



**KEEPING YOURSELF  
AND THE NCC  
COMMUNITY SAFE**

# Giving credit where it's due:

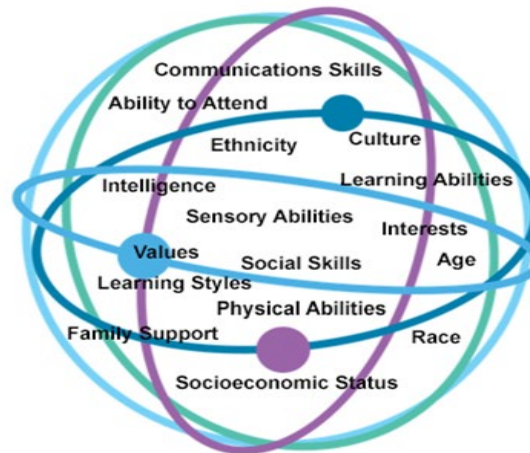
- This presentation relies on the very thorough and helpful site:  
<http://www.creducation.org/>
- If you are excited by the information we share today (and you *will* be! 😊), please make a point of visiting the site – it possesses many activities and discussions that go into much more detail and depth than we have time for today.

# Today's Topics

- What do you hope to learn today?
- Conflict and how to address this on campus
- Disruptive vs. appropriate behavior
- Addressing student behavior
- Immediate safety issues
- When/how/where to report concerns

# *In order to best support our students...*

We must consider the *unique* and *diverse* characteristics of the ever changing student population accessing higher education today, especially at community colleges which serve as the “gateway” to postsecondary education for many students.



# Basic Principles of Conflict Management

- **Conflict is natural.** Conflict, to differing degrees, occurs daily in everyone's life. Conflict in and of itself is not necessarily good or bad.
- **It's the way that conflict is handled that makes the outcome positive or negative.** If handled effectively, conflict can create a good learning experience. If handled ineffectively, conflict can quickly escalate, even to physical and emotional violence.
- **Collaborative approaches** to conflict are more likely to protect the relationship.

# Best Ways to Prevent or Mitigate Conflict

- **Know who your students are!**
  - If you know them, you're much more likely to understand from where their behaviors are coming, to know how to assess levels of danger, and know how to de-escalate behaviors in a personalized way that works best for each student.
  - De-escalation is *not* a “one-size-fits-all” thing. Different approaches work better for different students, and you have a much better chance of finding the best fit if you know who a student is as a person.
  - Establishing relationships early with students is vital. If you can, find a way to have a one-on-one with as many students as possible in the first 3 weeks of class. If they believe you care about who they are, they're more likely to respect your rules and have a respectful attitude in class.

# Best Ways to Prevent or Mitigate Conflict

- **Establish clear rules and expectations AND stick to them as much as you can!**
  - Ideally, students co-create these – fosters ownership.
  - Brainstorming classroom norms as a group can be a good way of involving students in this process.
- **Nip behaviors in the bud EARLY**
  - When you establish rules, reaffirm them from the beginning and continue to return to them during the semester.

# Best Ways to Prevent or Mitigate Conflict

- **Understand the place of emotion in conflict**

- Help students name the emotion, claim the emotion, tame the emotion, reframe the emotion, aim the emotion (ideally one-on-one).
- Anger hides the first or underlying emotions of hurt, fear, rejection, frustration, humiliation, or loneliness.
- Asking: “if you weren’t feeling angry, what would you be feeling?” can promote exploration of the root emotion or need fueling the conflict.

- **Use effective communication skills**

- “I” statements – focus on feelings, behaviors, and desired outcomes.
- Non-verbal communication skills: developing these skills in self and in ability to read others.
- Active listening: listening to hear not just to respond. Enables speaker to feel heard.
  - Reflection, paraphrasing, summarizing



# Best Ways to Prevent or Mitigate Conflict

- **Help students learn:**

- Increased awareness and appreciation of how others differ from self.
- To recognize commonalities between self and others.
- To recognition that we all have biases.
- To decrease "put downs" based on differences.
- To develop an attitude of inclusiveness.
- To take pride in personal individuality while respecting differences in others.

# Disruptive vs Reasonable and Appropriate Behavior

- Problem behaviors in the classroom (and on campus) exist at four levels of escalation (Ableser, 2012):
  - Decorum
  - Disrespect
  - Disruption
  - Danger
- Understanding these levels will give you a better sense of 'manageable' student behavior vs 'unmanageable' student behavior – i.e. so you can better understand when to call in reinforcements!

# Decorum

- Most common and the least problematic
- **Examples:**
  - Telling odd or strange jokes
  - Coming to class without required materials
  - Monopolizing professor's time
  - Lacking empathy and respect for other students
- **How to address:**
  - Verbal reminder
  - Physical proximity
  - Directly address disruption (1:1)

# Disrespect

- Can be a red flag for more serious issues.
- **Examples:**
  - Rudeness
  - Bullying - in class and on-line
  - Use of alcohol or other substances
  - Sleeping in class
  - Not doing assignments or missing classes yet upset when not doing well
- **How to address**
  - Respond immediately.
  - Share concerns without judgment or assumptions; remain neutral - 'just the facts' - what you have observed, how behavior impacts class, how behavior impacts individual student success.
  - Monitor and document behavior (as needed).

