Workshop Outcomes:

• Recognize different types of disruptive behavior
• Offer some concrete ways to handle disruptive students
• Assess the likelihood of encountering truly disruptive students.
• Recognize that preparation is fundamental to classroom success.
• Identify instructional strategies that 1) foster a respectful and inclusive classroom and thereby 2) reduce problematic behavior.
Brainstorm: What is disruptive behavior?

4 minutes

• Turn to a neighbor or two, introduce yourself, and work collaboratively to answer the following questions and complete the table.

  • What kinds of disruptive behavior have you experienced in the classroom as a student or teacher?

  • What other kinds of disruptive behaviors can you imagine?
Some Types of Disruptive Behavior
from *Reaching All Students* (p.34-36)

**Extreme/threatening behaviors**
- threat to another person or themselves

**Mild but common behaviors**
- dominating conversations
- off topic or rambling
- shyness, lack of participation
- side conversations/talking out of turn

**Authority/knowledge challenging behaviors**
- trying to trip you up
- disagreeing with all that said
- direct hostility/resistance
- rudeness to you or classmates
What do our data suggest about the likelihood of experiencing the more challenging types of disruptive behavior?
What are some strategies for handling disruptive students?

- Threatening students – see handout
- Mild and more challenging situations – see handout

*Number 1 rule:* Always remain calm. Never respond to challenging students with anger. Goal is to diffuse the situation.*

* Cause is often misunderstanding, so try to get to the root of it.
What are some strategies for handling disruptive students?

*The best offense is a good defense!*

Establish a classroom environment that promotes active student engagement and respectful behavior.
What can we do to create an inclusive and engaged classroom?

**Brainstorm: 5 minutes**

- Working with a partner, consider your best and worst discussion and/or lab section experiences.
  - *Identify what made the good ones good.*
  - *Identify what compromised the others and offer a solution.*
- *Add your ideas to the board.*

The Center for Research on Teaching Excellence.
What can we do to create an inclusive and engaged classroom?

- Learn and use your students’ names, ASAP!

- Collectively establish rules for discussion on the first day of class.

- Challenge your students intellectually, be clear in your expectations, share your reasons and tell them, in words and actions, you will help them succeed.

- Avoid long periods of lecturing. Structure the class so students are thinking and doing.

- Vary activities to address different interests and learning styles.
What can we do to create an inclusive and engaged classroom?

- Actively work to include quiet or shy students and work to balance contributions by the most vocal students.
  - assign roles/ tasks and rotate  
  - use ‘think first’ approaches

- Consciously work to avoid any situation that could be perceived as favoritism or exclusive even if not.

- Generate and maintain respect for yourself by always coming to class prepared!
  - have teaching plan focused on specific outcomes
  - know your subject


• UC Merced. *Emergency preparedness & resources.* http://emergency.ucmerced.edu/
Thank you!

Please complete short workshop assessment.