Inkluderede studier i forskningsoversigten: Undervisningsforstyrrende uro i skolen

	Reference	Abstract
1	Algozzine, K. & Algozzine, B. (2007): Classroom Instructional Ecology and School-Wide Positive Behavior Support, *Journal of Applied School Psychology, 24 (1), 29-47*	Addressing increasing levels of disruptive behavior and improving discipline is a national matter. The challenge is intensified by teachers' concerns about the growing inclusion of students with emotional and behavioral problems in general education classrooms and the general levels of diversity common in America's schools. Removing children with persistent problems from the classroom has commonly been viewed as the solution to maintaining order and security in schools. Recently, proactive, school-wide approaches have come to the fore in discussions of alternative best practices in meeting the discipline challenge and improvements in child behavior indicators have been reported. The purpose of this investigation was to document and compare effects of a school-wide positive behavior support program on the instructional ecology in elementary school classrooms. Treatment fidelity data provided support for the integrity of teachers' use of the program. Total on-task behavior was significantly higher and off-task behavior was significantly lower in targeted classrooms than in comparison classrooms. Significant on-task differences were indicated in hand raising behaviors as well as paying attention. Significant off-task differences were indicated in talking inappropriately and engaging in appropriate tasks. The outcomes are discussed with regard to the importance of continuing efforts to establish the value of positive behavior support programs and improve the educational lives of all students.
2	Armendariz, F. & Umbreit, J. (1999): Using active responding to reduce disruptive behavior in a general education classroom, *Journal of Positive Behavior Interventions 1(3), 152- 158*	Active responding (in the form of response cards) was employed during a math lecture in a 3rd-grade classroom to evaluate its effect on disruptive behavior of 22 8–9 yr olds. Two conditions, conventional lecture with hand raising and response cards, were alternated in a reversal (ABA) design. During baseline, the teacher used a conventional lecture with hand raising method, which consisted primarily of

		lecturing and then asking one child who had raised his or her hand to answer a question. During the active responding (response card) condition, all the students had to respond to the teacher's question by writing an answer on individual cards. Disruptive behavior decreased dramatically when the response cards were used and increased again when the conventional hand raising method was reinstated.
3	August, G. J.; Egan, E. A.; Realmuto, G. M. & Joel M. Hektner (2003): Parceling Component Effects of a Multifaceted Prevention Program for Disruptive Elementary School Children, *Journal of Abnormal Child Psychology, 31 (5), 515-527*	This study examined predictors and outcomes of attendance in two standard components of a multifaceted preventive intervention aimed at children with early-onset disruptive behavior after 3 years of intervention. Mean rate of attendance in the Family Program, but not the Summer School Program, differed by level of child disruptiveness (grouping variable). Although predictors of attendance (SES, single-parent status, child IQ) did not differ across high- and low-disruptive groups, predictors of outcome were moderated by level of child disruptiveness for academic achievement and aggression outcomes, but not for social competence. Higher attendance in the Summer Program was associated with higher child social competence at Year 3 for all children. For academic achievement, higher attendance in the Summer Program was associated with higher scores for mild/moderately disruptive children and lower scores for highly disruptive children in Year 3. Higher attendance in the Family Program was associated with lower aggression scores for mild/moderately disruptive children. Findings highlight the importance of matching intervention components to the assessed or expressed needs of client subgroups. (Source: journal abstract)
4	Avramidis, E. & Bayliss, P. (1998): An enquiry into children with emotional and behavioural difficulties in two schools in the southwest of England, *Emotional and Behavioural Difficulties: A Peer Reviewed Journal 3 (3), 25-35*	Investigated the attributions of teaching staff of what constitutes disruptive behavior, and examined if there is a relationship between learning and behavioral difficulties in 2 schools in the southwest of England. The research was implemented in 3 stages. In the 1st stage, interviews were conducted in a special school involving a class year 7 teacher, a class assistant, and the key stage coordinator for classes 5, 6, and 7. In the 2nd stage, interviews were carried out in a mainstream middle school involving a class year 7 teacher, a class assistant, and the special needs coordinator of the school.

		Finally, a member of the local LEA behavior support team was interviewed. Analysis of the data revealed that emotional and behavioural difficulties are still perceived as something that the individual has and, moreover, the interviewees put too much of a heavy emphasis on the socio-economic background of the children. The recommendations provided at the end of this paper are made on the grounds that schools can do a lot to improve their practice and that all students benefit from circumstances conducive to supporting pupils with disruptive behaviour. (PsycINFO Database Record (c) 2016 APA, all rights reserved)
5	Baker, C., Gentry, J. & Larmer, W. (2016): A Model for Online Support in Classroom Management: Perceptions of Beginning Teachers, *Administrative Issues Journal: Connecting Education, Practice, and Research, Summer 2016, Vol. 6 (1), 22-37*	Classroom management is a challenge for beginning teachers. To address this challenge, a model to provide support for beginning teachers was developed, consisting of a one-day workshop on classroom management, followed with online support extending over eight weeks. Specific classroom management strategies included (a) developing a foundation based on relationships; (b) preventing disruptions with procedures and routines; (c) responding to disruptions and rule violations; (d) providing inclusion for students with special needs; and (e) resolving extreme or continuing conflicts. Participants in the study were beginning teachers at both the elementary and secondary levels. After completing the classroom management workshop, teachers reviewed online video clips of strategies they had learned, applied the strategies in their respective classrooms, and engaged in online discussions of the results obtained. Researchers conducted a qualitative assessment of the discussion entries posted by the new teachers to determine the strategies employed, emerging themes, and the results obtained. Participants successfully employed classroom management strategies and reported generally positive results. Additional research is needed with a larger number of participating teachers.
6	Baumann, C., Krskova, H. (2016): School Discipline, School Uniforms and Academic Performance, *International Journal of Educational Management, vol. 30 (6), 1003-1029*	Purpose: The purpose of this paper is to examine the role of school discipline in achieving academic performance. The study aims to clarify the role of permissive "vis-à-vis" authoritative teaching styles with an overarching hypothesis that better discipline leads to better academic performance. The authors also probe whether uniformed students have better discipline. Design/methodology/approach: The authors analyse Organisation for Economic Co-operation and Development's

		Programme for International Student Assessment data on school discipline dimensions: students listening well, noise levels, teacher waiting time, students working well, class start time. Analysis of variance (ANOVA) with "post hoc" analysis on five geographic groups established by Baumann and Winzar (2016) was applied to test for geographic differences (Europe, Americas, Far East Asia, Rest of Asia, Anglo-Saxon cluster) in school discipline. ANOVA was further used to test for school discipline and academic performance. Third, t-tests on five discipline dimensions were run to test for differences between students who wear uniforms and those who do not. Findings: The results demonstrate differences in school discipline across five geographic clusters, with East Asia leading the way. The authors demonstrate significant differences in discipline for low, medium and high performing students. Peak-performing students have the highest level of discipline. Students wearing a uniform listen better with lower teacher waiting times. Originality/value: Students peak perform when teachers create a disciplined atmosphere where students listen to teachers, where noise levels in the classroom are low and they do not have to wait to start class and teach. Good discipline allows students to work well and this ultimately leads to better academic performance. Uniforms contribute to better discipline in everyday school operations. The findings support that in general, implementing school uniforms at schools might enhance discipline and allow for better learning. The authors recommend keeping uniforms where they are already used and to consider introducing uniforms where they are not yet common.
7	Beaman, R., Wheldall, K. & Kemp, C. (2007): Recent Research on Troublesome Classroom Behaviour: A Review, *Australian Journal of Special Education, 31 (1), 45-60*	A review is provided of recent research literature on the topic of troublesome classroom behaviour, published over the past decade or so with particular to research carried out in Australian schools. Nine Australian studies are reviewed, as well as a further seven from the USA, Hong Kong, Jordan, Greece and Malta. Seven of the studies deal with the early years and primary level of schooling, with six studies at the secondary level, and three that span primary and secondary levels of schooling. The following main themes are elucidated: the prevalence of behaviourally troublesome students; time spent managing troublesome behaviour;

		gender differences; and types of classroom (mis)behaviours, their severity and their frequency. Recent research confirms earlier findings that classroom misbehaviour is of widespread concern to teachers but that the main causes of disruption, while being frequent, are often relatively trivial in nature ("talking out of turn" behaviours in particular). While prevalence rates for troublesome students across classes are variable, boys are consistently identified as being more troublesome than girls. (Contains 1 table.)
8	Bellanti, C. & Bierman, K.L. (2000): Disentangling the impact of low cognitive ability and inattention on social behavior and peer relationships, *Journal of Clinical Child Psychology, 29(1), 66-75*	Examined the contributions of low cognitive ability and inattention to the development of social behavior problems and peer relationships of children at the time of school entry. Kindergarten and 1st-grade assessments of cognitive ability, inattention and prosocial and aggressive behavior were collected for a multisite, normative sample of 387 Ss. Sociometric assessments of peer relationships were collected at the end of 1st grade. Cognitive ability and inattention both contributed to the prediction of social behavior and peer relationships. Low cognitive ability was particularly predictive of prosocial skill deficits, and social behavior mediated the relation between cognitive ability and social p . Inattention predicted both prosocial skill deficits and elevated aggressive-disruptive behavior problems. Behavior problems partially mediated the relation between inattention and social p . Identified subgroups of children with elevated levels of inattention or low cognitive ability showed different patterns of peer problems, with low acceptance characteristic of the low cognitive ability (only) group and high dislike ratings characteristic of the inattentive and inattentive/low-ability group. (PsycINFO Database Record (c) 2016 APA, all rights reserved)
9	Bicard, D.F., Ervin, A., Bicard, S.C. & Baylot-Casey, L. (2012): Differential Effects of Seating Arrangements on Disruptive Behavior of Fifth Grade Students during Independent Seatwork, *Journal of Applied Behavior Analysis 45, 407-411*	We investigated teacher versus student seat selection in the context of group and individual seating arrangements. Disruptive behavior during group seating occurred at twice the rate when students chose their seats than when the teacher chose. During individual seating, disruptive behavior occurred more than three times as often when the students chose their seats. The results are discussed in relation to choice and the matching law. (Contains 1 figure.)

