

# Hullabaloo U Intervention & Response Process

## Tier 3: Seibel Learning Center OR Tell Somebody Report

- Consistent, complex, or unresolved issues of concern beyond the expertise of the peer mentor and instructor
- Issue that might require a comprehensive response or unsure of appropriate referral
- Student indicates desire to withdraw or not return the following semester
- Excessive absences or poor performance (particularly in multiple courses)
- **Concerning Behavior: Refer to Concerning Behaviors Guide for more guidance**

## Tier 2: Instructor Follow-Up

- Consistent issues of concern, not resolved after peer mentor follow-up:
- Student misses class more than one time
- Conversation with peer mentor uncovers more complex issues
- Any issue of concern that peer mentor feels uncomfortable approaching
- More significant or repeated classroom disruptions

## Tier 1: Peer Mentor Follow-Up

- Low-level/first-time issues of concern
- Student misses class one time
- Repeated tardiness
- Student not engaged in class
- Student says they are struggling in another class
- Minor classroom disruptions

## Tier 3 Response: Seibel Learning Center or Tell Somebody?

### Seibel Learning Center: Issues of primarily ACADEMIC concern

- Student wanting to withdraw and/or not planning to return or register for following semester
- Challenges accessing/navigating campus resources to assist with academic issues
- Academic complications
- Excessive absences
- Poor performance (particularly in multiple courses)
- Change of major questions not resolved by academic advisors
- **Email [SLC@tamug.edu](mailto:SLC@tamug.edu)**

### Tell Somebody: Non-academic/behavioral/complex concerns

- Mental Health
- Threat of harm to self or others (non-emergency)
- Family Crisis
- Title IX Issues (or [civilrights@tamug.edu](mailto:civilrights@tamug.edu))
- Concerns for which you are unsure of where to refer
- Concerning Behavior (see Concerning Behavior guide)
- Harrassment/Discrimination
- **Submit form at [tamug.edu/care/Tell\\_Somebody.html](http://tamug.edu/care/Tell_Somebody.html)**



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# CONCERNING BEHAVIOR RESPONSE GUIDE



TEXAS A&M UNIVERSITY  
Division of  
Student Affairs

SEPTEMBER 2018

# HOW

## TO HELP STUDENTS IN DISTRESS

This guide may be used as a resource when working with troubled students, identifying students in distress, helping students, and knowing where to refer students for help when they need it. Staff in the Offices of the Dean of Student Life is available for assistance if needed when referring or assisting a student. Contact the Dean of Faculties or Human Resources regarding concerning behavior on the part of faculty or staff, respectively.

*Adapted from material provided by the Student Counseling Service*

### RECOGNIZE THE PROBLEM

- Tardiness or excessive absences
- Repetitive excuses
- Recurrence of addressed concerns
- Classroom disruptions
- Disclosure of sexual assault, harassment, dating violence, domestic violence, or stalking
- Sudden or extreme changes in behavior
- Threatening behavior
- Disclosure of suicidal/homicidal thoughts

### WHAT TO DO

Talk to the student in private and allow plenty of time, and/or communicate care for the student's well-being.

If you do not feel comfortable addressing all concerns, refer the student to the Student Counseling Service.

You can walk with the student to the Student Counseling Service, or:

Refer the student to the office location or online for an appointment at [scs.tamu.edu](https://scs.tamu.edu).

Emergency walk-in accommodations are available Monday-Friday 9 a.m. to 4 p.m.

If you have concerns about a student you have already tried to help, consult with Student Assistance Services or the Student Counseling Service.

### CRISIS SITUATIONS

**IF A STUDENT EXHIBITS BEHAVIORS THAT YOU FEEL INDICATE IMMEDIATE DANGER TO SELF OR SOMEONE ELSE, CALL 911.**

For URGENT but NON-CRISIS situations during working hours, walk the student to the Student Counseling Service. After working hours, please call the HelpLine at (979) 845-2700.

