methods of responding to disruptive, distressed, and threatening behaviors;
- Describing the process for reporting disruptive, distressed, and threatening student behaviors using the [Student Behavior Incident Report Form](#); and
- Providing a list of College contacts and community resources for students who exhibit behaviors of concern.

Recognizing that this guide does not cover every possible situation and is not intended to be comprehensive or exclusive, faculty members are encouraged to draw from their own experiences; consult with their colleagues, department chairs, and other experts; and review classroom methods when setting standards of conduct for their classes and when responding to students exhibiting behaviors of concern. Further, while faculty are not expected to function as mental health professionals, being familiar with signs of distress, having some guidance for interacting with students who may be experiencing distress, and connecting those students to resources may help students and potentially avert disruptive and/or dangerous situations.
Establishing Effective Learning Environments

Establishing expectations for classroom behavior is a first step toward creating a productive learning environment for students. Consider these actions when delineating expectations:

- Familiarize yourself with the [Code of Student Conduct](#) for specific information about prohibited behavior and action steps;
- Review this guide for information about recognizing and responding to disruptive behaviors and other behaviors of concern;
- Familiarize yourself with support services for students (e.g., Veteran Services, Services for Students with Disabilities, Adult Services, and Multicultural Student Services) described in the [Student Handbook](#), as well as the policies and procedures that govern our campus including [Non-Discrimination; Title IX Sexual Misconduct; Alcohol, Tobacco, Opioids, and Other Drug Use and Awareness (ATODA); and Behavioral Evaluation and Response Team];
- Establish expectations for classroom behavior in writing and verbally:
  - Include a statement about acceptable class behavior, online behavior, and netiquette on your syllabus;
  - Inform students about your expectations for classroom behavior and potential consequences for violating those expectations;
  - Devote time during the first class to review and discuss the information;
  - Set the tone from the beginning that you have expectations about student behavior;
  - Involve students in the discussion and ask them to contribute to establishing expectations;
  - Make it clear that FCC values diversity of ideas, backgrounds, and identities;
- Discuss civility;
- Review the Code of Student Conduct with students, which includes “Student Rights and Responsibilities,” as appropriate.

- Serve as a model by demonstrating appropriate, respectful, and responsible behavior in your interactions with students;
- Establish a tone of civility that acknowledges difference of experience, rights to opinion, resolves conflict, and respects the contributions of all class members.

Specific models for communicating expectations in syllabi are available through your program manager, department chair, or supervisor. Periodically reviewing these expectations as the course progresses provides you with the opportunity to clarify the direction of the course and students with the chance to share their experience of the course.

While these guidelines offer a beginning framework for establishing behavioral expectations in a learning environment, they reflect first steps towards establishing an effective learning environment. Two other steps – creating an inclusive classroom and using teaching methods that support active learning – further foster a community of learners by cultivating a supportive, interactive classroom.

Creating an inclusive learning environment. An integral part of the FCC mission is supporting students as they prepare to work and live in an increasingly diverse world. To be successful, our students will need to engage, think, build, and create across differences. Their ability to do this is dependent on their opportunities to experience diversity in an academic setting and beyond. Your classroom is part of that journey. As members of the College community, all students, faculty, and staff are expected to recognize the worth of each member and treat every individual with dignity and respect. Student, faculty, and staff diversity in terms of race, religion, gender identity and expression, color, language, national origin, ancestry, immigration status, age, sexual orientation, socioeconomic status, marital and/or parental status, veteran status, physical or mental disability, among many other dimensions of difference, are part of our strength as a College. We value and honor the diversity of our community and seek to support faculty in creating welcoming, inclusive classrooms. Several specific methods for building
inclusive learning environments where students can ask questions and contribute their ideas and perspectives are described below.

**Connecting to students.** One method for beginning to create an inclusive learning environment, though sometimes daunting depending on class size, is knowing students’ names. Addressing students by their preferred names indicates that you recognize each as an individual member of the class. Icebreakers that provide opportunities for students to (a) share some aspect of themselves, and (b) get to know other students also creates a sense of community and can foster collaboration.

