

# DISRUPTIVE BEHAVIOR AS COMMUNICATION IN CLASSROOM SYSTEMS THROUGH SYSTEMIC THINKING

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KONSTANTINA KONSTANTINIDI

*Universidad Internacional Isabel I de Castilla*

## 1. INTRODUCTION

Classroom disruption has long been one of the central challenges of pedagogical practice. Within conventional educational frameworks, disruptive student behavior is frequently interpreted as evidence of deficits located within the individual learner—whether framed as a lack of self-control, a disorder requiring diagnosis, or a symptom of motivational deficiency (Bear, 2010; Kazdin, 2013). This view, rooted in a largely linear and medicalized logic, often results in interventions that attempt to correct, suppress, or remediate the individual child. Such responses, while sometimes effective in the short term, risk pathologizing students and obscuring the broader social, relational, and communicative functions of their behavior.

Systemic thinking offers an alternative perspective that shifts the focus from the individual to the relational dynamics of the classroom. Building on Gregory Bateson's (1972) theory of communication and the cybernetic paradigm, systemic approaches conceptualize behavior not as isolated acts but as meaningful elements embedded within networks of interaction. From this perspective, disruptive actions are not random disturbances; rather, they can be understood as communicative signals that help sustain systemic balance, express tensions, or reveal otherwise unarticulated needs within the educational environment (Watzlawick, Beavin, & Jackson, 1967; Hoffman, 1981).

The Milan systemic school (Selvini Palazzoli, Boscolo, Cecchin, & Prata, 1980) deepened this relational lens by developing techniques that explore how symptoms maintain homeostasis within family systems. Their work highlighted the role of circular questioning, neutrality, and hypothesizing as tools for uncovering patterns of interaction that give rise to apparently problematic behaviors. Later narrative systemic approaches (White & Epston, 1990) expanded these ideas by demonstrating how individuals' lived experiences and identities are shaped through stories embedded in relational and cultural contexts. When transposed into pedagogical practice, these systemic insights allow educators to reconceptualize student disruption not as pathology but as communication—messages that reflect and co-construct the classroom system itself.

Educational research increasingly supports the value of relational and systemic perspectives. Classroom management studies indicate that teacher–student interactions are pivotal in shaping behavioral outcomes (Jennings & Greenberg, 2009; Emmer & Sabornie, 2014). Moreover, ecological theories of education, such as Bronfenbrenner's (1979) ecological systems theory, parallel systemic thinking by emphasizing the interconnected layers of influence—family, peers, institutional culture—that interact with classroom dynamics. From this standpoint, disruptive behavior can be seen as a systemic phenomenon situated within nested relational contexts rather than as a purely individual problem.

The integration of systemic thinking into pedagogy therefore serves a dual purpose. On one hand, it challenges deficit-oriented models that risk stigmatizing students. On the other, it equips educators with conceptual and practical tools to interpret and respond to disruption as communicative phenomena. By cultivating systemic sensitivity, teachers can adopt reflexive stances that recognize their own role within classroom dynamics and open space for more constructive engagement with students. This chapter contributes to this endeavor by advancing a conceptual framework that interprets disruptive behavior as a symptom of communication within classroom systems, outlining the theoretical foundations, methodological considerations, and pedagogical implications of such an approach.

## 1.1. DISRUPTIVE BEHAVIOR IN TRADITIONAL EDUCATIONAL PARADIGMS

Educational systems have historically framed disruptive behavior as a deviation from normative standards of discipline, attention, and compliance. Psychological and educational literature often situates such behavior within the individual, categorizing it as symptomatic of disorders such as Attention-Deficit/Hyperactivity Disorder (ADHD) or Oppositional Defiant Disorder (ODD) (American Psychiatric Association, 2013). These diagnostic frameworks emphasize causality in terms of deficits or dysfunctions, leading to interventions such as behavioral modification programs, pharmacological treatments, or exclusionary disciplinary measures (Bear, 2010; Kazdin, 2013).

