

RESPONDING TO DISRUPTIONS IN THE CLASSROOM

by:

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Conflicts and disruptions are common problems that occur inside the classroom despite teachers' capability to create inclusive learning environments for diverse learners. The conflict happens when someone breaks the classroom rules or as a result of someone's reaction to a complicated or provocative situation. It is difficult to deal with classroom misbehavior. Teachers must be aware that students who are misbehaving are the ones who have issues outside of the classroom. Effective teachers first consider how they can help students learn the skills they will need while taking the situation as a normal occurrence. Teachers' parental and professional characteristics in handling classroom situations can help to establish a solid foundation for learning. Even when dealing with the most disruptive student, no other learning aid can replace the teacher in shaping the student's character. Teachers must be prepared as always for a challenge. It is a matter of planning ahead of time what to anticipate inside the classroom. Teachers must presume to deal with a variety of students with varying behaviors in the classroom. A good plan for dealing with students is a key success factor in imparting knowledge and skills.

Teachers must recognize some simple and effective methods for dealing with disruptions in the classroom. To begin with, recognize that all behavior occurs for a reason. Though learners may not be capable of expressing themselves clearly about what they are going through, there is usually an acceptable reason for negative behavior. Second, prevent becoming aggressive in the face of a child's behavior. A student rarely carries hidden challenges. He or she does not usually enter the classroom with the intent of causing chaos or disrupting the lesson. Third, work to alter one's mindset. If students came to school as they should, there would be no need for teachers to begin with. Teachers can learn a lot from the most disruptive students, and finding corresponding solutions

may require using approaches in new ways. Finally, uphold student dignity at all times. Some students believe that acting badly is braver than appearing stupid. Keeping a student's dignity entails valuing the child and responding to his or her behavior without making assumptions about the student's characteristics, background, or personality.

Four Simple Strategies in Dealing with Classroom Disruptions

1. **Avoiding Triggered Questions:** Avoid asking triggered questions in the midst of a dispute, tense scenario, or redirection. Such questions frequently elicit negative responses or blatant lies from students. This is particularly true if the student feels stuck or is suspected of wrongdoing. Instead of concentrating on the negative, teach students positive behavioral strategies.
2. **Act Positively Brief:** Keep verbal communication and instructions brief when handling a disruptive student. Avoid scolding and lecturing; rather use a few words to convey the importance of the message. Use good thoughts and body language to show that you believe in the student's ability to behave appropriately. Then, give the student enough time to make an assessment of their own and make good decisions.
3. **Use Clear Directives:** Throughout the day, some difficult students are given various directives and instructions. Start giving clear statements. This will serve as positive reinforcement of the expectations and provide clear directives for the students.
4. **Use Photographic Aids:** Many students appreciate visual images in giving responses, which may help in demonstrating appropriate behavior. Collect images and pictures that show projected classroom behaviors. Use photographic evidence to support verbal redirections or reminders when giving advice or direction to students.

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