

Are you working with a student that has a **physical challenge**?

Physical Accommodations

Do you need different furniture or resources in the classroom?

YES

Contact the Learning Center and Accessibility Services to discuss furniture changes.

Do you need a new classroom due to a student's disability?

YES

Contact the Learning Center and Accessibility Services to discuss room changes.

Is the student unable to complete class assignments?

YES

You do not need to fundamentally alter the outcomes of the assignment, but you might consider ways you could adjust requirements and parameters, while staying true to the assignment's key goals.

Examples:

- Reducing the physical size of some assignments
- Using/adjusting tools for some assignments

Keep course Learning Outcomes in mind whenever you adjust assignment requirements.

Questions? Contact the Learning Center and Accessibility Services at accessibility_services@mcad.edu, and your Department Chair or Program Director

Do you need help supporting a student with an **accommodation**?

Student Accommodations

Does the student have an accommodation with the Learning Center and Accessibility Services?

YES

Access [Learning Center](#) resources or contact accessibility_services@mcad.edu

NO

Review the [Accommodations Guide](#) with the student.

Does the behavior cause problems for the student's own learning?

YES

Excessive absences
Preventative: Set clear expectations for students at the start of semester (with clear consequences).
Intervention: Talk with the student about the importance of attendance and your interest in helping them learn and succeed. Implement consequences.

Late assignments
Preventative: Set clear expectations for students at the start of semester (with clear consequences).
Intervention: Talk with the student about the importance of getting work done on time (how ideas and concepts build on each other) and your interest in helping them learn and succeed. Implement consequences.

Other concerns
Problems with time management / executive functioning. Not completing reading or coursework that may not be directly graded. Remember that "clear is kind." Set clear expectations while creating a space where students are likely to feel seen and heard. Part of college is a growth process toward self-advocacy and personal responsibility. Not all students will succeed, and it is not your responsibility to ensure they do.

Do you have concerns about a **student's behavior**?

Behavioral Concerns

Is the behavior disruptive to the class or your teaching? (Outbursts, talking, unexpected, etc.)

YES

Take a moment to pause and find neutral recognition of potentially influencing factors:
Consider the sequence of events that preceded the behavior. Consider complexity of the task, directions, tone of voice, stimulus in the environment, etc.
Consider pre-existing factors that may be present for the student: reduced basic needs, sleep, social stressors, feelings of incompetency, etc.

If the behavior seems to be triggered by particular classroom environments, can you adjust the environment to reduce likelihood of these outbursts?

Strategies to mitigate behavior.
Preventative: Set class ground rules/group agreement at the start of the semester (before behavior appears). Talk with students 1:1 to discuss concerns, set boundaries, identify solutions; if that doesn't help, invite a shared meeting with LC or Student Counseling and Wellness Center (SCWC).
Observation: If behavior is not disruptive to class, offer student options to reset and work back into the activity (breaks, reset, fidget device, headphones, etc.).
Intervention: If behavior persists, is disruptive to others, and redirection has not been successful, clearly suggest the student take a break (in the Wellness Lobby in lower Morrison or in the College Center, for example) with clear directions to return or not return for the remainder of class.

If student refuses to leave, call Campus Safety 612.874.3801

Please report disruptive behavior to VP of Student Affairs so appropriate interventions can be implemented. It is not expected that faculty ignore or suffer with repeated unexpected or inappropriate student behavior.

Send a Student Alert Notice.

Suggest connecting with an Academic Coach or Student Counseling.

Do you have concerns about a **student's mental health**?

Mental Health Concerns

Are you concerned the student may be unable to keep themselves or others physically safe?

NO

Other Mental Health Topics

Anxiety
Some stress is expected. The goal of college is supportive structure, helpful challenge, and effective growth opportunities. If it is disruptive to class time, suggest student takes a break to reset in the Wellness Lobby and returns to class when able.

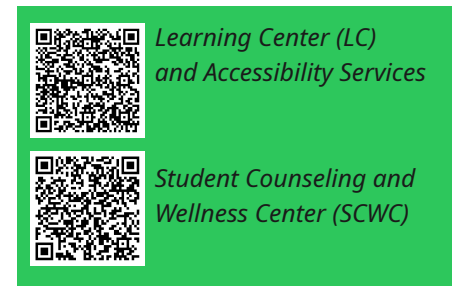
Introverted students / lack of participation in class discussions / critiques.
Set clear expectations around participation at the start of the semester. Some discomfort is expected. Encourage students to push just past their comfort zone or explore if alternate methods of participation could be effective, such as written critiques. Reference learning outcomes for your course.

Have they created artwork/writing that references violence or harm to self/others or is otherwise disturbing?

YES

Talk with the student individually to gauge the situation. Many students work out issues through their art, but are not an immediate threat to self or others. Offer to email Student Counseling and Wellness Center (and cc the student). If you are not able to talk with the student directly, send the student an email to check in and get more information.

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For current version visit <https://intranet.mcad.edu/resources/disability-justice-and-accessibility-dja>



Is the desire to harm imminent and/or threatening to others?

NO

Is this coming up as a specific, actionable topic and not a broad and casual one?

NO

Consult your Department Chair, Student Counseling, and the VP of Student Affairs to help determine next steps.

Suggest that student check in with Student Counseling and Wellness Center for counseling, therapy, or social work support.

Students are generally able to get appointments within 1 week. Same-day visits often available. studentcounseling@mcad.edu

Or share this resource [Off Campus Resources Map](#)