Although such approaches may yield immediate behavioral control, they often neglect the relational contexts in which these behaviors emerge. Students may act disruptively not solely due to individual impairments, but as responses to perceived injustice, unmet emotional needs, or classroom dynamics that silence certain voices (Skiba et al., 2014). By focusing narrowly on individual pathology, traditional paradigms risk obscuring the communicative value of disruptive behavior, reducing opportunities for educators to engage with the underlying meanings that such behavior might convey.

## 1.2. SYSTEMIC THINKING AND COMMUNICATION THEORY

Systemic thinking, influenced heavily by cybernetics and communication theory, introduces a non-linear framework for understanding human behavior. Bateson (1972) emphasized that communication is not merely the transmission of information but a patterned interaction through which meaning is co-constructed. In systemic terms, every behavior—verbal or non-verbal, cooperative or disruptive—is a communicative act that both reflects and reshapes the system in which it occurs.

Watzlawick, Beavin, and Jackson (1967) articulated this principle in their axioms of communication, asserting that one “cannot not communicate.” Disruptive classroom behavior, therefore, must be understood not as meaningless noise but as embedded in the flow of relational messages. A student’s refusal to comply, for instance, may

communicate resistance, identity assertion, or an attempt to reconfigure power relations within the classroom. Such acts may disturb immediate order but can be interpreted as efforts to renegotiate systemic balance.

Systemic thinking thus resists linear cause-and-effect models, preferring to examine circular patterns of interaction. From this perspective, teacher responses to disruption are not neutral; they contribute to feedback loops that can either escalate or de-escalate tensions. A punitive response may temporarily restore compliance but reinforce oppositional dynamics, whereas a reflexive, systemic response may uncover and address underlying relational tensions.

### 1.3. FROM FAMILY SYSTEMS TO CLASSROOM SYSTEMS

Systemic approaches originated primarily within family therapy, where symptoms were reconceptualized as functional within relational networks. The Milan school of systemic therapy (Selvini Palazzoli et al., 1980) proposed that problematic behaviors often maintain homeostasis, serving as signals that reveal hidden alliances, conflicts, or anxieties within the family system. Their therapeutic strategies—such as circular questioning, reframing, and hypothesizing—sought to uncover these dynamics and shift patterns of interaction.

Although schools are not families, classrooms share systemic features: hierarchies, implicit rules, roles, and feedback mechanisms that structure interaction. Transferring systemic insights into pedagogy thus allows educators to perceive student disruption as a symptom of classroom relational dynamics. For example, a student who persistently interrupts lessons may be enacting a systemic role—drawing attention to a neglected perspective, diffusing tension, or testing the boundaries of authority. Rather than viewing such behavior solely as defiance, systemic pedagogy encourages educators to inquire into its communicative function within the system as a whole.

This transposition from therapeutic to pedagogical systems aligns with broader educational theories that emphasize ecology and context. Bronfenbrenner's (1979) ecological systems model underscores how behavior is situated within nested systems of influence, from immediate

classroom interactions to institutional policies and cultural narratives. Such ecological thinking complements systemic pedagogy by highlighting the multilevel nature of disruptive behavior.

#### 1.4. TOWARD A SYSTEMIC PEDAGOGY

Integrating systemic thinking into pedagogy provides a framework for reimagining classroom management as more than behavioral control. Instead, it positions educators as systemic observers and participants whose interpretations and responses co-create the classroom environment. By recognizing disruption as communication, teachers can approach behavioral challenges with curiosity rather than judgment, exploring the meanings and functions of student actions within relational dynamics.

This shift has significant pedagogical implications. It invites teachers to reflect on how their own actions—tone of voice, classroom structures, disciplinary practices—participate in systemic loops. It also encourages practices such as reframing disruptive acts, engaging students in circular questioning, and fostering collaborative reflection, all of which promote systemic sensitivity. Ultimately, a systemic pedagogy does not aim to eliminate disruption but to interpret it productively, transforming it into an opportunity for deeper relational engagement and systemic awareness.

