Classroom Management Strategies

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Navigating Disruptive Behavior in the Classroom

Common Situations	Possible Levers	Things to Consider
Student resistance		
- Students unhappy/angry with course content material - Students not turning in work - Students expecting instructor to excuse absences or extend deadlines without discussion - Students expressing expectations that seem unreasonable - Students disagreeing with instructor in a way that seems combative or disrespectful	- Syllabus - Developing class rules in collaboration with students - Setting expectations for communications outside of class time (including how you approach office hours, email, telephone communications)	- Your most important tool for setting expectations is the syllabus - Your second most important tool is your communication about your expectations with the class- don't just expect students to read the syllabus and know what you mean around your expectations, particularly around difficult material and communications - Consider principles of Universal Design, but resist the assumption that behavioral expectations are - HUMOR
Conflicts in the classroom		
- Students engaging in discussion that becomes heated beyond what instructor expected - Students yelling - Students leaving class, using profanity, or other behaviors that disrupt lecture or planned class activities - Student to student conflict	- De-escalation techniques - Avoid sarcasm and publicly embarrassing students - Importance of clear expectations for engagement with content - Anticipate what will be hard - Model being uncomfortable (and vulnerable) - Be willing, when possible, to stop, take a break, and return to the conversation later	- Check yourself BEFORE conflict occurs: - What are the learning outcomes for discussing difficult topics? - How would you react if you were discussing these issues in front of your peers? - How would you want to be treated if you had a differing viewpoint than others in the room?
Mental Health Concerns		
- Student's exhibits behavior changes that are concerning (becomes	-Exercise compassion -When providing feedback, describe the	- Approach situations with compassion and care - Assume you don't know