10	Bloor, A. J. (2009): The Rhythm's Gonna Get Ya'--Background Music in Primary Classrooms and Its Effect on Behaviour and Attainment, *Emotional and Behavioural Difficulties, 14 (4), 261-274*	Three classes in different primary schools in a west London borough were given four tests, two with music and two with silence, to see if the music had a measurable effect on the behaviour and attainment of the children during tests. The results were then cross- d with the children's self-evaluation of their own musicality to ascertain if those children who experienced disruption of attainment and behaviour were in turn themselves musicians. Whilst this thesis was not proven, it is suggested that the music may have supported the reading tests but conversely disrupted the mathematics tests. (Contains 4 figures and 1 table.)
11	Boman, E. & Enmarker, I. (2004): Factors Affecting Pupils' Noise Annoyance in Schools: The Building and Testing of Models, *Environment and Behavior, vol. 36 (2), 207-228*	This article reports two studies intended to develop and assess conceptual models of how different factors mediate and moderate the annoyance reaction in school environments. In the first, a survey of 207 pupils was conducted where assumptions about mediators and moderators were formulated and tested. In the best model, general sensitivity and adaptation led to a higher degree of annoyance causing stress symptoms. In the second study, focus group interviews with 16 pupils were performed to set up a model of mediating and moderating factors from pupils' statements in the formation of annoyance. The objective was also to get their opinions about ways to improve the sound environment in school. The interviews indicated a serial arrangement in which stress symptoms and distraction mediated between chatter and disturbance. Thus, the two studies suggested different models for the prediction of the annoyance reaction. The pupils' views about how to improve the school sound environment are discussed in the framework of an empowerment model.
12	Brown, L.H. & Beckett, K.S. (2006): The Role of the School District in Student Discipline: Building Consensus in Cincinnati, *The Urban Review, Vol. 38(3), 235-256*	The problem of student discipline disproportionately affects urban schools with large numbers of low income and ethnic minority students. Research over the past 35 years however has consistently shown that discipline policies that are understood and accepted by teachers, students, and parents and consistently enforced by school officials, correlate with lower levels of student disruption. The important role that urban school districts can play in building consensus in support of student discipline policies has not been well documented. But increased levels of student mobility in

large urban areas, and increased diversity among the families served by urban districts, highlight the need for district-wide codes of behavior that provide schools with a range of discipline programs that serve the needs of their particular communities. The purpose of this article is to demonstrate how the process of developing and implementing a district-wide code of student behavior in Cincinnati played an important role in reducing disruptive behaviors leading to student suspension and expulsion. By involving all stakeholders in the development of its policies, and by responding to the concerns of all stakeholders in the range of programs it offered, the Cincinnati Public Schools was able to build consensus across socioeconomic and ethnic lines and make its code of behavior effective. On the basis of the evidence presented, it is argued that urban school districts can play a more active role in the area of student discipline. By developing and implementing district-wide codes of behavior that are understood and accepted by teachers, students, and parents, and consistently enforced by school officials, urban districts can lay the foundation on which schools can build healthy learning communities.

| 13 | E. Bru (2006): Factors Associated with Disruptive Behaviour in the Classroom, *Scandinavian Journal of Educational Research, 50:1, 23-43* | This paper examines the relationships of pupils' on?task orientation at school and their opposition to teachers with perceived cognitive competence, perceived relevance of schoolwork, and the belief that going against school norms increases peer status. The study was conducted as a survey among a national representative sample of 3834 pupils in Years/Grades 6 and 9 who were attending Norwegian schools. The results indicate that low perceived cognitive competence, perceived low relevance of schoolwork, and the belief that norm?breaking behaviour elicits peer approval all increase the likelihood and incidence of off?task behaviour and opposition towards teachers. Results also suggest a tendency for perceived cognitive competence and perceived relevance of schoolwork to be more important predictors of on?task orientation than opposition to teachers, whereas the belief that breaking school norms increases peer status seems to be a more important risk factor for opposition to teachers than for off?task orientation. |
| 14 | E. Bru (2009): Academic Outcomes in School Classes with Markedly | The aim of the present research is to investigate the degree to which average academic outcomes in secondary school classes are associated with the inclusion of |

	Disruptive Pupils, *Social Psychology of Education. An International Journal. 12(4), 461-479*	markedly disruptive pupils. Findings are based on two separate studies among pupils in Norwegian secondary schools. The first study included a relatively large sample of 2,332 pupils from 105 school classes and used pupil report of disruptive behaviour, perceived peace to learn and grades achieved. A second study, conducted among a smaller sample of 496 pupils from 21 school classes, included teacher reports of pupil behaviour and grades achieved, as well as scores from tests in two school subjects. Results indicate that a relatively large percentage of Norwegian secondary pupils want less classroom disruption. Pupils in classes with markedly disruptive pupils reported significantly less opportunity to learn in peace. However, the percentage of between class variance in perceived peace to learn was relatively low, indicating that lack of peace to learn is a general problem in Norwegian classrooms, irrespective of whether there are markedly disruptive individuals in the class. Finally, academic outcomes were not found to be significantly lower among pupils in classes with markedly disruptive pupils.
15	Bruhn, A. & Watt, S. (2012): Improving Behavior by Using Multicomponent Self-Monitoring within a Targeted Reading Intervention, *Behavioral Disorders, 38 (1), 3-17*	Many researchers have documented the interrelatedness of reading and behavior (McIntosh, Sadler, & Brown, 2012). Thus, research examining the best way to intervene with students who exhibit problems in both skill sets is merited. Recently, taking an integrated approach to reading and behavioral intervention has been suggested (Mooney, Ryan, Uhing, Reid, & Epstein, 2005; Stewart, Benner, Martella, & Marchand-Martella, 2007). In this study, we examined the effects of integrating a multicomponent self-monitoring intervention into a targeted reading classroom. Specifically, we used an ABAB withdrawal design (Kennedy, 2005) to determine the presence of a functional relation between a multicomponent self-monitoring intervention and the academic engagement and disruptive behavior of two middle school girls with reading and behavioral problems. Limitations as well as implications for research and practice are included. (Contains 3 tables and 2 figures.)
16	Burke, R.; Oats, R.G.; Ringle, J; Fichtner, L.O. & DelGaudio, M.B. (2011): Implementation of a Classroom Management Program with Urban	Students with persistent disruptive behavior problems lose valuable time in academic lessons, are a distraction for classmates, and cause stress for teachers. Recent meta-analyses indicate that 87% to 92% of published studies on school-based interventions targeting student problem behaviors report results from demonstration projects

	Elementary Schools in Low-Income Neighborhoods: Does Program Fidelity Affect Student Behavior and Academic Outcomes?, *Journal of Education for Students Placed at Risk 16(3), 201-218*	(involving highly trained staff under ideal circumstances) rather than routine practice programs. This study investigates the routine use of a schoolwide classroom management program and its relationship to elementary students' social and academic outcomes. Three years after training in the classroom management program, 56 second-, third-, and fourth-grade teachers in an urban school district were assessed for fidelity to the program. Program fidelity was determined via direct observation in the classroom and validated by teacher self-ratings of fidelity and administrator ratings of teacher fidelity. Dependent variables included student engagement during academic lessons, out-of-school suspension rates, and report card grades. Results indicated that high program fidelity was significantly related to greater academic engagement and fewer suspensions, but not higher report card grades. This study adds to the scant literature on implementation fidelity of routine programs with high-risk populations. (Contains 6 tables.)
17	Caldarella, P., Williams, L., Hansen, B.D. & Wills, H. (2015): Managing student behavior with class-wide function-related intervention teams: An observational study in early elementary classrooms, *Early Childhood Education, 43, 357-365*	Comprehensive evidence-based interventions are needed to help early childhood educators manage challenging student behaviors. One such intervention, class-wide function-related intervention teams (CW-FIT), is a multi-tiered behavioral intervention program based on positive behavior support principles, including four main elements: (a) teaching socially appropriate communication skills, (b) using differential reinforcement with an interdependent group contingency, (c) extinguishing or eliminating potential reinforcement for problem behavior, and (d) implementing individual interventions using self-management, help cards, and/or functional assessment. This study implemented CW-FIT with five kindergarten through second grade teachers. Results demonstrated efficacy of the program as early childhood teachers increased their praise rates and decreased their reprimand rates, and students responded with increased on-task behavior and fewer classroom disruptions. Study implications and limitations are addressed. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
18	Cholewa, B., Smith-Adcock, S. & Amatea, E. (2010): Decreasing Elementary School Children's	Elementary school counselors are often expected to intervene when students are disruptive. This article describes four evidence-based programs that have been shown to be highly effective in changing children's disruptive behavior. The success of these