**Building trust.** Some students may be reticent to share their knowledge, ask questions, ask for help, and/or take the risks necessary for growing their knowledge and skills unless they feel a sense of trust in the instructor and their fellow students. Building trust enhances students’ comfort with participating in the course. Modeling respect for students, encouraging risk-taking, and acknowledging that mistakes can lead to greater learning can build trust in a classroom. One method for building trust is participating as a learner in the class. Asking students for feedback about the course provides them the opportunity to share their experience and you the opportunity to confirm and/or adjust the pace, activities, and structure of the course to support their learning. When a faculty member is curious about students, passionate about course content, and open to feedback, learning becomes a shared goal.

**Moderating difficult discussions.** Questioning ideas through the lens of an academic discipline provides students myriad opportunities to analyze and evaluate the many dimensions of their everyday lives, beliefs, cultures, and world. From time to time, the topics may be controversial and potentially emotional, resulting in the need for you to actively moderate the discussion. If possible, construct a supportive foundation for discussion and dialogue in the classroom early in the semester so that students and you may contribute and interact in healthy and effective ways. Here are a few methods to consider as you build a classroom that offers room for discussion:

1. **Establish a culture of discussion in the classroom.** Offer an opportunity to establish expectations and the purpose of discussion in a classroom. This raises self-awareness and
intentionality when discussions occur. Perhaps allow students to engage in a conversation about how they have struggled in discussions in the past (e.g., hearing opinions that differ from their own, making room for less-heard perspectives) and what can make this a “brave space” for everyone.

2. **Ask dialogical questions.** Utilize dialogical questions during sensitive conversations to allow for multiple perspectives to emerge. Unlike some other forms of engagement in a classroom, dialogical questions are questions where you, as the instructor, do not necessarily know the answers. For example, ask:
   a. What are other ways of thinking about this issue?
   b. What lived experiences have you had that inform that belief?
   c. Others believe [X] as well, where do you think you learned that?
   d. How are you all feeling about this conversation?

3. **Maintain balance.** Model empathetic listening and a similar level of rigorous questioning for all opinions whether or not you agree with them. If you ask one student what their evidence is for a belief or how they came to think or feel that way, you should ask all students the same.

4. **Expand your toolkit of how to engage in the classroom.** Make room for opportunities to engage differently when topics are sensitive. For example:
   a. Have students think about a question, then they pair and discuss before sharing in larger groups (think-pair-share).
   b. Use media or readings which represent different perspectives as a way to frame the discussion around a third-party.

5. **Slow down the conversation.** Immediate reactions are seldom the most thoughtful, organized, or tactful. Pause and invite moments of silent reflection, or assign a chance for students to write down some of their ideas, to give them opportunities to process through their thoughts and feelings before asking them to respond.

6. **Handling a range of emotions.** Many topics and issues are deeply emotional for some. Be prepared for a range of emotions and how students might express them. For example, concern or distress can cause one student to feel depressed, another to feel angry, and a
third to feel anxious. You do not have to relate to or agree with another person’s emotions around the topic to express empathy and validate their experience.

Connecting to students, building trust, and moderating difficult discussions effectively are just three of many methods that contribute to building an inclusive learning environment that fosters shared learning. Creating an inclusive classroom involves reviewing and adjusting many aspects of a course including course material and content, pedagogy, classroom policies and practices, and assessment. Please seek support from the Office of Diversity, Equity, and Inclusion or the Center for Teaching and Learning to strengthen inclusion in your classroom. Every semester, the College offers training and other resources designed to strengthen faculty and staff awareness, skills, and knowledge around inclusive classrooms. In addition to the necessity of faculty being inclusive of diverse students and creating classrooms that comply with the Non-Discrimination Policy, we also want our students to have opportunities for difficult discussions that allow for multiple perspectives and critical thinking about how our identities and backgrounds form our understandings of complex issues.

