

# Writing Disruptive Behavior Reports

## Language Guide

When completing Disruptive Student Behavior Documentation, use clear and specific language. Describe the behaviors in specific terms/actions that took place. Try not to label or draw conclusions about mental illness. Include the impact the behavior had on the learning environment and how it made you feel. See examples below.

<b>Not very helpful language</b>	<b>Stronger, more useful, detailed language</b>
Disrupted the class, lab, library . . .	Yelled repeatedly. I asked him 3 times to lower his/her voice. (State the specific behaviors that were disruptive and the frequency.)
Threatened me.	He said he was going to break my face and bust the windows in my car. (State what was said or done that made you feel threatened)
Insulted me.	She called me a faggot and a fat witch. (State what she said, quote her/him)
He used vulgar language, profanity.	She said this was a f . . . slum and the materials and equipment were f . . . useless (quote what was said)
I felt unsafe and I worry a lot.	I feel scared and afraid to be on campus. At night I can't sleep and I now constantly worry about getting hurt. I fear for the safety of my children. (Use descriptive language about the effect the student's action has had on your daily routine.)
He looked hostile.	He leaned forward and put his face an inch in front of mine, his face was red and his veins were popping out.
This is the kind of crap that makes me want to retire from teaching.	This behavior makes it difficult or impossible for me to continue my teaching. or I cannot continue teaching under these circumstances.
John Smith is an odd duck.	John Smith demonstrates behaviors not common to most students such as . . .  OR . . . I am concerned about John Smith.
She/he has an obvious mental disorder, college not the best place for her/him	She speaks out loud, off topic. Often makes noises and stares at other students. Constantly challenges and blames others as the cause for his/her failure.