	Disruptive Behaviors: A Review of Four Evidence-Based Programs for School Counselors, *Journal of School Counseling, 8, s. 35*	programs rests on the involvement of both parents and teachers in developing a collaborative approach to managing children's behavior. These four programs were evaluated in terms of their feasibility of implementation by school counselors and other school personnel, their substantiated effectiveness with diverse populations, and their accessibility and ease of use.
19	Christle, C., Nelson, M. & Jolivette, K. (2004) : School characteristics related to the use of suspension, *Education and Treatment of Children, Vol. 27(4), 509-526*	Concerns about school safety and disruptive behavior, as well as increasing use of zero tolerance policies, have resulted in escalating rates of exclusionary disciplinary practices (out-of-school suspension and expulsion) in America's schools. The present study examined suspension rates in Kentucky middle schools (N = 161), using both quantitative and qualitative procedures. Pearson product moment correlation coefficients were computed to identify those school-level variables that showed strong relationships to suspension rate. A sample of 20 schools with the highest suspension rates was compared to a sample of 20 schools with the lowest suspension rates using a multivariate analysis of variance (MANOVA). In addition, four schools from each group were selected as case examples. Information gathered from administrator surveys, staff interviews, and on-site observations provided detailed descriptions of the characteristics of schools with high and low suspension rates. The findings of this study demonstrated that a number of school variables are differentially related to suspension rates. Implications of these findings for school discipline reform are discussed. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
20	Cihak, D.F., Kirk, E.R. & Boon, R.T. (2009): Effects of classwide positive peer " tootling" to reduce the disruptive classroom behaviors of elementary students with and without disabilities, *Journal of Behavioral Education Vol. 18(4), 267-278*	The purpose of this study was to examine the use of a classwide positive peer reporting intervention known as "tootling" in conjunction with a group contingency procedure to reduce the number of disruptive behaviors in a third-grade inclusive classroom. Nineteen elementary students including four students with disabilities (i.e., specific learning disabilities and/or attention deficit hyperactivity disorder) were taught how to report their classmates' positive behaviors using the "tootling" intervention. Results indicated that the use of the "tootling" intervention in combination with a group contingency procedure decreased students' disruptive classroom behaviors, establishing a functional relation. Limitations of the study,

		implications for using tootling as a classwide positive behavior support, and future research questions are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
21	Claessens, A. & Dowsett, C. (2014): Growth and change in attention problems, disruptive behavior, and achievement from kindergarten to fifth grade, *Psychological Science Vol. 25(12), 2241-2251*	Despite widespread interest in children's adjustment problems, existing research does not provide conclusive evidence regarding the direction of the associations of achievement with classroom attention problems and disruptive behavior over the course of elementary school. Using a nationally representative sample of 16,260 kindergarteners, this study examined the temporal sequence of achievement, classroom attention problems, and disruptive behavior, focusing on how changes in skills and problems unfold across key periods between kindergarten and fifth grade. Results indicate that improvements in attention during the earliest years of schooling predict achievement gains through third grade. However, changes in disruptive behavior do not predict subsequent changes in achievement. Evidence linking changes in achievement to changes in classroom attention problems and disruptive behavior was less consistent. These findings point to the need to develop and examine early interventions that can improve attention skills as a mechanism for improving children's academic trajectories in elementary school. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
22	Lewis, R. : Classroom discipline and student responsibility: The students' view, *Teaching and Teacher Education 17 (2001) 307-319*	There is, internationally, increasing interest in the quality of children's character. This paper examines, in 21 elementary and 21 secondary schools, the role of classroom discipline in promoting student responsibility for the protection of learning and safety rights in the classroom. The results indicate that teachers are seen by students to react to classroom misbehavior by increasing their use of coercive discipline, which inhibits the development of responsibility in students and distracts them from their schoolwork. Unfortunately, teachers fail to increase their use of more productive techniques, such as discussions, rewards for good behavior and involvement in decision-making. Implications of these "ndings are discussed.
23	Collins, K. M. (2011): Discursive Positioning in a Fifth-Grade Writing Lesson, *Urban Education 46(4), 741-*	In this article the author draws on the concept of positioning to examine how language is used during one particular fifth-grade writing lesson to construct both the lesson and the participants. The author's analysis of the classroom interactions makes

	785	visible how participants colluded to position one student in particular, Larnell, as a "bad, bad boy," and worked to ultimately exclude him from the classroom community. The study has implications for understanding the social construction of school failure and resistance, particularly as they relate to the overrepresentation of black males in special education and exclusionary disciplinary settings.
24	Conklin, C. G, Kamps D., Wills H. (2017): The Effects of Class-Wide Function-Related Intervention Teams (CW-FIT) on Students' Prosocial Classroom Behaviors, *J Behav Educ (2017) 26:75–100*	Students with challenging, disruptive behavior have difficulty learning in school, and their behavior adversely impacts the learning of other students and the classroom teacher. Class-Wide Function-related Intervention Teams (CW-FIT) is an evidence-based approach that teachers can use to prevent and reduce problem behavior and increase prosocial classroom behaviors. Previous studies have demonstrated that CW-FIT produced improvements in student appropriate classroom behaviors which led to increased available instruction time. The purpose of this investigation was to systematically replicate CW-FIT adding to the empirical research base supporting it. A novel aspect compared to prior studies was measurement of the student behaviors related to skills taught during CW-FIT (compliance, hand-raising, out-of-seat, and talking out), showing a direct relationship to students' improvements. Students in four classes and their teachers participated in this study. An ABAB reversal design was used to demonstrate intervention effectiveness and experimental control. Implications for research and practice are discussed.
25	Cook, R.C., Grady, E.A., Long, A.C., Renshaw, T., Codding, R.S., Fiat, A. & Larson, M. (2017): Evaluating the impact of increasing general education teachers' ratio of positive-to-negative interactions on students' classroom behavior, *Journal of Positive Behavior Interventions 2017, Vol. 19(2) 67–77*	The aim of this study was to isolate and evaluate the impact of increasing teachers' ratios of positive-to-negative interactions with their students. Training teachers on the 5:1 ratio was evaluated using a randomized-block pre–post control design with general education classroom teachers (N = 6) that were characterized by a higher ratio of negative-to-positive interactions between students, as well as low academic engagement and high disruptive behaviors. Teachers in the intervention group were trained on the 5:1 ratio, instructed to wear a device that prompted them on a VI 5-min schedule to deliver specific praise, approval statements, and positive non-verbal gestures to specific students exhibiting expected behaviors or the entire class as a whole, and completing a self-monitoring chart to increase their awareness of their ratios. Results revealed that students in the intervention group displayed significantly

		fewer disruptive behavior problems and higher academic engaged time when compared with students in control classrooms. Social validity results also revealed that teachers found the strategy feasible, acceptable, and effective. Limitations of this research, including the small-scale nature of this study, and future directions for teacher training, retention, and schoolwide universal prevention are discussed. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
26	Curtis, R, Van Horne, J. W., Robertson, P., Karvonen, M. (2010): Outcomes of a school-wide positive behavioral support program, *Professional School Counseling, vol. 13, 3, page 159 - 164*	School-wide positive behavioral support (SWPBS) programs are becoming an increasingly popular and effective way to reduce behavioral disruptions in schools. Results from a 4-year study examining the effects of an SWPBS program in a public elementary school indicated significant reductions in percentages of behavioral referrals, suspensions, and instructional days lost, but the effect sizes were small. Implications for school counselors and future research are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
27	Dart, E.H., Collins, T.A., Klingbeil, D.A., McKinley, L.E. (2014): Peer management interventions: A meta-analytic review of single-case research, *School Psychology Review, Vol. 43(4), 367-384*	Peer management intervention is a subtype of peer-mediated intervention that involves training individuals to implement standardized intervention protocols to modify the behavior of their peers. This meta-analysis of single-case research synthesized the results of 29 studies examining the effectiveness of school-based peer management interventions. The overall results indicate that peer management interventions are moderately effective (Tau-U = 0.78) at altering the behavior of students in the desired direction in a variety of domains including social skills, disruptive behavior, and academic engagement time. These results are consistent with similar meta-analyses examining the effects of academic peer-mediated interventions (e.g., Bowman-Perrott et al., 2013). Moderator variables including intervention target behavior, student interventionist training time, and matching of target students and student interventionists on a variety of demographic variables were examined. Limitations, implications, and future directions of the findings are discussed. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
28	Dart, E.H., Radley, K.C., Battaglia,	The present study investigated the effectiveness of a novel class-wide intervention,