**Using active learning methods.** Engaging students through instructional methods that encourage active learning can further enhance a learning environment that offers opportunities for students to participate and demonstrate their knowledge and skills using multiple learning modalities. For example, a course that is designed as a lecture course with a few high-stakes exams provides little variety for students to learn new content and demonstrate their learning, particularly if listening, note taking, studying notes, and answering multiple choice questions do not align with their learning style strengths. In contrast, courses designed using methods such as small and large group discussion, interactive lectures, lab exercises and experiments, case studies, and individual and group projects that use a variety of media (e.g., print, digital, creative), provide students with opportunities to engage with course content and demonstrate learning actively, while also building a learning culture where every student can contribute to the learning community.

Resources and ideas for designing courses that actively engage students are available through the Center for Teaching and Learning’s [Faculty Essentials](#) site. Faculty seeking one-on-one assistance can visit the Center for Teaching and Learning in the Gladhill Learning Commons or call 301.846.2521.
Recognizing Behaviors of Concern: Three Types of Concerning Behavior

With teaching and learning as the central tenet of the Frederick Community College mission, creating a positive learning experience for students is a goal shared by the College community. To ensure that students have a positive learning experience, FCC has established expectations for classroom behavior. These expectations apply to learning environments as delineated in the Code of Student Conduct (2017):

Recognizing that learning takes place in areas other than traditional classrooms, expectations for classroom behavior apply to learning environments, including but not limited to, clinical sites, field trips, library visits, off-site facilities, online learning environments and Continuing Education courses (with the exception of courses specifically designated for younger ages such as Kids on Campus and Home School Enrichment courses, which have specific procedures for addressing classroom behavioral issues).

Different types of behavior can disrupt the learning environment. Discussing classroom behavior expectations with students at the beginning of a course often alleviates these behaviors. However, certain behaviors warrant attention and may require action and/or intervention. Communicating with students and attempting to understand the context for concerning behavior may help to determine the type of behavior and reason for it (Van Brunt, 2012). Understanding three types of behavior – disruptive, distressed and threatening – may assist faculty with addressing these behaviors. General definitions of these behaviors are described in this section of the guide; guidelines for responding to and reporting these behaviors are described in the subsequent section.

**Disruptive Student Behavior**

As excerpted from the Code of Student Conduct (2017), disruptive classroom behavior is defined as

failure to comply with a directive from a College official or faculty member acting in performance of assigned duties or conduct that substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Examples include but are not limited to:
a. Inappropriate use of electronic devices including cell phones, laptops, tablets, electronic pads, video, or recording devices, etc.

b. Inappropriate comments or personal insults, conveyed orally or in writing, including communications within emails, and online course venues.

c. Persistent speaking without being recognized or interrupting other speakers.

d. Behavior that distracts the class, such as sleeping, holding private conversations, frequent leaving and entering the classroom, etc.

e. Conduct that distracts or intimidates others in a manner that interferes with instructional activities.

f. Refusal to comply with the faculty member’s directions.

Civil expression of disagreement with the faculty member or other students during times when the faculty member permits discussion is not in itself disruptive behavior and is not prohibited.

**Distressed Student Behavior**

Distressed student behavior may manifest in various ways including a change in a student’s affect; a student who appears withdrawn, depressed, or anxious; a student who exhibits heightened emotional distress; or a student observed to need immediate emotional or physical support or assistance. This includes a student making suicidal remarks or attempting suicide or self-harm.

Attending college can be stressful for many students who may experience problems such as depression and anxiety. Additionally, some students may experience a change in behavior from what is considered socially appropriate. Their behavioral changes could be the result of drug or alcohol use/abuse or another reason that may not be known to the observer. Be aware of the indicators and possible symptoms that may indicate distressed behaviors such as depression, anxiety, or other atypical behaviors. As reviewed in “Recognizing Distressed, Suicidal or Potentially Dangerous Students Guidance for Faculty and Staff” (Johns Hopkins University, 2012), some of these behaviors include:
• **Depression:** changes in sleep patterns; reduced ability to concentrate; apathy, loss of interest in friends or previously enjoyed activities; poor personal hygiene; loss of self-esteem or feelings of worthlessness; or excessive feelings of guilt or need for punishment.

• **Anxiety:** poor memory, fear, or confusion; inability to relax; constant worry; upset stomach or other physical symptoms; poor concentration; or shortness of breath.

