



Faculty Center for Teaching – Mental Health and the Classroom
October 27, 2016

INCREASE SUCCESS THROUGH AWARENESS OF STUDENT BEHAVIORAL RED FLAGS IN THE CLASSROOM

Red Flags:

- Poor class performance or academic work
- Avoidance: multiple absences/missing quizzes and/or exams
- Inconsistent completion of assignments or tardiness with coursework
- Change in demeanor from onset of class
- Emotional lability (easily altered)
- Deterioration of physical appearance from onset of class
- Change in attitude from positive to negative, active to inactive, engaged to disengaged
- Change in countenance
- Poor eye contact
- Excessive anxiety
- Inappropriate responses
- Threatening behavior/threatening to harm oneself or others

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Students with Disabilities in the College Classroom: Pedagogical Approaches

Keys for Success for Postsecondary Educators

- Be patient and flexible.
- Monitor and adjust according to each individual student.
- Create an environment of low stress/high motivation.
- Be resourceful and inventive (viable solutions vary according to the disability).
- Be aware and informed (self-educate) regarding disabilities, regulations, and mandated accommodations.
- Use positive feedback/positive correcting techniques.
- Clearly communicate your expectations and policies regarding accommodations in your syllabus, as well as orally at the beginning and mid-semester period.
- Have open and honest conversations with students in class as well as one on one.
- Revisit comments about classroom behavior and classroom decorum periodically throughout the semester.
- Develop a network across campus of faculty and staff involved in the student's life such as faculty, coaches, deans, academic advisors, and academic support.
- Consult your campus office of disability services.