	A.A., Dadakhodjaeva, K., Bates, K.E. & Wright, S.J. (2016): The Classroom Password: A Class-Wide Intervention to Increase Academic Engagement, *Psychology in the schools, Vol. 53(4), 416-431*	the Classroom Password, for increasing the academic engaged behavior of middle school students. The effectiveness of an independent group contingency was evaluated using a concurrent multiple baseline design across three seventh- and eighth-grade classrooms. Results indicated that the intervention was effective across all three classrooms in increasing students' academic engagement, or on-task behavior, as evidenced by visual analysis and moderate to large effect sizes. Decreases in disruptive behavior were also observed across all three classrooms. Off-task behavior was not substantially affected in any of the three classrooms. The intervention received mixed ratings by the classroom teachers regarding its social validity. Results of the present study suggest that the Classroom Password may be an effective class-wide intervention for increasing the academically engaged behavior and decreasing the disruptive behavior of middle school students during instructional time.
29	Day, S.L., Connor, C.M. & McClelland, M.M (2015): Children's behavioral regulation and literacy: The impact of the first grade classroom environment, *Journal of School Psychology 53 (2015) 409–428*	Classroom learning environments are an important source of influence on children's development, particularly with regard to literacy achievement and behavioral regulation, both of which require the coordination of task inhibition, attention, and working memory. Classroom observations were conducted in 18 schools and 51 first grade classrooms for 500 children. The non-instructional activities were recorded for each student in the classroom. Hierarchical linear modeling revealed that children with weaker fall behavioral regulation were more likely to attend classrooms where more time was spent in disruptions and wasted instructional time over the course of the school year, such as waiting for the teacher to gather materials before beginning instruction. For literacy outcomes, children who were in classrooms where more time in disruptions, transitions, and waiting was observed showed weaker literacy skill gains in the spring compared to children in classrooms with lesser amounts of such unproductive non-instructional time and this effect was generally greater for students with initial weaker skills. These results also reveal that the classroom environment and the incoming characteristics of the students themselves influence students' development of behavioral regulation and literacy. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)

30	De Martini-Scully, D., Bray, M. A & Kehle, T. J. (2000): A Packaged Intervention To Reduce Disruptive Behaviors in General Education Students., *Psychology in the Schools, Vol. 37(2), 2000*	Examines the effects of a packaged intervention designed to reduce disruptive behaviors in two 8-year-old female students. The intervention was delivered through a contingency contract and was comprised of precision requests, antecedent strategies, and the reductive technique of response costs. The intervention resulted in reduction of disruptive behavior. (Author/MKA)
31	DeJager, B.W & Filter, K.J. (2015): Effects of Prevent-Teach-Reinforce on Academic Engagement and Disruptive Behavior, *Journal of Applied School Psychology, 31:4, 369-391*	This study assessed the effectiveness of prevent-teach-reinforce (P-T-R), a functional behavioral assessment-based intervention for students with behavior problems, using an A-B-A-B design with follow-up. Participants included three students in kindergarten, fourth grade, and fifth grade in a rural Midwestern school district. P-T-R interventions were implemented with fidelity by all teachers and P-T-R was associated with mean decreases in disruptive behavior for all participants with Tau-U effect sizes ranging from minimal to strong. All three participants demonstrated mean increases in academic engagement with strong effect sizes. P-T-R interventions were associated with moderate to high levels of perceived social validity. Implications for consistent and efficient FBA-based interventions in schools are discussed.
32	Donaldson, J.M., Kahng, S. & Fisher, A.B. (2017): Effects of the Good Behavior Game on individual student behavior, *Behavior Analysis: Research and Practice 2017, Vol. 17, No. 3, 207–216*	The Good Behavior Game (GBG) is a classwide group contingency that has proven effective at reducing disruptive classroom behavior across elementary and secondary grade levels (Flower, McKenna, Bunuan, Muething, & Vega, 2014). The vast majority of GBG research has reported the effects at the classwide level. There have been relatively few evaluations of the effects of the GBG on individual student behavior. The current study examined the effects of the GBG at the individual student level for 12 participants nominated as most disruptive by their teachers across 2 kindergarten classes and 1 first-grade class. The majority of participants exhibited consistently less disruptive behavior during the GBG compared to baseline (BL). One participant's disruptive behavior persisted throughout all phases. These findings suggest that the GBG may prevent teachers from creating unnecessary individualized interventions for some students and may also help identify students who require

		individualized interventions. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
33	Ertesvåg, S.K & Sørensen, G. V. (2007): Prevention and Reduction of Behavioural Problems in School: An evaluation of the Respect program, *Educational Psychology, 27:6*	Disobedient pupils, off?task behaviour, and bullying are common problems in schools in many countries; they interfere with teaching, create an unsafe learning environment, and challenge the staff. Effective programs involving entire schools to prevent and reduce such problems have already been designed and implemented. However, most interventions target one type of problem behaviour, and their effects have only been evaluated in the short term. The Respect program 1 is broad in the sense that it targets not just one but several types of behaviour in order to prevent and reduce problem behaviour. The program was implemented among all the staff and pupils at three primary schools and one secondary school in Norway. A cohort longitudinal design was used in evaluating the program. Pupils in the four schools reported a decrease in the four areas of problem behaviour. This decrease was sustained or continued after the intervention period for some types of behaviour, even though the results differed between grade levels. In terms of effect size, the results were small to moderate for most grade levels. Although this analysis was non?experimental in nature, it does document sustainable change resulting from intervention in an entire school and suggests that this could be maintained in the long term.
34	Figlio, D.N. (2007): Boys Named Sue: Disruptive Children and Their Peers, *Education Finance and Policy, Vol. 2, No. 4 (Fall 2007), pp. 376-394*	This article proposes an unusual identification strategy to estimate the effects of disruptive students on peer behavior and academic outcomes. Because boys with names most commonly given to girls may be more prone to misbehavior as they get older, they may become differentially disruptive in school. In elementary school there is no relationship between names and boys' behavior, but on transition to middle school, a large gap emerges in behavior between boys with names associated with girls and other boys. Using boys' names as an instrumental variable, I utilize data on names, classroom assignment, behavior problems, and student test scores from a large Florida school district in the school years spanning 1996-97 through 1999-2000 to directly measure the effects of classroom disruption on peer performance. I find that behavior problems are associated with increased peer

		disciplinary problems and reduced peer test scores, indicating that disruptive behavior of students has negative ramifications for their peers.
35	Filcheck, H.A., McNeil, C.B, Greco, L.A. & Bernard, R.S. (2004): Using a Whole-Class Token Economy and Coaching of Teacher Skills in a Preschool Classroom to Manage Disruptive Behavior, *Psychology in the Schools, Vol. 41(3), 2004*	The Level System is a whole-classroom approach for managing disruptive behavior that utilizes behavioral management strategies such as a token economy, response cost, stimulating rewards, and strategic attention. Using an ABACC' treatment comparison design with follow-up, this study evaluated the effectiveness of the Level System in a preschool classroom compared to (a) strategies already employed by the teacher, and (b) coaching the teacher in the Child-Directed Interaction (CDI) and Parent-Directed Interaction (PDI) phases of Parent-Child Interaction Therapy (PCIT). Teacher- and parent-report measures were administered, and behavioral observation data were collected for child and teacher behavior using videotapes. Results suggested that the amount of inappropriate behavior exhibited by children decreased when the Level System was implemented. Additionally, inappropriate behavior decreased further during the CDI and PDI conditions. (Contains 4 figures.)
36	Floress, M.T & Jenkins, L.N. (2015): A Preliminary Investigation of Kindergarten Teachers' Use of Praise in General Education Classrooms, *Preventing School Failure, 59(4), 253–262, 2015*	It is well established that teacher praise has a positive effect on student disruptive behavior. However, there is little research suggesting how often Kindergarten teachers praise students in the classroom. This study aimed to collect praise frequency data across four general education Kindergarten classrooms. The type of praise teachers used and how teachers delivered praise were specifically analyzed. Results indicated that Kindergarten teachers praised students frequently and the rate of total praise was similar across teachers. Kindergarten teachers also used more general praise and fewer behavior-specific praises. However, Kindergarten rates of behavior-specific praise were higher in this study compared with other research. Continued research on general education teachers' rate of praise may be useful to schoolwide behavior intervention planning and teacher consultation.
37	Floress, M.T. & Jacoby, A.L. (2017): The Caterpillar Game: A SW-PBIS aligned classroom management system, *Journal of Applied School Psychology, 33:1, 16-42*	The Caterpillar Game is a classroom management system that is aligned with School-wide Positive Behavioral Interventions and Supports standards. A single-case, multiple-baseline design was used to evaluate the effects of the Caterpillar Game on disruptive student behavior and teacher praise. Three classrooms were included in the study (preschool, Kindergarten, and second grade). When the Caterpillar Game was