• **Unusual Behaviors:** antagonistic or hostile behaviors; inappropriate responses including lack of emotional response in situations; rambling or incoherent speech; inappropriate laughter; inability to stay awake or alert; visual, auditory, or tactile hallucinations; change in attendance, classroom participation, or interactions.

**Threatening Student Behavior**

Threatening behavior is behavior that escalates from being frustrating or disruptive into that of potentially dangerous or violent. Examples of the behavior include obscene or indecent language, use of discriminatory language or behaviors, and verbal and/or physically threatening behaviors. According the Code of Student Conduct (2017), threatening behavior is any communication and/or action - including those in written or electronic form, conduct, or gesture - directed toward any member of the College community that causes reasonable apprehension of physical harm to a person or property. Threatening behavior can be explicit or implicit. An implicit threat may also include behaviors that make one feel uncomfortable, like invading another’s personal space or using techniques of behavioral intimidation, such as yelling or using aggressive gestures. The threatening behavior does not have to be directly observed or received by the person who is the object of the threat, so long as a reasonable person would interpret the statement, communication, conduct, or gesture as an expression of intent to harm. Students who may have a disorder that manifests itself in disruptive behaviors, while considered disabled and protected under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act and amendments, are still held to the same standards of conduct as any student.
If a Student Discloses a Disability

If a student self-reports a disability that may be contributing to any of the aforementioned behaviors, refer the student to the Services for Students with Disabilities (SSD) office, located in Annapolis Hall, A-105, 301.846.2408, Kate Kramer-Jefferson, Director of Services for Students with Disabilities. Eligible students may receive an accommodation plan, which can include strategies designed to help mitigate problematic behavior resulting from a documented disability. Additional disability support and resources may be offered to eligible students.

Responding to and Reporting Behaviors of Concern

How to respond to behaviors of concerns varies according to the type of behavior and its impacts on learning and/or the safety of the student and others. Some incidents of concerning behavior, such as disruptive classroom behavior, can be addressed and resolved by faculty using the methods outlined later in this section. However, repeated disruptive behavior and other behaviors of concern, may be a violation of the College Code of Student Conduct, and may require notification and possible intervention by other members of the College or emergency responders. Reporting such behaviors of concern is done through the Student Behavior Incident Report Form found on Communication Central or the College website. Upon receipt, the AVP/Dean of Students or designee will address the report. Subsequently, the appropriate College official(s) will develop an appropriate course of action or intervention.

Depending on the student behavior, the incident may be referred to the Behavioral Evaluation and Response Team (BERT). The Behavioral Evaluation and Response Team (BERT) is comprised of College officials who receive and evaluate faculty and staff concerns regarding student behavior that may be disruptive, self-injurious, or potentially pose a risk of harm to the health, safety, or property of any person or of the College, or otherwise be dangerous. The goal of BERT is to provide members of the campus community with a response to problematic behavior that maximizes the opportunity to effectively resolve the issue and minimizes the likelihood that problematic behavior will escalate. For additional information about BERT, see the Behavioral Evaluation Response Team Policy and Procedures.
Determining if and when to report behaviors of concern can be challenging. When in doubt, fill it out. If you are questioning whether to report a behavior, submit the Student Behavior Incident Report Form. Complete the report as soon as you are able. Even if some time has elapsed, you should still report the incident so that the matter can be reviewed and appropriate action or intervention can be provided.

Depending on the context of the situation, you may want to keep notes or documentation related to the incident such as notes about instances of disruption, email correspondence, and/or discussion board postings related to the student behavior.

Questions about the policy and procedure can be addressed by your program manager; department chair; Mr. Jerry Haynes, Associate Vice President/Dean of Students, 301.846.2459, located in H-240 of the Student Center; and/or Dr. Chad Adero, Chair of BERT, 301.846.2583, located in J-206 of Jefferson Hall.