## 2. OBJECTIVES

The core aim of this chapter is to introduce and develop a systemic framework for understanding disruptive student behavior as communicative phenomena within classroom systems. By reframing disruption from an individual pathology to a relational signal, the chapter seeks to enrich pedagogical theory and offer educators conceptual tools for reflective practice.

More specifically, the chapter pursues the following objectives:

1. To present core systemic concepts relevant to pedagogy. Drawing on communication theory, systemic therapy traditions, and ecological perspectives, the chapter introduces

foundational principles such as circular causality, homeostasis, and the notion of symptom as communication. These concepts are contextualized for educational settings to provide teachers with alternative interpretive lenses for classroom behavior.

2. To reinterpret disruptive behavior as communicative action. The chapter elaborates how student disruptions may function as relational messages embedded within classroom systems. By shifting from a deficit model to a communicative model, educators are invited to explore the meanings and functions of disruption in maintaining systemic balance, expressing tensions, or signaling unmet needs.
3. To adapt systemic techniques for educational practice. While systemic methods originate in family therapy, their conceptual logic can be transferred to pedagogy. The chapter identifies techniques such as reframing, circular questioning, and reflective stance-taking, exploring how these can be thoughtfully adapted to classroom contexts to enhance teacher reflexivity and responsiveness.
4. To propose a framework for systemic pedagogy. Beyond individual strategies, the chapter aims to outline a broader pedagogical orientation grounded in systemic sensitivity. This involves cultivating an awareness of teachers' own participation in classroom dynamics, integrating systemic perspectives into teacher training, and fostering school cultures that value relational complexity.

Through these objectives, the study contributes to the ongoing dialogue on innovative approaches to classroom management and pedagogy. By embedding systemic thinking within educational discourse, it seeks to challenge reductionist paradigms and promote a more nuanced understanding of student behavior that recognizes the interdependence of all participants in the learning environment.

### 3. METHODOLOGY

This study is theoretical and conceptual in nature. Rather than presenting empirical data, it develops a framework for reinterpreting disruptive student behavior through systemic thinking by synthesizing key ideas from communication theory, systemic therapy, and educational research. The methodology is grounded in three complementary strategies: theoretical review, conceptual adaptation, and illustrative exemplification.

#### 3.1. THEORETICAL REVIEW

The first methodological step involves a selective review of foundational systemic theories, including:

- Gregory Bateson’s (1972) work on communication and ecology of mind, which situates behavior as patterned relational exchange.
- The Milan systemic school (Selvini Palazzoli, Boscolo, Cecchin, & Prata, 1980), which conceptualizes symptoms as functional within systemic homeostasis.
- Narrative systemic approaches (White & Epston, 1990), which highlight the role of meaning-making and story in shaping experience.

In parallel, pedagogical literature is consulted to integrate systemic insights with educational concerns, drawing on ecological systems theory (Bronfenbrenner, 1979), classroom management research (Emmer & Sabornie, 2014), and studies of teacher–student relationships (Jennings & Greenberg, 2009). The review is not exhaustive but strategically focused on concepts that support a systemic reinterpretation of disruptive behavior in classroom contexts.

#### 3.2. CONCEPTUAL ADAPTATION

The second step involves adapting systemic therapeutic concepts for pedagogical use. While systemic therapy primarily addresses family dynamics, classrooms can be analyzed as analogous systems

characterized by roles, rules, feedback loops, and relational patterns. The methodology therefore entails:

- Translating systemic concepts (e.g., circular causality, reframing, neutrality) into pedagogical principles.
- Reframing therapeutic techniques (e.g., circular questioning) as reflective tools for teachers.
- Identifying parallels between systemic therapy’s focus on relational homeostasis and classroom dynamics of order, participation, and conflict.