		implemented, student disruptive behavior decreased and teacher behavior-specific praise increased across all 3 classrooms. Disruptive behavior and teacher praise remained similar to intervention 2–4 weeks later, and teacher satisfaction with the Caterpillar Game was high. This study adds further support for the use of the Caterpillar Game as a classroom management tool. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
38	Floress, M.T., Rock, A.L. & Hailemariam, A. (2017): The Caterpillar Game: A Classroom Management System, *Psychology in the Schools, Vol. 54(4), 2017*	A single-case experimental design was used to evaluate the effects of the Caterpillar Game, a classroom management system, on disruptive behavior in a general education first grade classroom. A multiple baseline design across settings was used to evaluate changes in student disruptive behavior and teacher praise. When the Caterpillar Game was introduced, increased teacher praise and reduction in student disruptive behavior were observed across all three settings and was sustained 8 weeks later. Teacher satisfaction for the Caterpillar Game was also positive. This study extends the literature on classroom management systems by providing initial support for the effectiveness of the Caterpillar Game, an easy and simple to implement classroom management tool.
39	Flower, A., McKenna, J.W., Bunuan, R.L., Muething, C.S. & Vega Jr., R. (2014): Effects of the Good Behavior Game on Challenging Behaviors in School Settings, *Review of Educational Research, Vol. 84 (4), 546-571*	Challenging behavior at school remains a concern for teachers and administrators. Thus classroom management practices to prevent challenging behavior are sorely needed. The Good Behavior Game (GBG) has been found to be useful to positively change student behavior. However, previous reviews of the GBG have not quantified effects, have not focused solely on school and classroom behaviors, and have not examined study features that facilitate greater outcomes. Twenty-two peer-reviewed journal articles were reviewed. Study data were analyzed using effect sizes, percent of nonoverlapping data, percent of all nonoverlapping data, and hierarchical linear modeling to determine intervention effectiveness as well as study features that facilitated greater outcomes. Findings suggested that (a) moderate to large effects were found on challenging behaviors and these effects were immediate; (b) the GBG was most commonly used for disruptive behavior, off-task behavior, aggression, talking out, and out-of-seat behaviors; (c) the GBG has been implemented primarily in general education elementary school settings; and (d) correct application of reward

		procedures are important for intervention effectiveness. Study limitations, implications for practice, and areas for future research are presented.
40	Guardino, C.A. & Fullerton, E. (2010): Changing Behaviors by Changing the Classroom Environment, *Teaching exceptional children; jul/aug 2010; 42, 6; Education Database*	This case study explores the possibility of affecting classroom behaviors by modifying the classroom environment. Although this type of research previously has been conducted in self-contained special education classrooms (Guardino, 2009), this is the first study to explore modifications in an inclusive classroom. The results of this study align with previous research: modifications to the classroom environment increased academic engagement and decreased disruptive behavior (Hood-Smith & Leffingwell, 1983; Proshansky & Wolfe, 1974; Visser, 2001; Wheldall & Olds, 1987; Zifferblatt, 1972). The results of this study warrant additional research. Future studies should include a greater number of classrooms; beginning at the start of the school year would ensure modifications are preventative and proactive. (Contains 4 figures.)
41	Hafen, C.A., Ruzek, E.A., Gregory, A., Allen, J.P. & Mikami, A.Y (2015): Focusing on Teacher-Student Interactions Eliminates the Negative Impact of Students' Disruptive Behavior on Teacher Perceptions, *International Journal of Behavioral Development 2015, Vol. 39(5) 426–431*	This study tests the impact of a randomly assigned professional development coaching intervention (MyTeachingPartner-Secondary; MTP-S) on teacher projections of their students' educational attainment. Results indicate that students who report more behavior problems in the Fall of the academic year are projected by teachers to have lower future educational attainment in the Spring of the academic year. However, analyses further indicate that participation in the MTP-S intervention moderates the association between Fall student behavior problems and teachers' Spring projections for student attainment, such that this link is not significant for students in classrooms where the teacher is participating in MTP-S. In fact, results indicate that teachers who participate in the intervention project better educational attainment for their students than teachers who are in a business-as-usual control condition, regardless of their students' behavior. Findings are discussed in terms of the role that interventions targeting classroom interactions may play in altering teachers' internal view of students, thus ultimately promoting adolescent development. [This paper was published in "International Journal of Behavioral Development" (EJ1072051).]
42	Haghighi, M.M. & Jusan, M.M. (2012):	This paper reviews the current methods of investigating student's behavior in relation

	Exploring students behavior on seating arrangements in learning environment: a review, *Procedia - Social and Behavioral Sciences 36 (2012) 287 – 294*	to classroom seating arrangement. Seating arrangements have been found as influencing student's behavior within a classroom. Most of the previous works used observation and questionnaire methods to measure the impact of seating arrangement on student's behavior, but the results often show missing link to the culture to which the student belonged. As culture may cause different tendencies in classroom behavior, expansion of the current methodology is vital. This paper highlights the potential application of Means- End Chain model in measuring student's learning behavior in the context of seating arrangement.
43	Halstead, J. Mark & Xiao, Jiame (2009): Maintaining the balance: Teacher control and pupil disruption in the classroom, *Cypriot Journal of Educational Sciences, 4 (3). pp. 142-156.*	A class of 8-9 year-old children in England was observed for several months in order to explore their experiences of everyday schooling and especially the way they themselves understand these experiences. The research focused particularly on the way they experience and understand non-educational classroom activities like rituals and routines, classroom management and control, rewards and punishments. It highlighted the differences between the perceptions of the children and those of adults. One finding was that in the primary classroom children are under constant surveillance and control by the teacher, and that they may respond in a variety of ways. Sometimes they apparently accept the teacher's discipline and authority, but other times they appear to subvert the teacher's regulations and order through minor distractions, disruptions, attention-seeking and time-wasting activities. In the specific research described in this paper the focus of attention was on the informal learning that goes on in the hidden curriculum as a result of these classroom routines and subversions, especially in the domain of values and attitudes. A variety of research methods was used to gather data, including small group interviews, informal conversations and group activities as well as observation. Relevant adults were also interviewed, especially the class-teacher himself, but the main focus of the research was always on the children's own perceptions. The findings, which are rich in their implications for teacher training, show that in the children's subversion of the teacher's authority there is a fine balance of power between them and the teacher. Even more importantly, they indicate that the pupils are consciously reflecting on and learning from their own behaviour and experiences and are thus taking the first

		steps towards becoming morally autonomous individuals. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
44	Haydon, T. & Shobana, M. (2011): Effective Use of Behavior-Specific Praise: A Middle School Case Study, *Beyond Behavior, vol. 20, p. 31-39*	One simple and naturalistic strategy shown to have positive effects on both academic and behavioral outcomes is teachers' use of praise statements. Praise statements can be broadly categorized as general praise and behavior-specific praise (BSP). In a general praise statement, a teacher delivers verbal praise without describing the behavior for which the students are praised. Statements such as "good job" or "nice work" are examples of general praise statements. In a BSP statement, a teacher approves (rewards) a specific academic or social behavior with a verbal comment, the praise statement (i.e., "Joe, I like the way you solved the division problem"). BSP is effective when it is delivered contingently: immediately following the desired behavior. Using praise statements allows teachers to provide feedback on the specific student behavior they are trying to reinforce. In addition, teachers' use of praise is effective in providing encouragement, building self-esteem, and promoting positive teacher-student relationships. In order to demonstrate that BSP can be effective with older students, the purpose of this study was to teach two first-year math teachers about the use of BSP and to assess the effects of this training on rates of teacher reprimands and student disruptive behavior in two eighth-grade general education classrooms. In addition, to increase the probability of the teachers using BSP during their daily lessons, the authors used a relatively low-tech method (MotivAider[R] device) to increase the teachers' rate of BSP. The authors found that the two teachers were able to respond in positive and proactive ways to disruptive classroom behaviors that interfered with their instruction. Although teacher praise is an important instructional strategy that is relatively simple to implement, there is strong evidence that it is underused in classrooms. Finding strategies to remind teachers to deliver BSP during hectic teaching schedules is important, and if used correctly and consistently, it can have a significant positive impact on student participation, classroom atmosphere, and teacher-student interactions especially for teachers who instruct in stressful environments. (Contains 2 figures.)
45	Hayes, L., Giallo, R. & Richardson, K.	Objective: Outcomes are presented from a public mental health early intervention