# Disruption

- **Examples:**

- Arriving late/ leaving early and drawing attention to it
- Interrupting professor or other students
- Bullying during discussion
- Aggressively monopolizing discussion
- Talking on phone or texting in class

- **How to address**

- Respond immediately to reduce disruption.
- During 1:1, present a plan or set of consequences that student must follow.
- Make student take responsibility for improvement.
- Monitor and document behavior, plan, and follow-up.

# Danger

- **Examples:**

- Explosive behaviors (e.g., yelling loudly & suddenly; pounding fists on desk)
- Physical destruction of property
- Verbal or physical threats – in class, in office, on campus, online
- Violent behaviors

# Danger

- **How to address:**

- De-escalate if possible.
  - Minimize 'audience' factors (if safe to do so) - semi-private conversation.
  - Remain calm & keep verbal interactions respectful.
  - Provide adequate personal space - stand at least 2 arm's lengths away.
  - Do not block escape routes.
  - Show open, accepting body language, & stand at angle (non-confrontational)
  - Express empathy - identify the student's wants and feelings.
  - Identify points of agreement.
- Call Public Safety.

# NCC411 Guidelines

- **Question: Student in distress with clear danger to self or others (e.g., self-injury; suicidal or homicidal threats)**
- Answer: Call Public Safety (**x5588 Bethlehem; x1911 Monroe**). Public Safety will respond and dispatch will simultaneously notify 911 if necessary. Counseling will be involved as needed.
  
- **Question: Student appears significantly distressed but unclear whether danger to self or others (e.g., sobbing; yelling; agitated; bizarre or unusual behavior)**
- Answer: Call Public Safety (x5588 Bethlehem; 1911 Monroe) - Public Safety will respond to ensure that situation is safe and determine whether to involve Counseling Services or Police.
  
- **Question: Student in distress and appears to need emotional support but clearly no danger to self or others**
- Answer: Refer student to Counseling Services and ideally walk student over to CC 250 (KEYS 130 in Monroe) or facilitate scheduling of appointment by phone. When in doubt about possible danger to self or others, err on the side of caution and call Public Safety (x5588 Bethlehem; 1911 Monroe) to ensure safety.



# NCC411 Guidelines continued...

- **Question: Student has a medical crisis**
- Answer: Call 911 and notify Public Safety (x5588 Bethlehem; 1911 Monroe) immediately thereafter.
- **Question: Student needs non-urgent medical attention**
- Answer: Call Public Safety (x5588 Bethlehem; x1911 Monroe) for initial response and then call the Health and Wellness Center (**x5365**) or walk the student over if the Center is open. Monroe students may access Health and Wellness Center if feasible.
- **Question: Non-crisis behavioral issue - no immediate danger to self or others (e.g., disruptive; damage to property)**
- Answer: If unable to manage the situation, call Public Safety (x5588 Bethlehem; 1911 Monroe). As soon as possible thereafter, report incident using online form: [https://cm.maxient.com/reportingform.php?NorthamptonCC&layout\\_id=5](https://cm.maxient.com/reportingform.php?NorthamptonCC&layout_id=5)

A determination will be made regarding whether the incident is appropriate for a Conduct and/or Behavioral Assessment Team (BAT) response, and you will be contacted for additional information. *Note:* The BAT is not an emergency response team - always contact Public Safety if the situation requires an immediate response.

# The Behavioral Assessment Team (BAT)

- Northampton Community College seeks to promote a safe environment where members of the College community may participate in the educational process without compromising their health, safety or welfare.
- **Our Role**
  - Address students, faculty or staff who report concerning behaviors.
  - Assess threats that may arise on campus.
  - Educate all members of the community on safety and civility.
  - Offer training, interventions, support and connections to campus and community resources while reducing potential risk to the College community.
  - Provide faculty and staff with assistance and consultation to recommend specific strategies that may assist in addressing student concerns.

# Who should I contact

- Concern or issue needing *immediate response* – Public Safety. They will then determine the department that needs to be contacted next.
- *Potential future danger* to self or others – BAT
- Conduct
  - Janelle Howey, Associate Dean of Student Life (Bethlehem)
  - Belinda Austin, Associate Dean of Student Services (Monroe)
- Student complaints
  - Janelle Howey, Associate Dean of Student Life (Bethlehem)
  - Belinda Austin, Associate Dean of Student Services (Monroe)
- Mental health or related concern – Counseling Services and/or BAT
- Accommodations/disability-related needs – Disability Services
- Where to make a report/document concerns:

<http://northampton.edu/campus-life/office-of-student-affairs-and-enrollment/reporting-concerns-and-complaints.htm>

# REPORTING CONCERNS & COMPLAINTS

- ← Campus Life
- Housing & Residence Life
- Campus Activities
- Campus Dining
- Health & Wellness Center
- Office of Student Affairs & Enrollment**
  - Student Conduct & Academic Honesty
  - Reporting Concerns & Complaints**
  - Title IX
- Virtual Tour

It is our goal to provide a central location where members of our community can report concerns and complaints. Please review the information below on how to contact appropriate College personnel.


Emergencies that need immediate attention:

Dial 9-1-1

**-OR-**

[Campus security](#)  
Bethlehem Campus 610.861.5588  
Monroe Campus 570.369.1911  
Fowler Center 484.390.3240

Do you fear for your safety or the safety of others? Do you have a question or concern related to conduct on campus, ethics, or violations of college policy? If so, [click here](#) to report to the appropriate College personnel for further action or investigation or click below for more information.



Report Concerns

**REPORT ONLINE**



# Questions?

