



## Faculty Resource Guide: Managing Disruptive Behaviors in the Classroom

### Types of Disruptive Behaviors

Disruptive behavior can take many forms, including:

- **Mild Disruptions:** Side conversations, texting, arriving late, or leaving early.
- **Moderate Disruptions:** Interrupting discussions, dominating conversations, or persistent off-topic questions.
- **Severe Disruptions:** Aggressive language, defiance, or confrontational behavior that disrupts learning.

### Strategies to Minimize Disruptions

1. **Set Clear Expectations:**
  - Outline classroom policies in the syllabus and discuss them on the first day.
  - Establish rules for respectful communication and participation.
2. **Create an Engaging Learning Environment:**
  - Use active learning techniques to maintain student involvement.
  - Incorporate a variety of teaching methods to address different learning styles.
3. **Address Issues Early:**
  - Gently correct minor disruptions before they escalate.
  - Speak privately with students about behavioral concerns when necessary.
4. **Stay Calm and Professional:**
  - Model respectful behavior and avoid escalating conflicts.
  - Use a neutral tone and clear language when addressing disruptive behavior.
5. **Encourage Student Accountability:**
  - Provide opportunities for students to reflect on their behavior.
  - Offer constructive feedback and potential solutions.

### Best Practices for Classroom Management

- **Build Rapport with Students:** Foster a sense of respect and community to minimize behavioral issues.
- **Be Consistent:** Enforce rules fairly and consistently across all students.
- **Use Nonverbal Cues:** Eye contact, moving closer to the student, or pausing can signal a need to refocus without confrontation.
- **Know When to Seek Support:** *If a student's behavior disrupts the entire class, or if there is a threat of physical or bodily harm, contact campus security or call 911 immediately.*

### **Other Important Information:**

The Henderson Rules specifically address maintaining public order on campus. They outline the rights and responsibilities of students, faculty, and staff in creating a safe and conducive learning environment. It's essential for faculty to be aware of these rules as they relate to classroom disruptions, protests, and other campus activities

- <https://www.mec.cuny.edu/wp-content/uploads/2023/10/HendersonRules.pdf>

The process for responding to alleged violations at Medgar Evers College is outlined in Article XV of the CUNY Board of Trustees Bylaws

- <https://policy.cuny.edu/bylaws/article-xv>

### **Important Numbers:**

#### ***Public Safety and Campus Security***

Email: [publicsafety@mec.cuny.edu](mailto:publicsafety@mec.cuny.edu)

Ext. 6069, 6003

\*(Available 24 hours/7)

#### ***Student Success***

Email: [studentsuccess@mec.cuny.edu](mailto:studentsuccess@mec.cuny.edu);

Ext. 6046

#### ***Counseling and Psychological Services***

Email: [cap@mec.cuny.edu](mailto:cap@mec.cuny.edu);

Ext. 6914

### **Conclusion**

Managing disruptive behavior effectively requires preparation, patience, and consistency. By implementing these strategies, faculty can create a structured and positive learning environment that benefits all students.

For additional support, contact Student Success and Enrollment Management at [studentsuccess@mec.cuny.edu](mailto:studentsuccess@mec.cuny.edu) or 718-270-6046.