	(2010): Outcomes of an early intervention program for children with disruptive behaviour, *Australasian Psychiatry. Vol 18, No 6. December 2010*	program for children aged 5–9 years with disruptive behaviours. Method: This was a school-based intervention initiative, delivered within a psychiatric child and adolescent mental health service and includes child, parent and teacher components. Participants were 235 children selected via school-based population assessments. Results: A baseline period was used as a form of control that would demonstrate the stability of problem behaviours. Results showed that during a 26-week baseline period, teachers reported increasing levels of problem behaviour, and that the behaviour was creating increased difficulty in the classroom. The shorter 7-week baseline also showed the difficult behaviours were ongoing. Following the intervention, significant improvements in children's behaviour were seen on the Strengths and Difficulties Questionnaire reported by parents ($\eta^2 = 0.30$) and teachers ($\eta^2 = 0.23$), and on the parent Eyberg Child Behaviour Inventory ($\eta^2 = 0.35$), and teacher Sutter-Eyberg Student Behaviour Inventory ($\eta^2 = 0.22$). Conclusion: The outcomes show promising results from an early intervention program delivered in schools by a public mental health service and are discussed within the context of dissemination of evidence-based programs though mental health services. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
46	Jenkins, A. & Ueno, A. (2017): Classroom Disciplinary Climate in Secondary Schools in England: What Is the Real Picture?, *British Educational Research Journal Vol. 43, No. 1, February 2017, pp. 124–150*	This paper uses international data from a range of sources, principally the 2013 round of the Teaching and Learning International Survey (TALIS 2013), to provide new information on classroom disciplinary climate in secondary schools in England. The paper advances the literature in three distinct ways. Firstly, the data show that teachers in England perceive that there is considerable disruption in their classrooms. While some reports, especially from official sources, have suggested that classroom disruption is minimal in schools in England that does not seem plausible given these results from TALIS. Secondly, since TALIS contains comparable data for over 30 countries, the results for England can be set in a wider context. Reports in the media frequently highlight pupil disruption and suggest that classroom climate tends to be worse in England than in many other countries. In fact what emerges from the international comparison is that, on each of the items measuring classroom climate in

		TALIS 2013, the results for England were somewhat better than both the all-country average and the average for a group of European comparators. Thirdly, the survey also includes a range of information about the school in which the teacher worked, the pupils which they taught, and the teachers themselves. We draw on this data to investigate which school-level characteristics, teacher attributes, and characteristics of pupils in the classroom, were associated with favourable classroom climate in England. While some commentators have focused exclusively on school-level factors, we emphasise the importance of within-school variation.
47	Johnson, W., McGue, M. & Iacono, W.G. (2005): Disruptive Behavior and School Grades: Genetic and Environmental Relations in 11-Year-Olds, *Journal of Educational Psychology, Vol. 97(3), 391-405*	Disruptive behavior may be associated with poor academic achievement due to covariance with attention problems and low IQ. Evidence is based on clinical samples and on associations between problem behaviors in young children and later achievement difficulties. The contemporaneous relations and their genetic and environmental influences have not been understood. Using the population-based Minnesota Twin Family Study, the authors observed this pattern of associations in 11-year-olds. About 75% of variance in latent inattention, ability, behavior, and school grades variables was genetic. Genetic influences on inattention and grades and on ability and grades were highly overlapping. Those on disruptive behavior were less closely related.
48	Kant, A. R. & March, R.E. (2004): Effective Strategies for Addressing Challenging Behavior in Schools, *Jornal of Scholarship & Practice, Vol. 1 (3), 3-6*	In the United States today, there is a growing number of children exhibiting disruptive behavior. The rising rates of violence among youth in society parallel the increase in numbers of students who engage in severe problem behavior in schools. Schools are currently confronting a number of disturbing trends regarding school discipline, violence, gangs and behavior management issues. School discipline, specifically, has been identified as one of the most serious ongoing problems confronting public school systems. Disruptive behavior within the school setting is increasing and threatening effective classroom instruction as well as the overall educational climate. Unfortunately, schools often unwittingly engage in discipline practices that do not change behavior, but may actually exacerbate the problem. Research findings regarding disruptive classroom behavior suggest the need for effective supports and interventions by the age of eight within school and community

		settings to reduce early risk factors. Early intervention is necessary given that research indicates a clear link existing between problem behavior and academic achievement. This article examines effective schoolwide behavioral strategies that successfully reduce the frequency of challenging behavior displayed by students.
49	Kostøl A. & Mausethagen, S. (2011): Relasjonsorientert praksis og stabile læringsfellesskap - kontekstuelle og relasjonelle forhold i klasserom på skoler med lite atferdsproblemer, *Paideia, 2011, nr. 2 S. 38-48*	
50	Lambert, A.M., Tingstrom, D.H., Sterling, H.E., Dufrene, B.A. & Lynne, S. (2015): Effects of tootling on classwide disruptive and appropriate behavior of upper-elementary students, *Behavior Modification, Vol. 39(3), 413-430*	The current study assessed the effects of a positive peer reporting procedure known as Tootling on classwide disruptive as well as appropriate behavior with fourth- and fifth-grade students and their teachers in two regular education classrooms. Tootling is a technique that teaches students to recognize and report peers' prosocial behavior rather than inappropriate behavior (i.e., as in tattling), and is also a variation on the expression, "tooting your own horn." Tootling combined with an interdependent group contingency and publicly posted feedback were assessed using an ABAB withdrawal design with a multiple baseline element across classrooms. Results demonstrated decreases in classwide disruptive behavior as well as increases in appropriate behavior compared with baseline and withdrawal phases across both classrooms, with results maintained at follow-up. Tootling was also rated highly acceptable by both teachers. Effect size calculations reflected moderate to strong effects across all comparisons. Limitations of the present study, directions for future research, and implications for practice are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
51	Lane, K.L., Smither, R., Huseman, R., Guffey, J & Fox, J. (2007): A function-based intervention to decrease disruptive behavior and increase academic engagement, *Journal of Early*	A range of interventions exist to prevent and respond to disruptive classroom behavior. This study documents the efficacy of a function-based intervention conducted using a multiple baseline across settings design. Despite moderately variable levels of treatment fidelity, results suggest a functional relation between the introduction of a package intervention and corresponding increases in academic

	and Intensive Behavior Intervention, Vol 4 p. 348-364	engagement and decreases in disruption. Limitations and implications for future research are presented. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
52	Lannie, A.L. & McCurdy, B.L. (2007): Preventing Disruptive Behavior in the Urban Classroom: Effects of the Good Behavior Game on Student and Teacher Behavior, *Education and Treatment of Children, Vol. 30, No. 1 (FEBRUARY 2007), pp. 85-98*	Teachers are often ill-prepared to manage classrooms in urban schools. In the present study, an empirically-based behavioral management strategy, the Good Behavior Game (Game), was investigated. The effects of the Game on student behavior and teacher response statements, including praise, were examined. A teacher with 22 students in a first grade classroom of an urban elementary school participated in implementation of the Game. Using a withdrawal design, results showed that student on-task behavior increased while disruptive behavior decreased, replicating previous findings. The number of teacher praise statements remained at near zero levels across conditions. Frequency of teacher neutral and negative statements varied with the level of student disruptive behavior. Teacher praise and limitations are discussed. (Contains 2 figures.)
53	Laws, C. & Davies, B. (2010): Poststructuralist theory in practice: Working with "behaviourally disturbed" children, *Qualitative Studies in Education, Vol. 13 (3), 205-221*	In this paper we enter into the debate about the place of poststructuralist theorising and its relation to educational and psychological practices. We argue against a definition of poststructuralist theory as generating inaction and as antithetical to concepts such as "agency" and "choice". We suggest that poststructuralist theory may well have powerful implications for practice and we illustrate this through a close examination of practices in regular schools and in a school for "behaviourally disturbed" children. We show that through making the constitutive force of discourse visible, it is possible to work with students in ways that make them recognisable as legitimate students.
54	Leafgren, S. (2008): Reuben's fall: complicating 'goodness' and schoolroom disobedience, *International Journal of Children's Spirituality Vol. 13, No. 4, November 2008, 331–344*	This article offers a snapshot of children's sentient and relational spirituality within a moment of disobedience in a kindergarten classroom. It is a portion of a study that employed a combination of qualitative inquiry (by Eisner in 1998) and rhizoanalyis, adapted from the work of Deleuze and Guattari (of 1987), MacNaughton (of 2005). The purpose of the larger study was to present moments of kindergarten children's disobedience in order to more fully understand the complexity of each moment. Rhizoanalysis was engaged in order to open lateral paths toward new understandings