This conceptual transposition respects the distinct contexts of therapy and pedagogy while leveraging systemic insights to inform teacher reflexivity and classroom practice.

### 3.3. ILLUSTRATIVE EXEMPLIFICATION

Since this study is theoretical, it does not rely on empirical case studies. Instead, illustrative classroom scenarios are constructed as heuristic examples. These examples serve to demonstrate how systemic concepts can be applied in practice—for instance, how a teacher might interpret a student’s repeated interruptions as communicative signals rather than merely disruptive acts. Such scenarios are not empirical findings, but conceptual illustrations designed to clarify theoretical points and stimulate pedagogical reflection.

### 3.4. METHODOLOGICAL ORIENTATION

Overall, the methodology can be described as a conceptual synthesis with pedagogical application. It integrates interdisciplinary theories into a coherent framework, adapts them for the educational domain, and illustrates their implications through hypothetical examples. This approach aligns with traditions of theoretical research in education, where conceptual models are developed to challenge existing paradigms and open new avenues for practice and inquiry (Biesta, 2010).

## 4. RESULTS

Although this study does not present empirical data, it generates several anticipated outcomes by reframing disruptive behavior as communicative within classroom systems. These results emerge from the conceptual synthesis of systemic theory and pedagogy, and they indicate potential contributions to both educational research and classroom practice.

### 4.1. RECONCEPTUALIZATION OF DISRUPTIVE BEHAVIOR

One of the most significant outcomes is the reframing of disruptive acts from individual pathology to systemic communication. In conventional educational approaches, behaviors such as talking out of turn, resisting instructions, or refusing to participate are often categorized as deficits within the student, signaling a lack of discipline or even a disorder requiring diagnosis. Systemic thinking challenges this reductionist perspective by emphasizing that such acts do not occur in isolation but are embedded within complex patterns of interaction.

For example, a student who frequently interrupts may not simply lack impulse control but could be signaling a need to redirect attention, test relational boundaries, or highlight overlooked perspectives within the classroom discourse. Similarly, non-participation may represent not disengagement per se but a silent form of resistance to classroom dynamics that feel exclusionary. Interpreting behavior in this way transforms disruption from a problem to be eradicated into a message to be decoded. This outcome not only humanizes students but also provides educators with richer interpretive frameworks to understand the diversity of behaviors they encounter.

### 4.2. EXPANDED TEACHER REFLEXIVITY

A systemic perspective highlights the interdependence between student behavior and teacher responses. Within linear models, teachers are often positioned as external authorities who impose order on otherwise chaotic student behavior. Systemic thinking reveals instead that teachers are participants in the very patterns they seek to regulate. Every teacher response—whether punitive, supportive, or neutral—feeds

back into the system, influencing subsequent student behaviors and shaping the climate of the classroom.

The anticipated outcome here is an increase in teacher reflexivity. Educators are encouraged to look beyond the immediate act of disruption and to reflect on their own role in perpetuating or transforming systemic dynamics. For instance, if a teacher consistently reacts punitively to a particular student's interruptions, the cycle of resistance and reprimand may escalate. By adopting a reflexive stance, the teacher may instead ask: "*What might my reaction be reinforcing? How might I alter my response to change this dynamic?*" Such reflexivity aligns with the systemic principle of circular causality, which underscores that behavior cannot be understood in linear terms of cause and effect but only in relation to the feedback loops of the system.

#### 4.3. STRENGTHENED COMMUNICATION WITHIN CLASSROOMS

Viewing disruption as communication also fosters a greater emphasis on dialogue in the classroom. If every behavior conveys a message, then the educator's task is not only to maintain order but also to listen for meaning. This orientation redefines the teacher–student relationship, transforming it from one of unilateral control to one of reciprocal communication.