**Responding to and Reporting Disruptive Behavior**

Employing specific techniques can redirect disruptive behavior and prevent the behaviors from escalating. For example, if you observe repeated incidents of disruptive behavior, remind all students of the standards of behavior that were discussed during the first class. It may be necessary to offer some repeat reminders about classroom and online expectations. Framing these reminders positively by reinforcing and acknowledging those who are modeling appropriate behavior is a productive first step. For example, if members of a class are generally on time, a simple acknowledgment – “Thanks for being on time! Let’s begin.” – indicates that you recognize and appreciate their on-time presence.

**When you encounter disruptions, consider the following general management methods:**

- Address disruptive behaviors immediately, as ignoring these will likely result in continued or increased incidents.

- Provide a general word of caution regarding the observed problematic behavior (cell phone use, interruptions, or side conversations, for example) directed to the entire class, rather than singling out a student, which may be effective in eliminating the behavior.
• If a behavior is irritating but not necessarily disruptive, try to talk with the student in private, before or after class, or during a break.

• Avoid public humiliation, as this could escalate the situation unnecessarily.

• Communicate to the student your observations of disruptive behavior. For online classes, inform students in writing of your expectations and provide clear examples of disruptive behaviors.

• If it is necessary to address disruptive behavior in the class, inform the student that the behavior is disruptive and ask that it stop. Focus your comments on the behavior, rather than the student.

• Understand that some behaviors such as exiting and entering the classroom, interrupting, or talking off topic may be related to the impact of a disability. Please involve the Services for Students with Disabilities office as appropriate, including situations in which a student has submitted an accommodation plan (Student Success Plan) to you, as well as when a student self-reports a disability but has not submitted an accommodation plan.

For specific types of disruptions, consider these options:

• For students who are talking and not paying attention,
  ▪ Make direct eye contact with the student who is talking.
  ▪ Ask a question of a student sitting next to the talking student.
  ▪ Move to the area where a student is talking and “hover” in that area for a while.
  ▪ Speak to the student(s) privately after class, during break, or before the next class. Explain that student conversations not only distract you but they prevent the person the student is talking with from being able to concentrate on material that is being presented.

• For students who continue interrupting,
  ▪ Remind the student to wait until others have finished speaking.
  ▪ Provide the opportunity for the student and all students to speak when called upon.
  ▪ Establish fair guidelines for all students that allow for one person to speak after one or two others have had an opportunity to speak.
• For students repeatedly arriving late to class,
  ▪ Establish an expectation in which students come to class on time, and you start and
    finish the class on time.
  ▪ If you have an attendance policy, follow it. Inconsistent application will lead students to
    believe you’re not serious.
  ▪ Take roll at the beginning of class. This establishes that you are monitoring attendance.

• For students who are challenging faculty authority,
  ▪ Avoid the tendency to become defensive; explain but don’t defend your assignments,
    tests, and teaching methods.
  ▪ Avoid arguing with a student in class. Let the student know that you are interested in
    discussing the situation with them but would like to do so outside of class.

Should disruptive behaviors continue, provide the student with a warning. A warning is a first
step in progressive sanctions as outlined the Code of Student Conduct. Give the warning in a
private conversation, if possible. Include in your statement or communication to the student the
potential consequences if the disruptive behavior continues. Do not offer a consequence that
you are unwilling or unable to invoke. For online classes, consider asking the student to meet in
person if that is an option. Other options may include communication via Skype or another
video-based platform.

If the disruptive behavior persists despite your warning, you may ask the student to leave the
class, or cease participation if in an online course or setting. If the student does not comply with
the request to leave, contact College Security at 301.846.2453 or 4444 from a College phone to
request classroom assistance. If a student is asked to leave class, asked to stop participation in
an online format, or has to be removed from the classroom, the Code of Student Conduct
outlines steps that must be taken prior to the next class or future online participation. As part of
following the procedures outlined in the Code of Student Conduct, complete the Student
Behavior Incident Report Form.
Keep your program manager, department chair, and, for online courses, the executive director of distributed learning, apprised of any unusual situations, including those in which you have asked a student to leave the classroom or to stop participating in an online format.

Furthermore, if you are uncomfortable meeting alone with the student for any reason, you may request that your program manager or department chair attend the meeting. If desired, a member of the Student Development staff can also attend the meeting. To make these arrangements, contact Dr. Chad Adero, BERT Chair and Executive Director of Counseling and Advising, 301.846.2583, located in J-206 of Jefferson Hall.