		and questions regarding the disobedient actions of children, and so served to destabilise and challenge the known and given texts of children's disobedience and to disrupt the assumptions often made regarding the actions and interactions of young children as 'bad' or 'good' and offer ways to 'see' each moment of interaction as many things – both and neither bad nor good. The moment of disobedience and discussion offered within this pa...
55	Lewis, R., Romi, S., Katz, Y. J. & Qui, Z. (2008): Students' reaction to classroom discipline in Australia, China, and Israel, *Teaching and Teacher Education 24 (2008) 715–724*	This study investigates the extent to which students from Australia, Israel, and China report that their teachers' classroom disciplinary behaviour affects their attitudes towards schoolwork and the teacher. They also report how justifiable a teacher's intervention appeared. In all three settings, both punishment and aggression relate significantly to the level of students' distraction and negative affect towards the teacher. Teachers' recognition of responsible behaviour and discussion with students relate to less distraction and greater belief that the intervention was necessary. Hinting and the involvement of students in classroom discipline decision making relate to a stronger belief that the disciplinary actions taken are warranted. Implications are discussed.
56	Ma, X. & Willms, J.D. (2004): School Disciplinary Climate: Characteristics and Effects on Eighth Grade Achievement, *The Alberta Journal of Educational Research, Vol. 50(2), Summer, 169-188*	Seven dimensions of school disciplinary climate were identified based on a representative sample of grade 8 students in the United States. Within schools, students varied considerably in their perceptions and experiences about discipline. The variation was related mainly to students' socioeconomic status (SES), sex, and ethnicity. There was a significant contextual effect of school mean SES on disciplinary climate, larger than the individual effect of SES. Schools with primary or intermediate grades tended to have more favorable disciplinary climates than either junior or senior high schools. School location had small effects on disciplinary climate. The disciplinary measure with the strongest relationship to academic achievement pertained to classroom disruption.
57	MacLure, M., Jones, L., Holmes, R. & MacRae, C. (2008): *Becoming a problem: how and why children acquire a reputation as 'naughty' in the earliest*	

	years at school, Full Research Report	
58	MacLure, M., Jones, L., Holmes, R. & MacRae, C. (2012): Becoming a problem: behaviour and reputation in the early years classroom., *British Educational Research Journal, Vol. 38(3), 447-471*	How does it happen that some children acquire a reputation as a 'problem' in school? The article discusses some findings of a qualitative study involving children in the Reception year (ages 4–5). The research focused on problematic behaviour as this emerged within, and was shaped by, the culture of the classroom. A key question for the research was: what makes it difficult for some children to be, and to be recognised as, good students? Using an analytic framework derived from discourse and conversation analysis, we identify some critical factors in the production of reputation, including: the 'discursive framing' of behaviour; the public nature of classroom discipline; the linking of behaviour, learning and emotions; the interactional complexities of being (seen to be) good, and the demands on children of passing as the 'proper child' required by prevailing discourses of normal development, as coded in UK early years curriculum policy and pedagogy. [ABSTRACT FROM PUBLISHER] Copyright of British Educational Research Journal is the property of Wiley-Blackwell and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)
59	McKissick, C.; Hawkins, R. O; Lentz, F. E; Hailley, J. & McGuire S. (2010): Randomizing Multiple Contingency Components to Decrease Disruptive Behaviors and Increase Student Engagement in an Urban Second-Grade Classroom, *Psychology in the Schools, Vol. 47(9), 2010*	Disruptive behaviors displayed in the classroom interfere with learning by taking time away from academic instruction. This study investigated the effects of randomizing components within an interdependent group contingency for group disruptive behavior and engagement levels of 26 students in a second-grade classroom in an urban Midwestern school. Using a multiple-baseline-across-settings design, baseline levels of group disruptive behavior and engagement were compared to intervention levels across three different class periods. Results suggest that the intervention decreased levels of disruptive behavior and increased levels of student engagement. Benefits of randomizing components within an interdependent group

		contingency are discussed as well as limitations to this study and suggested areas of future research. (Contains 2 figures and 2 tables.)
60	Nordahl (1998): Er det bare eleven? : problematferd i lys av tilpasningskrav og kontekstuelle betingelser i skolen : delrapport 4 fra forskningsprosjektet "Skole og samspillvansker"	
61	T. Nordahl (2000): En skole - to verdener : et teoretisk og empirisk arbeid om problematferd og mistilpasning i et elev- og lærerperspektiv, *Norsk institutt for forskning om oppvekst, velferd og aldring, NOVA rapport 11/2000.*	
62	Nordahl, T., Mausethagen, S. og Kostøl, A. (2009): Skoler med liten og stor forekomst av atferdsproblemer : En kvantitativ og kvalitativ analyse av forskjeller og likheter mellom skolene ; Schools with limited and large signs of behavioral problems, *Høgskolen i Hedmark Rapport nr. 3 – 2009*	Norsk: Atferdsproblematikk har i mange sammenhenger framstått og framstår fortsatt som en av de største utfordringene lærere møter i både grunnskolen og videregående opplæring (Kunnskapsdepartementet, 2008). I denne rapporten presenteres resultatene fra et forskningsprosjekt der det er identifisert organisatoriske og kontekstuelle kjennetegn ved skoler med lav forekomst av atferdsproblemer. Forskningsarbeidet er basert på både kvantitative og kvalitative analyser. Gjennom statistiske analyser av en kartleggingsundersøkelse våren 2008 er det identifisert tre skoler med relativt omfattende atferdsproblemer og tre skoler med lite atferdsproblemer. Det er valgt en ungdomsskole og to barneskoler i hver av de to skoletypene. I disse seks skolene er det senere foretatt både en strukturert og mer åpen observasjon av undervisningen og intervjuer av lærere og rektorer. Til sammen er det observert 108 undervisningsøkter og gjennomført 36 intervjuer. Gjennom en vurdering av sammenhengene mellom det kvalitative og kvantitative materialet har vi kunne framstille og dokumentere likheter og forskjeller mellom disse skolene.

		Resultatene viser at det er systematiske og tydelige forskjeller mellom skoler med henholdsvis lite og mye atferdsproblemer. Skolene med lite atferdsproblemer har lite bråk og uro i timene, få elever som viser en utagerende atferd, et godt læringsutbytte blant elevene, lite spesialundervisning og god arbeidsinnsats. Det er en klar sammenheng mellom atferden blant elevene på skole og deres arbeidsinnsats og læringsutbytte. Disse positive resultatene ser ut til å ha en klar sammenheng med ledelse, organisering, læringsmiljø, klasseledelse og undervisning i disse skolene. På skolenivå er det tydelig ledelse, godt samarbeid mellom lærere, lite bruk av organisatorisk differensiering i nivågrupper eller aldersblanding og et relasjonelt elevsyn der elevens problemer sees i en kontekstuell sammenheng. På klassenivå bærer undervisningen preg av autoritativ klasseledelse, positive relasjoner mellom elever og lærere, et godt samhold mellom elevene i stabile sosiale felleskap, tydelige forventinger til læring og atferd og aktivt bruk av ros og oppmuntring. De interne faktorene vi finner i skoler med lite atferdsproblemer er i stor grad de faktorene som forskning beskriver at beskytter mot atferdsproblemer i skolen. Dette understreker at skolene med lite atferdsproblemer vektlegger undervisningsog organiseringsprinsipper både på skole- og klassenivå som vil forebygge atferdsproblemer og som det er dokumenteres at resulterer i en pro-sosial atferd blant elevene, et positivt læringsmiljø og et godt læringsutbytte.
63	Norlander, Torsten, Moas, Leif & Archer, Trevor (2005): Noise and Stress in Primary and Secondary School Children: Noise Reduction and Increased Concentration Ability through a Short but Regular Exercise and Relaxation Program, *School Effectiveness and School Improvement, 16:1, 91-99*	The present study examined whether a short but regularly used program of relaxation, applied to Primary and Secondary school children, could (a) reduce noise levels (in decibels), (b) reduce pupils' experienced stress levels, and (c) increase the pupils' ability to concentrate, as measured by teachers' estimates. Noise levels in 5 classrooms (84 participants) were measured using sound monitors, before and after a 4-week long relaxation program, as well as when no relaxation training was provided. The results indicated that levels of noise were reduced significantly after the relaxation treatment. The results indicated no significant reduction of stress levels in the classes, but ability to concentrate increased among the pupils.
64	O'Neill, S. & Stephenson, J. (2013):	This article reports the findings of a one-year follow-up study of Australian