Consider the case of a student who persistently makes jokes during instruction. Rather than interpreting this exclusively as a distraction, a systemic perspective would encourage the teacher to consider the communicative function of the humor: perhaps it diffuses tension, asserts social identity within peer groups, or challenges the power hierarchy of the classroom. By acknowledging and exploring these communicative dimensions, the teacher may uncover deeper relational dynamics at play. Such interpretive work enhances dialogue between teacher and student, reduces adversarial relationships, and creates conditions for more authentic engagement. In this way, disruption becomes a catalyst for strengthening rather than weakening classroom communication.

#### 4.4. REDUCTION OF PATHOLOGIZING LABELS

Another important result is the reduction of pathologizing labels. In many educational settings, students who display disruptive behaviors are quickly categorized as “troublemakers,” “defiant,” or even “unfit” for mainstream learning environments. Such labels not only stigmatize students but also tend to solidify negative expectations among peers, teachers, and even the students themselves. A systemic perspective disrupts this cycle by situating behavior within relational and systemic contexts rather than within the individual alone.

This outcome has profound implications for equity and inclusion. Research consistently demonstrates that students from marginalized or minority backgrounds are disproportionately disciplined and more likely to be excluded from the classroom (Skiba et al., 2014). Pathologizing labels often serve as justification for these exclusions, reinforcing structural inequities. By reframing disruption as communication, systemic pedagogy resists such reductive categorization. Instead, it emphasizes relational complexity and contextual understanding, enabling teachers to interpret behaviors without resorting to stigmatizing labels. In practice, this may result in more empathetic interventions, reduced reliance on exclusionary discipline, and the cultivation of classroom environments that affirm rather than marginalize diverse student identities.

#### 4.5. ENHANCED CLASSROOM COHESION AND ADAPTIVE RESPONSES

When disruption is interpreted as a communicative signal rather than as an obstacle to be suppressed, the entire classroom system benefits. Students who sense that their behaviors are understood as meaningful are more likely to feel recognized and valued, even when their actions are challenging. This acknowledgment contributes to classroom cohesion, as students perceive themselves as integral members of the learning environment rather than as outsiders or problems to be managed.

Moreover, systemic pedagogy equips teachers with adaptive strategies to address disruption constructively. Instead of defaulting to punitive measures, educators may employ reframing to highlight positive aspects of behavior, or reflective questioning to explore the meanings

behind student actions. For example, a teacher confronted with persistent non-compliance might ask not “*How do I stop this behavior?*” but “*What might this behavior be expressing about the classroom dynamic?*” Such shifts in perspective transform conflict into opportunities for collective problem-solving. The anticipated result is not the elimination of disruption but the development of resilient classroom systems capable of adapting to tensions in ways that strengthen relationships and foster a sense of shared responsibility.

#### 4.6. THEORETICAL CONTRIBUTION TO EDUCATIONAL DISCOURSE

Finally, this study makes a theoretical contribution to the broader discourse on education by bridging systemic psychotherapy and pedagogy. By importing concepts such as circular causality, homeostasis, and symptom as communication into educational theory, it enriches the conceptual vocabulary available to educators and researchers. This interdisciplinary integration challenges the dominance of linear, deficit-based models and proposes a relational framework for interpreting classroom dynamics.

Such a contribution is significant because it lays the groundwork for further empirical research. While this chapter is conceptual, its theoretical results invite scholars to design studies that test the practical efficacy of systemic pedagogy in diverse contexts. For instance, researchers might examine how systemic training influences teacher reflexivity, how classrooms that adopt systemic approaches handle disruption differently, or how students perceive being understood as communicators rather than as problems. Thus, the theoretical results of this chapter extend beyond immediate pedagogical applications to stimulate new research agendas and broaden the field of educational inquiry.

### 5. DISCUSSION

The outcomes presented in this chapter illustrate the potential of systemic thinking to reframe how educators and researchers understand disruptive behavior in classrooms. While the study is conceptual rather than empirical, the theoretical results provide a basis for rethinking

pedagogical practice, professional development, and educational theory more broadly. The discussion that follows examines these outcomes in greater depth, linking them to systemic principles and exploring their implications for educational contexts.