**Responding to and Reporting Signs of Distress**

While there is no perfect way to respond to students experiencing emotional distress, a response should always include documenting the distressed behavior through the [Student Behavior Incident Report Form](#) found on Communication Central or the FCC website. The AVP/Dean of Students reviews these reports and will initiate action accordingly, which may include follow-up with you as the reporter.

After this initial step, you may wish to talk with the student and let him/her know you are concerned. Be accepting and non-judgmental. Listening does not require immediately solving the problem for the student, but you can help the student begin to identify the problem. Know your limits as a source of assistance. Refer the student and/or accompany the student to the Counseling and Advising office, J-201 in Jefferson Hall, 301.846.2471. Explain that there is no cost to the student for services and that staff members will help the student get connected to other community resources.

**If a Student Appears to Be Suicidal**

If you are concerned that a student may be contemplating suicide or harm to self through non-suicidal self-injury, it is all right to ask if he or she is thinking about it. Talking about suicide or harming behaviors does not “put ideas” into a person’s head. Many individuals who are suicidal or considering harm to self are willing to talk about their thoughts and plans. When evaluating the potential for suicide, professionals may ask the following questions:
• What is the individual’s plan for suicide—exactly what would he or she do? Does the person have the means to carry out this plan? For example, if a student indicates that he would take an overdose of pills, does the student have access to a lethal amount of pills?
• When and where does the student intend to carry out the plan?
• Has the person every attempted suicide before? If so, when and how?

While your role is not to evaluate an individual’s potential for suicide, knowing the risk factors can help you determine the urgency in getting the student connected to appropriate interventions and resources.

As a general rule, if you are concerned to the extent that you would feel uncomfortable if the student simply left your office (or College setting), contact Counseling and Advising at 301.846.2471 or College Security or 301.846.2453 or 4444 from a College phone for assistance. Then tell the student that you are contacting someone for help. If you are in communication with the student via phone or email and the communication has ended, follow the same protocol. If the student appears to be imminently suicidal or is attempting harm to himself/herself, call or text 911, and then call College Security, located in H-116 in the Student Center, at 301.846.2453 or 4444 from a College phone.

If your communication with the student does not rise to the level of requiring the immediate response noted above, you should still report the situation by completing the Student Behavior Incident Report Form so that additional resources, supports, or interventions can be provided to the student. Additionally, notify your program manager or department chair of your interaction with the student.

**Responding to and Reporting Threatening Behavior**

If you sense that a disruptive situation may be escalating and moving toward aggressive, dangerous, or threatening behaviors:
• Maintain a safe distance, and do not turn your back to the student.
• Unless you are being attacked, do not touch the student or the student’s belongings; an agitated student may interpret this as an assault.
• Avoid escalating the situation by “pulling rank” or threatening the student in return.
- Avoid demonstrating aggressive body language such as putting your hands on your hips or shaking your finger.
- Use a calm, non-confrontational approach. Speak in a lower and slower tone of voice than that being used by the student.
- Avoid confrontation in front of others, especially students if possible.
- Do not use threat of disciplinary action or police intervention, even if this is believed to be necessary in this situation. This can be addressed after the immediacy of the situation is resolved and when other College officials can assist you.
- If the behavior is occurring in a class and the student has threatened you, other students, or self, immediately dismiss the class. If you fear a physical altercation, violence, or a criminal act, call or text 911, and then contact the Security Office, 301.842.2453 or 4444 from a College phone. If necessary, enlist the assistance of someone to call or text 911 or contact the Security Office.
- Use good judgment to protect your safety and the safety of others. Do not attempt to keep the student in the area if he or she attempts to leave.

Once you and others are safe, report the situation by completing the Student Behavior Incident Report Form. Notify your program manager and department chair and, for online courses, the executive director of distributed learning of the incident.

