

# How to Deal with Those Annoying Classroom Behaviors

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A committee on Classroom Behavior has completed its investigations, including 765 surveys of students in G.E. classes. Here is a summary of the findings on what students found to be the most annoying behaviors by other students in order of importance, and tips on how to deal with those classroom annoyances!

## **Problem**

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## **Tips**

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| 1. Talking in class/disrupting others  | <ul style="list-style-type: none"><li>• Point out disruptive behavior<br/>Ask offenders to stop their specific disruptive behavior (* see suggested script below)</li></ul>   |
| 2. “Last 5 minute shuffle” (or packing up to leave)                                    | <ul style="list-style-type: none"><li>• Set norms/expectations at beginning of class</li><li>• Give important points (for exam) at end of class</li></ul>   |
| 3. Late arrivals/early departures  | <ul style="list-style-type: none"><li>• Set aside area near exit</li><li>• Have students inform instructor if early/late times are necessary</li></ul>  |
| 4. Cheating  | <ul style="list-style-type: none"><li>• Use extra proctors</li><li>• Random assignment of seats on test days</li><li>• Designate seating by alphabet, number, fill up from bottom</li><li>• Multiple forms of exam</li><li>• Turn in exam in front and exit from front</li><li>• Spot check IDs</li></ul> |
| 5. Wasting time (stupid, and/or repetitive questions, coming not prepared)             | <ul style="list-style-type: none"><li>• See student after class</li><li>• Provide question box, written or oral pop quizzes, homework assignments to be turned in</li></ul>   |
| 6. Disrespectful behavior (distracting behavior; noises; trashing; baiting instructor) | <ul style="list-style-type: none"><li>• Excuse students</li><li>• Set norms at beginning of class</li><li>• Mention types of disruptive behaviors</li><li>• TA monitoring</li></ul>   |

\* **Suggested script:** I feel (*feeling word*) when you (*specific behavior*) because (*results/consequences of their behavior on self and/or others*). I would prefer that you (*preferred behavior*) (*which results in new desired out-come*). Thank you for your cooperation.

**THIS FINAL STATEMENT IS MOST IMPORTANT BECAUSE IT POSITIVELY AND PROFESSIONALLY AFFIRMS THE INSTRUCTOR-STUDENT RELATIONSHIP.**

\* **Example of the suggested script:** I feel concerned when you close your books and prepare to leave class early because this behavior *disrupts the class and other students are not able to hear*. I would prefer that you wait until I dismiss class before you prepare to leave, then everyone will hear. I appreciate your cooperation.

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