

TEACH AND BE TAUGHT: 10 HIJACKING BEHAVIORS

Below is a list of distracting behaviors that often *emotionally hijack* the ability to teach or be taught in individual and group settings. Review the list to determine which behaviors you may exhibit **and** how to manage distracting behaviors when teaching others.

Behavior	Explanation	Response
Know-It-All	Is an authority on all subjects and lets everyone know it. Undermines the teacher.	Acknowledge, but encourage, individual to let others catch up. Apply the 30-second rule of monopolizing behavior.
Over-Talker	Is constantly talking to neighbors, to the teacher and to themselves.	Use eye contact. Reinforce positive behavior. Talk to in private, if necessary.
Questioner	Asks questions about everything, but does not listen for the answer. Often questions are not germane to the issues being discussed.	Ask individual to “hold on to the question, and if it is not answered by the end of the session, please ask again.”
Disinterested	This is the “yawner.” This person is so personally boring that he or she puts everyone else to sleep.	Probe with open-ended questions. Ask them to analyze something. Make them a leader in a breakout session.
Joker	Keeps everyone in stitches but prevents the group from proceeding.	Direct eye contact. Use directive questioning. Minimize attention in group. Talk to at break, if necessary.
In-and-Outter	Always leaving to make phone calls, pick up messages or anything else that causes him or her to leave.	Establish rules in advance. Announce break times. Talk to habitual abuser in private.
Not Prepared	Has not completed the pre-work, the agreed-upon outside activities or anything else promised for the group.	Minimize the negative impact of missing material as much as possible. Ignore it if you can. Talk to in private if needed. Set group norms.
Whiner	Needs constant handholding. Complains all the time no matter what is happening.	Put in charge of a group—they want attention. Put in small groups when possible. Socialize with them at break. If it still continues, talk to in private about the perception of bullying behavior.
Distractor	Finds anything else to occupy his or her, or the entire group’s, attention.	See Joker (above). Set group norms to handle uncivil, rude or other distracting behaviors (e.g., electronic devices).
Early-Leaver	Has a plane to catch, a meeting to attend, or any other justification for leaving just before the most important part of the session.	Set group norms up front about attendance. Inquire in private about what is needed to have this learning be a priority. Be clear on attendance guidelines, life/work demands, and the commitment to learning. Use a commitment contract.