A central implication of this work is the reconceptualization of disruptive behavior as communication. Within traditional paradigms, disruption is frequently interpreted as evidence of failure—whether of the student’s self-regulation, the family’s upbringing, or the teacher’s classroom management skills. Systemic theory challenges this interpretation by highlighting that all behavior is communicative and must be understood within its relational context (Watzlawick, Beavin, & Jackson, 1967). By applying this principle to pedagogy, educators are invited to treat disruption not as meaningless interference but as a signal of systemic tensions or needs. This interpretive shift aligns with Bateson’s (1972) view of communication as patterned interaction, wherein even seemingly chaotic behaviors serve a function within the broader ecology of the system.

The emphasis on teacher reflexivity further underscores the transformative potential of systemic pedagogy. Teachers often operate under institutional pressures that frame their role as the enforcement of compliance and order. Yet systemic thinking reveals instead that teachers are themselves participants in the very dynamics they seek to control. Their responses—whether punitive, supportive, or avoidant—feed into feedback loops that shape the trajectory of classroom interactions. This recognition invites educators to adopt a more reflexive stance, examining how their own assumptions, expectations, and practices contribute to the persistence or resolution of disruptive behavior. Reflexivity also challenges the binary distinction between “good” and “bad” behavior, positioning teachers instead as co-constructors of meaning within the classroom system.

Another key discussion point concerns the communicative dimension of disruption. When educators approach disruptive acts as messages rather than as obstacles, new possibilities for dialogue emerge. This orientation does not imply permissiveness or the abandonment of structure but rather a commitment to curiosity and exploration. For example, a student’s joking may disrupt the flow of a lesson but also communicate an effort to relieve tension or assert identity. By acknowledging and

working with these meanings, teachers strengthen relational trust and foster a classroom climate in which communication is multi-directional rather than hierarchical. In this sense, systemic pedagogy resonates with dialogical educational models that emphasize participation, mutual recognition, and co-construction of meaning (Freire, 1970).

The reduction of pathologizing labels represents another critical implication. Labels such as “troublemaker” or “disorderly” not only stigmatize students but also risk becoming self-fulfilling prophecies that limit academic and social opportunities. From a systemic perspective, such labels obscure the relational functions of behavior by locating the “problem” within the student alone. This individualization of blame is particularly problematic given evidence that students from marginalized groups are disproportionately subjected to negative labeling and exclusionary discipline (Skiba et al., 2014). By reframing behavior as systemic communication, educators can resist deficit-based paradigms and move toward more inclusive practices that recognize diversity as a source of richness rather than disruption.

Classroom cohesion and adaptability emerge as systemic benefits when disruption is interpreted through this lens. A system that treats disruptive acts as meaningful signals is better positioned to respond flexibly and creatively to tension. Instead of escalating conflict through rigid control, systemic pedagogy encourages practices such as reframing, circular questioning, and collaborative reflection. These techniques transform conflict into opportunities for growth, allowing classrooms to become more resilient in the face of challenges. The implication here is that disruption is not antithetical to learning; rather, it can be a catalyst for collective problem-solving and deeper relational engagement.

Finally, the theoretical contribution of this study lies in its integration of systemic therapy and pedagogy. By introducing concepts such as circular causality, homeostasis, and symptom as communication into educational discourse, this chapter provides a framework for analyzing classroom dynamics in ways that transcend linear cause-and-effect models. This integration has implications not only for pedagogy but also for teacher training and educational policy. Teacher preparation programs, for instance, could incorporate systemic perspectives to help future

educators develop reflexive skills and relational awareness. At the policy level, systemic thinking could inform approaches to discipline that prioritize inclusion and communication over exclusion and punishment.

