

# Disruptive in class

## Concern

Ongoing disruptive behavior, characterized by clowning around, making smart remarks, joking (often at the expense of others), dropping items, passing notes, chattering, poking at neighbors, etc.

## Description

Disruptive behavior not only affects the teacher, it jeopardizes other students' ability and opportunity to learn. Some research has shown that it is the students in the middle who are most affected by distractions and disruptions. Thus, it should not be surprising that test scores overall go down when a few students are allowed to disrupt the learning process.

Students may disrupt the class for a variety of reasons. They may simply be bored, and want a little excitement. They may be trying to undermine authority, without risking outright defiance. They may want to divert attention away from their own learning problems or failure. They may be trying to "normalize" themselves, especially if they are either very gifted, or have serious learning disabilities. If they are

self-conscious about status, they may be trying to equalize relations with other students whom (they perceive) feel superior to them. They may be covering the pain of a difficult family situation or reacting to something or someone who is bothering them.

Some may have a genuine comic inside them looking for expression. If so, encourage them to develop this gift for comedy, but to choose a more appropriate time and place to share it. A hand signal may be enough to remind them.

## Goals of intervention - students will:

- Curb the disruptive behavior
- Increase overall impulse control
- Identify underlying reason for behavior
- Provide resources for dealing with those reasons
- Provide an outlet for creative expression

## **A suggested scope and sequence - Teens**

Strengths	Controlling impulses	Intelligences
Humor	Stopping reactions	Trauma
Learning style	Predicting consequences	Following instructions
Creativity	Blurting out	Conflict with teacher
Authority - defying	Learning disability	
Authority - dealing with	Disrespected	
Put downs	Bored	

## **A suggested scope and sequence - Kids**

Strengths	Predicting consequences	Smarts
Attention problems	Impulse control	Instructions - following
Reactions - controlling	Blurting out	Teacher problems
Learning style	Hands and feet	Connecting with others
Picked on by peers	Learning problems	
Authority	Respect	