Adapted from material provided by the Student Counseling Service

### HELPFUL CONTACTS

#### AGGIE HONOR CODE

[aggiehonor.tamu.edu](https://aggiehonor.tamu.edu) | (979) 458-3378

#### HELPLINE | CRISIS HOTLINE

After hours or after 5 p.m.  
[scs.tamu.edu](https://scs.tamu.edu) | (979) 845-2700

#### DEAN OF FACULTIES

[dof.tamu.edu](https://dof.tamu.edu) | (979) 845-4274

#### DISABILITY SERVICES

[disability.tamu.edu](https://disability.tamu.edu) | (979) 845-1637

#### DEER OAKS EAP SERVICES (EMPLOYEES)

(888) 993-7650

#### OFFICES OF THE DEAN OF STUDENT LIFE

[studentlife.tamu.edu](https://studentlife.tamu.edu) | (979) 845-3111

#### RESIDENCE LIFE

[reslife.tamu.edu](https://reslife.tamu.edu) | (979) 862-3158

#### STUDENT ASSISTANCE SERVICES

[sas.tamu.edu](https://sas.tamu.edu) | (979) 845-3113

#### STUDENT COUNSELING SERVICE

[scs.tamu.edu](https://scs.tamu.edu) | (979) 845-4427

#### STUDENT HEALTH SERVICES

[shs.tamu.edu](https://shs.tamu.edu) | (979) 458-8316

#### STUDENT RULES

[student-rules.tamu.edu](https://student-rules.tamu.edu) | (979) 845-3111

#### UNIVERSITY POLICE DEPARTMENT

[upd.tamu.edu](https://upd.tamu.edu) | (979) 845-2345

## THREATENING/CONCERNING BEHAVIOR

If you see or are dealing with threatening behavior or other unusual situations in which students appear extremely aggressive, contact:

### UNIVERSITY POLICE DEPARTMENT

#### EMERGENCY

911 (on campus) or 911 (off campus/cell phone)

#### NON-EMERGENCY

(979) 845-2345 | [upd.tamu.edu](http://upd.tamu.edu)

### TELL SOMEBODY/SPECIAL SITUATIONS TEAM (for non-emergency)

For behavior that is concerning and should be brought to the attention of the Special Situations Team, you may report:

[tellsomebody.tamu.edu](http://tellsomebody.tamu.edu).

#### STUDENT BEHAVIOR

Offices of the Dean of Student Life | (979) 845-3111

#### STAFF BEHAVIOR

Human Resources | (979) 845-3711

#### FACULTY BEHAVIOR

Dean of Faculties | (979) 845-4274

Phone assistance is only available during work hours

## Students In Distress

### COUNSELING

If you are assisting a student who is experiencing a psychological or emotional crisis, or needs to speak to someone, contact:

#### STUDENT COUNSELING SERVICE

8 a.m. to 5 p.m. Monday - Friday

Phone: (979) 845-4427

Helpline: (979) 845-2700 (after business hours)

[scs.tamu.edu](http://scs.tamu.edu)

### DISABILITY

If you are working with a student with a disability who needs assistance, contact:

#### DISABILITY SERVICES

8 a.m. - 5 p.m. Monday - Friday

Phone: (979) 845-1637

[disability.tamu.edu](http://disability.tamu.edu)

### INJURY OR ILLNESS

For medical emergencies call 911 from a campus phone, or 911 from an off-campus phone or a cell phone. If a student is feeling ill, advise student to set up an appointment online or by phone at:

#### STUDENT HEALTH SERVICES

Location: A.P. Beutel Health Center | 8 a.m. to 5 p.m.  
Monday - Friday

Appointments: (979) 458-8250

Dial-a-Nurse: (979) 458-8379

Available 24 hours: [shs.tamu.edu/patientportal](http://shs.tamu.edu/patientportal)

## Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking

Texas A&M University strives to maintain a work and educational environment free from discrimination, sexual harassment, and related retaliation in accordance with applicable federal and state laws.

### OBLIGATIONS OF FACULTY AND STAFF

When alleged or suspected discrimination, sexual harassment or retaliation is experienced or observed by or made known to an employee, the employee is responsible for reporting that information (TAMU System Regulation 08.01.01, section 2.1).