Despite its promise, the application of systemic thinking in education is not without challenges. A major limitation lies in the conceptual nature of this study. While systemic theory provides compelling interpretive frameworks, empirical evidence on its classroom application remains limited. Teachers may be hesitant to adopt new paradigms without clear evidence of effectiveness, particularly in environments where accountability and measurable outcomes dominate educational discourse.

Institutional constraints also pose challenges. Schools often operate within structures that emphasize standardization, efficiency, and control, leaving limited space for systemic reflexivity and dialogical practices. Teachers under pressure to cover curricula or meet testing benchmarks may feel they cannot devote time to exploring the communicative dimensions of disruption. Furthermore, disciplinary policies grounded in punitive models may conflict with systemic approaches, creating tension between institutional mandates and pedagogical values.

Another limitation concerns the training required for systemic practice. Techniques such as circular questioning or reframing demand not only conceptual understanding but also interpersonal skill, emotional regulation, and reflexivity. Without sufficient professional development, educators may struggle to apply systemic perspectives consistently or effectively. In some cases, misapplication could even risk trivializing student experiences if systemic interpretations are imposed without sensitivity to context.

Nevertheless, these limitations point toward fruitful directions for future research and practice. Empirical studies are needed to explore how systemic pedagogy affects classroom dynamics in diverse contexts, including urban, rural, and multicultural settings. Such research could examine whether systemic training improves teacher reflexivity, how students perceive being understood as communicators, and what long-term impacts systemic practices have on inclusion and equity.

In teacher education, future initiatives could integrate systemic theory into curricula, combining conceptual instruction with experiential

learning, role-play, and reflective supervision. Partnerships between schools and systemic practitioners could also help adapt therapeutic techniques for pedagogical contexts in ways that respect educational realities.

At the policy level, systemic thinking could inform reforms in school discipline, shifting from exclusionary models toward restorative and communicative practices. Future discourse may also explore how systemic pedagogy intersects with other frameworks, such as trauma-informed teaching or culturally responsive education, to create hybrid models that address multiple dimensions of student behavior and learning.

## 6. CONCLUSIONS

This chapter has argued for the value of systemic thinking as a lens for understanding disruptive student behavior in educational contexts. By reframing disruption not as individual pathology but as communicative action embedded within classroom systems, the study challenges deficit-oriented approaches and offers educators new possibilities for interpretation and response. Drawing on systemic theory, particularly Bateson's communication framework and the Milan school's conceptualization of symptoms, the analysis demonstrates that disruptive acts function as meaningful signals that reflect and influence relational dynamics.

The results suggest several theoretical contributions and pedagogical implications. First, systemic thinking enables the reconceptualization of disruptive behavior, shifting the focus from control and punishment to curiosity and dialogue. Second, it fosters teacher reflexivity, positioning educators not as external enforcers of order but as co-participants in the classroom system. Third, it reduces the risk of stigmatizing students through pathologizing labels, thereby supporting more equitable and inclusive learning environments. Fourth, it enhances classroom cohesion and adaptability, transforming conflict into opportunities for growth. Finally, it enriches educational theory by integrating systemic concepts into pedagogical discourse and laying a foundation for future research.

At the same time, the discussion acknowledges key challenges, including the conceptual nature of this work, the institutional pressures that prioritize standardization and control, and the need for specialized

training to apply systemic methods effectively. These challenges underscore the importance of further empirical studies and pedagogical innovation to test and refine the theoretical propositions advanced here.

In conclusion, systemic pedagogy does not seek to eliminate disruption but to reinterpret it as a communicative resource. By cultivating systemic sensitivity and reflexivity, educators can respond to behavioral challenges with greater empathy, creativity, and inclusivity. Such an approach has the potential to transform classroom management, enrich teacher–student relationships, and contribute to healthier educational ecosystems. The integration of systemic perspectives into teacher training and school policies represents a promising step toward more dialogical, resilient, and equitable practices in education.

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