

# TALKING



Never discuss important issues on the fly; make an appointment instead.

Sometimes, you may want to speak privately with students who are demonstrating disruptive behavior. It is helpful to let them know that you would like to give them your full attention and to do so, they should make an appointment. When speaking with students in your office, keep your door open and if students begin to share overly private information, assist them in identifying more appropriate resources on campus, such as the Mental Health, Counseling and Wellness Center, to assist them. It is appropriate to not have all the answers immediately. Take the time to consult with your colleagues or coordinator if you need assistance. If you feel uncomfortable talking to a student one-on-one, ask a colleague or your coordinator to join you.

# SEEKING RESOLUTIONS

Creating firm boundaries while treating the student with respect almost always solves the problem or makes it manageable. The primary guideline, thus, is always to attempt first to resolve a situation by speaking civilly and privately with the student. If that doesn't work, or if you are dealing with a student who makes you feel uncomfortable or threatened, go to the next level. Contact your Coordinator, Director, and/or Dean for support in this matter, or contact the Office of Associate Dean of Student Affairs at (201)360-4602.

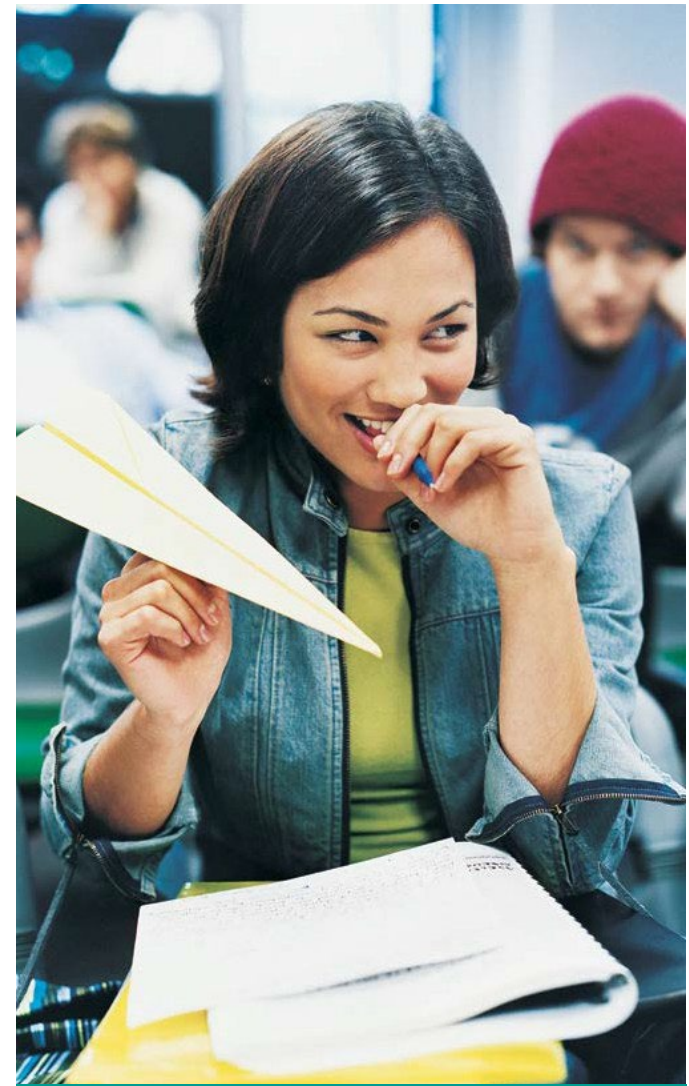
In the rare and extreme case where a student becomes exceptionally hostile, belligerent, and/ or out of control, you should ask the student to step out of the classroom. If you need immediate assistance, contact the Hudson County Community College Safety & Security Department at (201) 360-4080.

Don't be afraid to ask for help if you feel unsure about authority issues and appropriate boundaries. Your Dean and the Office of Student Services are resources to help you navigate this balance.

*Information found in this brochure is reproduced from John Jay College of Criminal Justice Center for the Advancement of Teaching & Towson University.*



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# MANAGING DISRUPTIVE

## Students in the Classroom

### A Guide for Faculty

# MANAGING YOUR CLASSROOM



## Managing your classroom:

As the instructor, you set the tone for the kind of classroom environment you want. It is helpful to communicate your expectations regarding academic material and expectations regarding classroom conduct and reinforce these expectations at the beginning and throughout the semester. If done effectively, the students will understand that they will benefit from a well-ordered and engaged classroom.

## Standards of classroom behavior:

The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in prohibited and/or unlawful behavior that disrupt a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from a class, or dismissal on disciplinary grounds, must be preceded by a hearing or disciplinary conference based on the severity of the incident.

## Examples of disruptive behavior:

- Obtrusive walking around in and out of the classroom during class time.
- Receiving or making cell phone calls, texting, or conspicuously doing other work.
- Interrupting other students or the instructor.
- Emotional volatility or withdrawal.
- Late arrivals and unnecessary noise.
- Physical aggression or threats of aggression.
- Refusal to follow the rules or resistance to expectations.

## Active Resistance

Actively resistant students often behave impulsively or rudely, walking in and out of the room and communicating with others during class. To help avoid active resistance, clearly outline your expectations in your syllabus. Also, speak to students who violate these rules unobtrusively during class or privately afterward.

Set a good example in the classroom as a model of courtesy and consideration; begin and end class on time; be aware of your audience's interest level; listen without interrupting. Also, create a classroom environment that is engaging and fosters attentiveness. Pause during lectures to check in with students, listen to discussions, and actively facilitate group exercises.

**Please call 201 360-4080 or 4085 for security.**

To report a concern, go to:

<http://www.hccc.edu/conduct>

## Passive Resistance

Students engaging in passive resistance often sit quietly but are inattentive. They may be asleep, daydreaming, doing homework for other classes, or gazing into space. To help avoid passive resistance, encourage class participation. Experiment with ways to get everyone involved.

Speak privately to inattentive students. You may encounter some resistance despite your best efforts. You may find that their behavior has nothing to do with the classroom environment. Become familiar with some available campus resources to assist these students if they share your concerns. Analyze the problem. Students who report being bored are often lost in the subject matter, may disagree with the topic or perspective, and may even be distracted by deadlines or responsibilities. It is helpful to start each class by allowing students to share their thoughts.

The Division of Student Affairs  
and Enrollment

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