Employees should not wait to report conduct until it becomes severe, pervasive, or persistent harassment. University officials will take appropriate steps to end the harassing behavior, prevent its recurrence, and/or remedy the effects.

### WHERE ON CAMPUS TO DIRECT COMPLAINTS

Reports should be communicated to the appropriate Designated Official based on the status of the alleged offender.

#### STUDENTS

##### DR. ANNE REBER

##### DEAN OF STUDENT LIFE

[studentlife@tamu.edu](mailto:studentlife@tamu.edu) | 979.845.3111

[studentlife.tamu.edu](http://studentlife.tamu.edu)

#### FACULTY/STAFF/THIRD PARTIES

##### MR. KEVIN MCGINNIS

##### CHIEF COMPLIANCE OFFICER

[OREC@tamu.edu](mailto:OREC@tamu.edu) | 979.458.8407

[TitleIX.tamu.edu](http://TitleIX.tamu.edu)

### MORE INFORMATION

For more information about sexual harassment, sexual assault, domestic violence, dating violence, and stalking, please visit the following resources:

#### Title IX at Texas A&M

[TitleIX.tamu.edu](http://TitleIX.tamu.edu)

#### TAMU Student Rule 47

[student-rules.tamu.edu/rule47](http://student-rules.tamu.edu/rule47)

For additional questions regarding discrimination based on sex or disability, you also may contact:

#### MS. JENNIFER SMITH

##### Title IX Coordinator

979.845.0977

[TitleIX.Coordinator@tamu.edu](mailto:TitleIX.Coordinator@tamu.edu)

# FAQ'S

## FREQUENTLY ASKED QUESTIONS

### **How should I respond when classroom disruption occurs and/or a student exhibits persistent disruption?**

A number of factors influence the response to disruptive behavior. The Student Rules outline some guidelines for faculty to use as appropriate. These guidelines do not constitute a fixed procedure; they should be pursued according to your assessment of the situation.

Student Rule 21.2.1 states, "The instructor responsible for the class or activity where the alleged disruptive behavior occurred will inform the student that his/her behavior has been inappropriate. The instructor will describe to the student specific needed changes in the student's behavior. The student will be provided an opportunity to modify his/ her behavior in accordance with the changes identified. The instructor will provide the student with a written, dated summary of his/her discussion with the student, and the instructor will retain a file copy of this summary." Involve others as appropriate.

Even when there is no threat to harm, it may be helpful to report this behavior to your department chair or supervisor. It is important to report concerning behavior for continued monitoring of the student not only in your classroom but throughout campus.

Behavior of concern may also be reported at [tellsomebody.tamu.edu](http://tellsomebody.tamu.edu).

### **I haven't seen the student in a few weeks. What can I do?**

Student Rule 7.7 states. "Whenever a student is absent for unknown reasons for an extended period of time, the instructor should initiate a check on the welfare of the student by reporting through the head of the student's major department to the dean of the student's college."

Faculty or staff can contact Student Assistance Services at (979) 845-3113 to assist in conducting a welfare check on a student.

### **How should I report a concern that came from a private conversation with a student?**

If the concern involves threat of harm to self or others, contact UPD if it is an emergency or, in non-crisis situations, report it to the Special Situations Team through the [tellsomebody.tamu.edu](http://tellsomebody.tamu.edu) website.

Please remember, when alleged or suspected discrimination, sexual harassment (including sexual violence) or retaliation is experienced or observed

by or made known to an employee, the employee is responsible for reporting that information to the official university contact. Even when there is no threat of harm, it is suggested you involve others when a conversation or interaction with a student causes concern. You may find it helpful to discuss this with your department head or supervisor.

See previous page for information on where to get assistance.

### **Can I submit an anonymous report regarding concerning behavior?**

You have the option to submit an anonymous report online ([tellsomebody.tamu.edu](http://tellsomebody.tamu.edu)) or via telephone. However, this type of reporting may limit or prolong the process of finding a solution or helping the individual. The Special Situations Team cannot guarantee a report will remain confidential. State law determines confidentiality.