**Responding to and Reporting Potentially Dangerous and Imminently Dangerous Students**

At times, faculty and staff may have concerns that a student could be dangerous, although they do not feel in imminent danger. This concern may stem from observation or report of behavior such as threatening emails, letters, or phone messages; threatening or violent material communicated in assignments or exams; harassment, including sexual harassment and/or stalking, and aggressive or hostile verbal or written communication. While no two situations are exactly the same, and the response will vary depending on the unique nature of the situation, it is important that potentially dangerous situations be evaluated. Completing the Student Behavior Incident Report Form will assist College officials with determining a response.
Any behaviors that are perceived as imminently dangerous or threatening, including fear of a physical altercation, violence including possession of a weapon, or a criminal act, should prompt a call or text to 911 and then the Security office, 301.846.2453 or 4444 from a College phone. Please review the Emergency Response Guide for additional information.

**College Contacts for Student Behaviors of Concern**

For questions, additional information, or resources about behaviors of concerns, contact any of the following College staff, as appropriate:

**Dr. Chad Adero**, Executive Director of Counseling and Advising, and Behavioral Evaluation and Response Team (BERT) Chair, 301.846.2583, CAdero@frederick.edu

**Mr. Jerry Haynes**, Associate Vice President/Dean of Students, 301.846.2459, JHaynes@frederick.edu

**Mr. Neile Hicks**, Security Office Lead Supervisor, 301.846.2636, NHicks@frederick.edu

**College Security Office**, 301.846.2453 or x4444 from a College phone

**Dr. Kate Kramer-Jefferson**, Director of Services for Students with Disabilities, 301.846.2409, KKramerjefferson@frederick.edu

**Ms. Kathryn Manwiller**, Counselor, M.S.W., LCSW-C, 301.846.2471, KManwiller@frederick.edu

**Counseling and Advising**, J201 in Jefferson Hall, 301.846.2471
Community Resources and Hotlines

Community Resource Directory
A list of community health and human service agencies and resources is available on the FCC Adult Services website at [http://www.frederick.edu/student-resources/adult-services/community-resource.aspx](http://www.frederick.edu/student-resources/adult-services/community-resource.aspx).

Crisis Management: Frederick County Hotline: 2-1-1 or 301-662-2255
A 24-hour hotline providing information and referral, support, crisis intervention, and suicide prevention; an easy-to-remember phone number to call for information and referral to health and human service agencies and services.

Domestic/Sexual Violence/Emergency Shelter: [Heartly House](http://www.heartlyfoundation.org) • 301-662-8800
Provides comprehensive services to survivors of relationship abuse/violence and to survivors of sexual abuse/violence. Services include 24-hour hotline and crisis intervention, individual counseling, and emergency shelter.

Medical Emergencies: Frederick Community College has a team of trained professionals who can provide medical attention. In the event of an emergency:
- If a student or staff member is unconscious and/or appears to need immediate attention, call 911 first. Then call College Security at 301.846.2453 or x4444 from a College phone.
- Give the student’s or staff member’s name and location, your extension number, and whether or not an ambulance has already been called.
- Maintenance staff will direct the ambulance.
- The Associate Vice President/Dean of Students or a designee will contact a family member if the victim is a student.
- No matter how insignificant an accident or injury may seem, it must be reported to College Security.

Mental Health Services: [Frederick County Behavioral Health Services](http://www.frederickcountybehavioralhealth.org) • 301-600-1755
Provides outpatient mental health counseling, evaluation, and medication, as well as substance abuse, recovery support and prevention programs for residents of Frederick County.

Counseling Services: [Mental Health Association of Frederick County](http://www.mhaff.org) • 301-663-6135
Provides accessible and affordable counseling by licensed professional therapists in a confidential, supportive environment. Services include treatment of depression/anxiety, relationship problems, mood disorders, sexual abuse, post-traumatic stress disorder, grief/bereavement, divorce/separation issues, family oriented problems and life, job, and school adjustment problems. Sliding scale payment is available.
References


This guide was developed in Fall 2017 by the Center for Teaching and Learning in collaboration and consultation with Services for Students with Disabilities, the Tutoring and Writing Center, the Office of Diversity, Equity, and Inclusion, Learning Support, and multiple faculty.

Frederick Community College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment.