

# High-Level Design

Manage disruptive behavior in class



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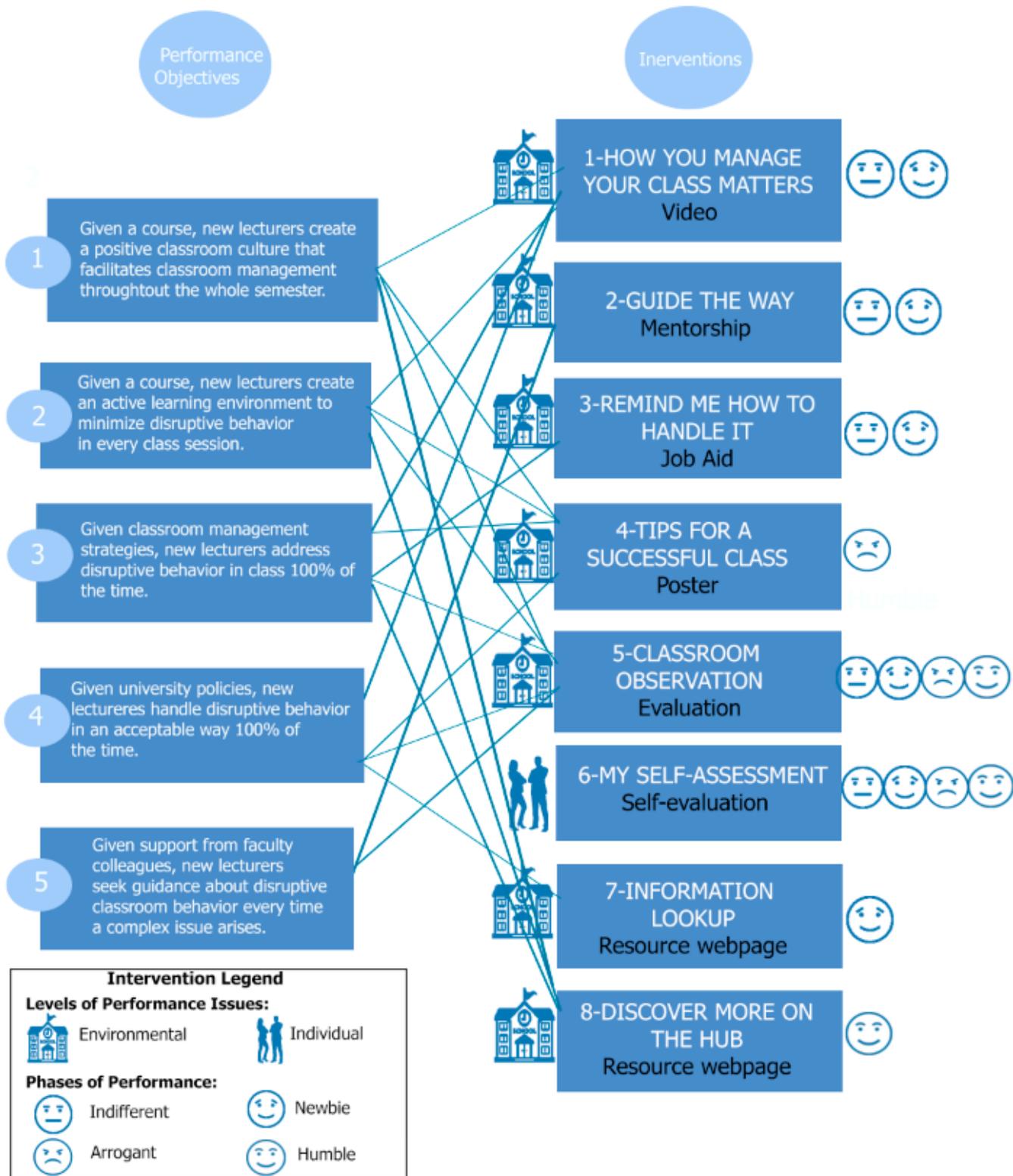
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## Road Map

Job one: New lecturers manage disruptive behavior in their classes effectively. (Effectively: in a manner to produce the expected or desired result.)



# 1- HOW YOU MANAGE YOUR CLASS MATTERS

1-4



**Users:**  
New lecturers

**Performance need(s):**  
Information, resources

**Form:**  
Online video

**Communication medium:**  
Computer-based

**Structure:**  
Promotional, informational

**Style:**  
Formal



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The purpose of this intervention is to introduce new lecturers to the issue of disruptive behavior and the benefits of effective classroom management. A brief five minute video will be created in order to raise awareness and develop new lecturers' interest to the issues that ignoring disruptive classroom behavior can cause by showcasing real-life examples.



*The job aid provides on the spot information to reduce doubt on what types of techniques can be used. It can be applied to find solutions to various situations. It is easy to navigate for the user.*



*The job aid might not be adequate for handling certain highly sensitive or complex behavioral issues.*

## 2- GUIDE THE WAY

5



**Users:**  
New lecturers  
Faculty colleagues

**Form:**  
Mentoring

**Structure:**  
Discussion

**Performance need(s):**  
Resources

**Communication medium:**  
In-person

**Style:**  
Informal



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The purpose of this intervention is to provide new lecturers with guidance from a well experienced professor in their department acting as a mentor during their first semester of teaching. During these 30-minute meetings, the mentor will be available to provide guidance by discussing concerns and providing tips about classroom management, helping with lesson planning, and providing moral support. The specific needs of the lecturer will be discussed and determined during the first meeting in order to come up with a plan for the semester including short-term and long-term goals. The new lecturer could sit in on one of the mentor's classes in order to see an expert in action. Moreover, the mentor could observe the new lecturer's class and provide classroom management feedback on his or her teaching.



*The mentor can provide support and guidance to the new lecturer during the meetings. If the lecturer is experiencing any challenges or concerns, he or she can get feedback on specific situations.*



*The mentor and lecturer may have different teaching styles and approaches to managing disruptive behavior in class. A new lecturer may not be keen on having a mentor observe their class.*

# 3- REMIND ME HOW TO HANDLE IT

3



**Users:**  
New lecturers

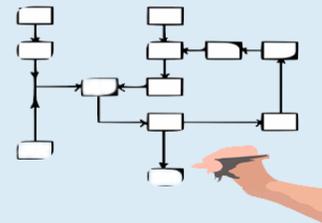
**Performance need(s):**  
Resources

**Form:**  
Job aid

**Communication medium:**  
Print, PDF

**Structure:**  
Visual document

**Style:**  
Professional



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The purpose of this job aid is to provide an on-the-job resource to help new lecturers best select appropriate strategies for dealing with disruptive behavior. It will be made up of a flow chart and questions that will help lecturers in decision making when they are faced with various disruptive situations. Based on the main types of disruptive behavior, targeted questions will suggest appropriate techniques.



*The job aid provides on the spot information to reduce doubt on what types of techniques can be used. It can be applied to find solutions to various situations. It is easy to navigate for the user.*



*The job aid might not be adequate for handling certain highly sensitive or complex behavioral issues.*

## 4- TIPS FOR A SUCCESSFUL CLASS

1-4



**Users:**  
New lecturers  
Students

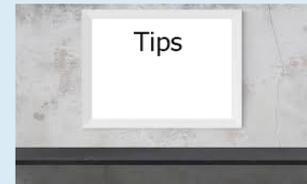
**Form:**  
Poster

**Structure:**  
Text-based

**Performance need(s):**  
Information

**Communication medium:**  
Print

**Style:**  
Professional



The purpose of this intervention is to remind lecturers how to ensure good classroom management. This poster will contain some tips that lecturers can follow in their courses. Posters will be placed in the office hallways and in classrooms at the podium or front of the room. This tool will serve as a reminder and is targeted to more experienced new lecturers who do not need much extra support.



*The poster will serve as a visual reminder displayed at key locations. Also, this poster will allow students to see what behavior is expected of them in the hopes that they will not engage in disruptive behavior.*



*The layout and design of the university might limit the free space available to display the posters on the building walls. Additionally, lecturers may not pay attention to the poster as they walk past it.*

# 5- CLASSROOM OBSERVATION

1-5



**Users:**  
New lecturers  
Faculty colleagues

**Form:**  
Evaluation

**Structure:**  
Observation

**Performance need(s):**  
Information, resources

**Communication medium:**  
In-person, print

**Style:**  
Formal

Lecturer Performance Evaluation Form				
Date:	Lecturer name:	Evaluator name:		
Professional Competence	N/A	Exemplary	Developing	Satisfactory
The lecturer uses appropriate classroom management strategies to manage disruptive behavior (e.g., verbal cues, non-verbal cues, redirection, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer creates an active learning environment (e.g., message participation, word-making method, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer uses appropriate verbal and non-verbal communication skills (e.g., eye contact, posture, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturer uses appropriate verbal and non-verbal communication skills (e.g., eye contact, posture, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



The purpose of this intervention is to monitor the lecturers' classroom management practices through direct observation. This will be carried out by an assessor (e.g., program coordinator, mentor). Lecturers will find out what their strengths and weaknesses are when it comes to classroom management and dealing with disruptive behavior. A rubric will be used to evaluate the lecturers in terms of how well they met the objectives. The lecturers will have access to this form beforehand and will also be sent the completed form that will serve as constructive feedback. There will be two observations conducted to evaluate the changes in performance. Between the two observations, the lecturers will be able to work on the areas that need improvement by consulting with their mentor.



*The direct classroom observation will provide lecturers with guidance and feedback on what and how to improve when dealing with disruptive behavior.*



*Lecturers may find it stressful to be observed, and the anxiety might cause them to perform more poorly.*

## 6- MY SELF-ASSESSMENT

1-5



**Users:**  
New lecturers

**Performance need(s):**  
Knowledge, capacity, motives

**Form:**  
Self-assessment

**Communication medium:**  
Computer-based

**Structure:**  
Reflection

**Style:**  
Formal



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The purpose of this intervention is for lecturers to reflect on their professional development with regards to classroom management. Lecturers will be asked to complete an online form by answering Likert scale questions, ranging from 1 (strongly disagree) to 5 (strongly agree) and open-ended questions on whether or not they are implementing the classroom management strategies in their teaching.



*The self-assessment form will help lecturers look at their teaching practices with a critical eye. Lecturers will reflect on their accomplishments and areas to improve.*



*Lecturers may find it challenging to identify their weaknesses or feel uncomfortable reporting them.*

## 7- INFORMATION LOOKUP

4



**Users:**  
New lecturers

**Performance need(s):**  
Information, resources

**Form:**  
Online resource webpage

**Communication medium:**  
Computer-based

**Structure:**  
Document

**Style:**  
Formal



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The purpose of this intervention is to give lecturers access to important information related to the university's classroom management policies in one central location. On the university's intranet site (The Hub), lecturers will be able to access documentation like the Code of Rights and Responsibilities, guidelines for dealing with disruptive behavior and answers to frequently asked questions on the topic. This is an informational tool that will help new lecturers who are new to university teaching and unfamiliar with the policies.



*The intranet site documentation will be beneficial to lecturers as they can find all relevant content in one space instead of having to search through the university's website.*



*Lecturers may not be inclined to access the content online as they prefer asking mentors/colleagues about information they are unsure about.*

## 8- DISCOVER MORE ON THE HUB

1-3



**Users:**  
New lecturers

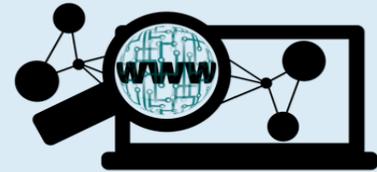
**Performance need(s):**  
Information, resources

**Form:**  
Online resource webpage

**Communication medium:**  
Computer-based

**Structure:**  
Reference list

**Style:**  
Formal



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The purpose of this intervention is to provide lecturers with an online resource page on the university's intranet site (The Hub) so they can find links to peer-reviewed research articles and further reading on various classroom management topics. The content will be posted on The Hub, so lecturers will have direct access to the material by logging with their credentials.



*The online resources can help fill the gap for lecturers who seek to expand their knowledge or delve deeper into a topic related to classroom management.*



*Lecturers may not feel compelled to do more reading on this topic and choose to not access the content.*