### **Will someone notify me of the outcome regarding my report/ referral?**

Depending on the nature of the report/referral, Student Assistance Services or a staff member from the Offices of the Dean of Student Life may contact you to verify report details or to discuss the incident.

### **I believe that the student's behavior might be a violation of our student rules. What can I do?**

Submit a Campus Community Incident Report (CCIR) through the Student Conduct Office. More information can be obtained at [studentlife.tamu.edu/sco](http://studentlife.tamu.edu/sco).

### **A student came to me requesting assistance with the fact that her baby's due date is midway through the semester. How do I accommodate her?**

The Dear Colleague letter from the Office of Civil Rights (June 25, 2013) states, "It is illegal under Title IX for schools to exclude pregnant students from participating in any part of an educational program, including extracurricular activities...When a student returns to school, she must be allowed to return to the same academic and extracurricular status as before her medical leave began."

Seek consultation from your department chair or supervisor. The Title IX coordinator is also available for consultation at (979) 845-0977.



#### **REPORT WITH ONE CLICK**

You can also submit reports through the TAMU Mobile App. Click on the "Report a Concern" icon.

This publication is a collaboration between the Texas A&M University Special Situations Team and the Division of Student Affairs.

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## Student Referral Matrix

Student Behavior/Concern	Counseling Center	Counseling (after hours)	UPD	Tell Somebody	Student Affairs	Civil Rights	Seibel Learning Center	Aggie Honor System Office
Psychological or emotional crisis, depressed or anxious	X	X						
Suicidal (ideations)	X			X				
Suicidal (immediate threat)			X					
Threatening behavior			X	X (non-emergency)	X			
Acting erratically				X				
Sexual Harassment, Sexual Assault, Domestic/Dating Violence, Stalking				X	X	X		
Suspect hazing					X			
Missing Class							X	
Negative changes in academic performance							X	
Thinking of withdrawing from Texas A&M							X	
Academic Dishonesty								X

### OFFICE OF STUDENT COUNSELING

[tamug.edu/Counsel](http://tamug.edu/Counsel) | (409) 740-4736

### COUNSELING - AFTER HOURS

After hours or after 5 p.m.

[tamug.edu/Counsel](http://tamug.edu/Counsel) | (409) 740-4545

### UNIVERSITY POLICE DEPARTMENT

[tamug.edu/police](http://tamug.edu/police) | (409) 740-4545

### TELL SOMEBODY/CARE TEAM

[tamug.edu/care/Tell\\_Somebody.html](http://tamug.edu/care/Tell_Somebody.html)

### STUDENT AFFAIRS

[tamug.edu/studentaffairs](http://tamug.edu/studentaffairs)

### DEPARTMENT OF CIVIL RIGHTS AND EQUITY INVESTIGATIONS

[urc.tamu.edu/title-ix](http://urc.tamu.edu/title-ix) | (979) 458-8407

### SEIBEL LEARNING CENTER

[tamug.edu/slc](http://tamug.edu/slc) | (409) 741-4343

### AGGIE HONOR SYSTEM OFFICE

[tamug.edu/honorsystem](http://tamug.edu/honorsystem)



Meet with student to determine type of concern

Use Question Tree Model (Page 2)

Categorize Concern

Make referral based on type of concern

### Physical Concern

Primary Referral:

- [911](#)

Secondary Referrals:

- [Campus Police](#)
- [UTMB Primary Care Pavilion](#)
- [West Isle Urgent Care](#)
- [Counseling Services](#)
- Family

### Emotional Concern

Primary Referral:

- [Counseling Services](#)

Secondary Referrals:

- [Gulf Coast Center](#)
- [911](#)
- [Campus Police](#)
- [Residence Life](#)
- Friends or roommate
- Family
- Chaplain or Minister

### Academic Concern

Primary Referral:

- [Course Instructor](#)

Secondary Referrals:

- [Academic Advisor](#)
- [Counseling Services](#)
- [Disability Services](#)
- [Financial Aid](#)
- [Student Business Services](#)
- [Learning Commons](#)

### Social Concern

Primary Referral:

- [Student Affairs](#)

Secondary Referrals:

- [Campus Living & Learning](#)
- [Counseling Services](#)
- [Disability Services](#)
- [Community Leaders](#)
- [Peer Educators](#)
- Friends or roommate

### **PHYSICAL CONCERNS** (examples):

- Illness (Flu, Cold, etc.)
- Recent Surgery
- Injury
- Difficulty sleeping
- Loss of appetite
- Rapid weight loss or gain

### **QUESTIONS TO ASK:**

1. What kind of difficulty are you having in school?
2. Have you talked to your instructor(s)?
3. Do you know what work you missed? Due date?
4. Could I suggest a few people for you to talk with?

### **ACADEMIC CONCERNS** (examples):

- Lack of understanding material or instructor
- Inability to pay tuition and fees
- Poor study habits & strategies
- Time management issues
- Lack of interest in material or no motivation
- Self-doubt or lack of confidence
- Test-taking Anxiety

### **QUESTIONS TO ASK:**

1. What is your GPA? Or course grade?
2. What study strategies are you using?
3. How much time do you spend studying?
4. Do you know anyone in your class to study with?
5. Would you be willing to see a tutor?
6. What do you think you need to improve?

## **WHAT OBSTACLES BLOCK YOUR ACADEMIC SUCCESS?**

### **EMOTIONAL CONCERNS**(examples):

- Break-up with significant other
- Fight with friend or roommate
- Discrimination
- Stress
- Family issues
- Suicidal thoughts
- Anxiety or depression
- Scattered, unfocused thinking

### **QUESTIONS TO ASK:**

1. What coping strategies are you using?
2. To whom have you gone for help in the past?
3. Do you someone you feel comfortable talking with about this issue?
4. May I suggest a few people to talk with?

### **SOCIAL CONCERNS** (examples):

- Too much time socializing
- Over-commitment; too much to do
- Difficulty prioritizing
- Joking with friends during class
- Lack of social integration; loneliness and isolation

### **QUESTIONS TO ASK:**

1. Would you like a different life/school balance?
2. What are your top priorities?
3. What can you eliminate to focus on academics?



# Handling Difficult Students

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Here are some ideas of what to do when you have students who...

## 1. *Resist the class*

- a. Sell the course – At the beginning of the class, sell the students on the benefits they will receive from taking Hullabaloo U. Talk about how you think it is valuable, what Texas A&M’s philosophy is for first-year student engagement, and what they can gain, both personally and academically.
- b. Point to transferability of skills and techniques – Many of the skills and techniques students learn in this class will help them build successful academic careers, form happy relationships, and improve the quality of their lives regardless of their choices.
- c. Distinguish between “liking” and “benefiting” – We don’t always like that which is beneficial to us. Most students find something about the class they don’t like. At the same time, it is almost certain that there will be beneficial suggestions. Even if students find only a few ideas that work for them, their performance can improve significantly.
- d. Collect and read anonymous evaluations – Throughout the semester, ask students to answer several questions about their reactions to the seminar such as “What is effective and what is ineffective in this class?” and “What would make this seminar more worthwhile for you?” Also ask which methods and strategies students have found helpful and which have not worked. Read and share both positive and negative comments and try to incorporate suggestions into the rest of the class meetings.

## 2. *Say they don’t need this course*

- a. Agree with them – Acknowledge that students probably already know a great deal about being successful. Also acknowledge that there is always room for improvement. Ask students to consider the possibility that learning and adopting a few truly effective strategies can save them time, improve their performance, and make a significant difference in the quality of their Aggie experience.
- b. Celebrate small achievements – Very few of us even have an opportunity to improve 100 percent. Suggest that improving 1 percent in a hundred different ways can accomplish an equally impressive result.

## 3. *Are struggling academically*

- a. Hold a conference – Set aside a time for a face-to-face talk about your expectations and the student’s expectations for the class. There may be confusion about what is required. Often, homework is neglected due to other difficulties in a student’s life. A committed listener is sometimes all that is needed. If more help is appropriate, refer students to other resources.

- b. Refer them to the Seibel Learning Center for academic assistance at <http://slc.tamug.edu>

4. *Seem to dislike you*

- a. Don't jump to conclusions – Sometimes students who seem the most unresponsive are actually creating an incredible amount of value for themselves.
- b. Don't give up – Some students have a cool or tough act that takes a while to break through.
- c. Don't take it personally – Of the over seven billion people in the world, some won't like you, no matter what you do.
- d. Remember your purpose – Your job is to promote student success, not to win a popularity contest. Holding students accountable for self-responsibility is not always a popular role. Sometimes, you must choose between being liked and doing your part.

5. *Who do not participate*

- a. Review advantages of full participation – Discuss what students will gain, what obstacles to their success they might overcome, and how each exercise or discussion relates to the purpose of the course. Ask them to explore how much more they learn when they risk feeling foolish.
- b. Be structured – Give highly structured directions that lead students through exercises step-by-step. Sometimes, having to discuss with others and even having to choose a partner is scary.
- c. Demonstrate – Use volunteers, yourself or peer mentor to model what is expected of participants. Demonstrate the whole exercise if necessary to clarify what is expected and to help students feel more comfortable with it.
- d. Give them the choice – Students who choose not to participate have as much to learn about themselves as those who do take part. You can still ask students who do not participate to write reflecting statements about what they learned by not participating.

6. *Who do not attend class*

- a. Be sure that your records include telephone number and email address for each student. Reaching out to students works best if it is done in a completely non-threatening way. Avoid making judgments and inquire as to what is going on that is causing them to miss class. Come from a place of care.
- b. Invite them to contact you and/or stop by your office. An interested instructor is often all that is needed to get students back on track.
- c. Refer students to the Seibel Learning Center.

# Handling Disruptive Behaviors

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## *What is disruptive behavior?*

Essentially, determining what constitutes disruptive activity lies at the discretion of each instructor. According to University policies, “disruptive activity” is behavior in a classroom or instructional program that interferes with the instructor’s ability to conduct the class or the ability of others to profit from it (See sections 21 and 24.4.15 of the Texas A&M Student Conduct Code).

## *Why are faculty members hesitant to report disruptive behavior?*

Research suggests that instructors do not report disruptions because they hope for a spontaneous resolution, they fear they will not be supported by the administration, they fear it will reflect poorly on their abilities, and/or they fear retaliation. Since there has been an increase in the reporting of problems, and in many cases, in the severity of the problems, we would like to remind all faculty and instructors that the academic and student affairs staff is committed to ensuring that your decision will be met with support and expeditious resolution.

## *How do I handle disruptive activity?*

Include on your syllabus:

- Guidelines and consequences regarding behaviors, attendance and punctuality
- Repercussions for academic dishonesty

On the first day of class:

- Clearly state behavioral expectations and consequences
- Discuss protocols for discussions/debates, including how to be recognized
- State (or negotiate) what you will allow or not allow in class (gum, hats, snacks, etc.)
- Role model expected behaviors

Other alternatives:

- Discuss student rights and responsibilities with more experienced colleagues or with the Office for Community Standards.

When it occurs:

- Remain calm and in control
- Identify and acknowledge the behavior in class or immediately after
- Offer a solution or recommend a continuation of the discussion after class or during office hours
- Document the incident
- Follow-up with the student verbally and in writing

If the situation escalates:

- Dismiss the student from class or dismiss the class entirely
- Document the incident with your department head and the Office for Community Standards.
- Notify the proper authorities (including the University Police Department) or the CARE Team ([tamug.edu/care/Tell\\_Somebody.html](http://tamug.edu/care/Tell_Somebody.html)).

*Remember to never:*

Raise your voice, argue with the student, threaten the student, get too close to the student, touch the student, use abusive language toward the student, or put yourself in danger!