	One Year On: First-Year Primary Teachers' Perceptions of Preparedness to Manage Misbehaviour and Their Confidence in the Strategies They Use, *Australasian Journal of Special Education / Volume 37 / Issue 02 / December 2013, pp 125 - 146*	beginning primary teachers' perceived preparedness to manage a variety of problematic student behaviours, and their confidence and use of behaviour management strategies based on their preservice coursework in classroom behaviour management. A total of 216 primary teachers in their first year of employment located across Australia responded to the online survey. Based on their coursework preparation in classroom behaviour management, the first-year teachers felt, at best, only somewhat prepared to manage disruption, noncompliance and disorganisation problems, and closer to not at all prepared to manage aggressive, antisocial, or destructive behaviours. Their perceptions of preparedness to manage all categories of problem behaviours had decreased significantly since course completion in the past year. First-year teachers were aware of a wide range of strategies for responding to problem behaviours, and felt somewhat confident in using most of the strategies. Their confidence in use had increased for most strategies, but only minimally, since completing their teacher education programs. Issues with current preservice coursework in classroom behaviour management in teacher education programs are discussed, and suggestions for addressing preparation and confidence issues are offered.
65	Radley, K.C, Dart, E.H. & O'Handley, R.D. (2016): The Quiet Classroom Game: A Class-Wide Intervention to Increase Academic Engagement and Reduce Disruptive Behavior, *School Psychology Review, 2016, Volume 45, No. 1, pp. 93–108*	The current study investigated the effectiveness of the Quiet Classroom Game, an interdependent group contingency using an iPad loaded with a decibel meter app, for increasing academically engaged behavior. Three first-grade classrooms in the southeastern United States, identified as displaying high levels of noise and disruptive behavior, were included in the study. A multiple-baseline design with an embedded ABAB condition sequence was used to evaluate the effect of implementation of the Quiet Classroom Game on academically engaged behavior, disruptive behavior, and classroom decibel level. Implementation of the intervention resulted in large increases in academically engaged behavior, moderate to large reductions in disruptive behavior, and large decreases in classroom noise. Results of social validity checklists administered to teachers and students indicated acceptability and utility of the intervention. Findings of the study suggest that the Quiet Classroom Game may be an effective method for increasing the academically

		engaged behavior and decreasing the noise and disruptive behavior of first-grade students in a general-education setting.
66	Reinke (2008): The Classroom Check-Up: A Classwide Teacher Consultation Model for Increasing Praise and Decreasing Disruptive Behavior	School-based consultation typically focuses on individual student problems and on a small number of students rather than on changing the classroom system. The Classroom Check-Up was developed as a classwide consultation model to address the need for classroom-level support while minimizing treatment integrity problems common to school-based consultation. The purpose of the study was to evaluate the effects of the Classroom Check-Up and visual performance feedback on teacher and student behavior. Results indicated that implementation of the Classroom Check-Up plus visual performance feedback increased teacher implementation of classroom management strategies, including increased use of praise, use of behavior-specific praise, and decreased use of reprimands. Further, these changes in teacher behavior contributed to decreases in classroom disruptive behavior. The results are encouraging because they suggest that consultation at the classroom level can create meaningful teacher and student behavior change. (Contains 3 tables and 2 figures.)
67	Reinke, W., Stormont, M., Herman, K.C., Wang, Z., Newcomer, L. & King, K. (2014): Use of Coaching and Behavior Support Planning for Students with Disruptive Behavior within a Universal Classroom Management Program, *Journal of Emotional and Behavioral Disorders 2014, Vol. 22(2) 74–82*	Even with the use of effective universal classroom management practices, some students will need additional behavioral supports. However, to translate implementation of new strategies into the classroom, professional development programs need to be adaptive to the complexities teachers face in providing instruction and managing classroom behaviors among diverse learners. Teachers also need support to successfully implement universal practices as well as to develop and enact plans for supporting students with disruptive behavior. This article describes a universal classroom management program that embeds coaching within the model. The coach supported teachers both in implementing universal strategies and in developing and implementing behavior support plans for students with disruptive behavior. The study evaluates the effectiveness of the behavior support plans and the types of coaching activities used to support these plans. Findings indicated that during meetings with teachers, coaches spent time action planning and providing performance feedback to teachers on their implementation of the behavior support

		plans. In addition, teachers reduced their rate of reprimands with the targeted at-risk students. Students receiving behavioral supports demonstrated decreased rates of disruptive behavior, increased prosocial behavior, and a trend toward improved on-task behavior. In comparison, a matched sample of students with disruptive behaviors did not demonstrate improved outcomes. Implications for practice are discussed.
68	Roland, E. & Vaaland, G. Sørensen (2011): Klasseledelse og atferdsvansker, *Senter for atferdsforskning, Universitetet i Stavanger*	
69	Ruiz-Olivares, R., Pino, M.J. & Herruzo, J. (2010): Reduction of disruptive behaviors using an intervention based on the good behavior game and the say-do-report correspondence, *Psychology in the Schools, Vol. 47(10), 2010 C 2010 Wiley Periodicals, Inc*	Disruptive behavior can waste a great deal of teaching time in the classroom, leading to feelings of frustration in teachers and an increase in academic failure among pupils. Prior research indicates that intervening in these kinds of behaviors improves the classroom atmosphere and facilitates the learning process. With this in mind, the aims of this article are to (a) reduce the incidence of disruptive behaviors such as standing up without the teacher's permission, shouting, fighting, and interrupting the teacher or a fellow classmate, using a combination of the Good Behavior Game (GBG) and Say-Do-Report (S-D-R) Correspondence training; (b) achieve long-term maintenance of results following the gradual withdrawal of the intervention; and (c) introduce the GBG in a different educational context than those discussed so far in the empirical literature. The intervention took place with the 15 children of a standard primary classroom (Cycle 1) at a state-run school in Andalusia (Spain). Using a multiple baseline design across situations, the GBG and Say not-not Do-Request not (Sn-nD-Rn) Correspondence training were introduced. A significant reduction in the incidence of disruptive behavior was observed, contingent on the respective application of the intervention in each baseline. The combined application of the GBG and the S-D-R Correspondence proved to be an effective way of decreasing disruptive behaviors (shouting, interrupting, etc.) in the classroom, and

		the results were maintained for 1 year following the gradual withdrawal of the treatment. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
70	Scott, T.M., Hirn, R. G & Alter P. J. (2014): Teacher Instruction as a Predictor for Student Engagement and Disruptive Behaviors, *Preventing School Failure, 58(4), 193–200, 2014 Copyright C Taylor & Francis Group, LLC*	Effective instruction is a critical predictor of student achievement. As students with exceptionalities such as emotional and behavioral disorders and learning disabilities, who typically struggle with academic achievement, spend increasing amounts of general education settings, the need for precise instructional behaviors becomes more imperative. The authors present the results of 1,197 systematic direct observations of teachers' instructional behaviors and their effect on student engagement and disruption. Results indicate statistically significant correlations between teaching and student engagement and disruptions, although there is variability depending on the grade level (elementary school vs. high school). Limitations, implications, and directions for future practice are discussed.
71	Shin, H. & Ryan, A.M. (2017): Friend influence on early adolescent disruptive behavior in the classroom: Teacher emotional support matters, *Developmental Psychology 2017, Vol. 53, No. 11, 114–125*	This research investigated how the level of disruptive behavior and friend influence on disruptive behavior varies across classrooms in relation to teacher emotional support. Data were collected from 48 fifth- and sixth-grade classrooms (N = 879 students) and included classroom observations at Wave 1 and student reports of their disruptive behavior and peer nominations of their friends at Waves 1 and 2 (fall and spring of the school year, about 6 months apart). In the fall, there were no differences in the level of disruptive behavior between classes that were low versus high in teacher emotional support. However, by spring, disruptive behavior was higher in classes with low teacher emotional support compared to classes high in teacher emotional support. Social network analyses, conducted with stochastic actor-based models, indicated that students were more likely to become similar to their friends in regards to disruptive behavior in classes low in teacher emotional support compared to classes high in teacher emotional support. Thus, the level of disruptive behavior and students' susceptibility to friend influence on disruptive behavior depend on the nature of the classroom context. This study contributes to a growing body of research showing that teachers play an important role in shaping the nature of peer relationships in the classroom. (PsycINFO Database Record (c) 2016 APA, all rights

72	Sortkær, B. (2013): Larm og Læring : Klasserumsklimaets betydning for elevers læring, *Institut for Uddannelse og Pædagogik, Aarhus Universitet. Working Paper Series, CSER WP. No. 0010*	Som en replik til de seneste års fokus på den urolige danske folkeskole, undersøger denne artikel, dels hvor meget uro der er i klasseværelserne rundt i Danmark, dels om de danske elever er særlige urolige i forhold til vores nordiske nabolande, og endelig hvad denne uro betyder for elevernes faglige udbytte. Med udgangspunkt i PISA 2003 og ved hjælp af deskriptiv statistik finder artiklen at over halvdelen af de danske 15-årige elever ofte føler sig forstyrret i timerne. Resultatet af en multilevel model viser at denne oplevede uro har en signifikant og betydelig sammenhæng med hvor godt den enkelte elev klarer sig fagligt. Ved nærmere analyse viser det sig desuden, at drenge og børn af forældre uden uddannelse bliver negativt påvirket i særlig grad af uro i klassen. Dette resultat kalder dog på yderligere forskning. Og endelig viser en sammenligning med Sverige og Norge, at de danske elever ikke er støjende i særlig grad.
73	Strømgren, B. & Sørheim, D. G. (2015): Evaluering av the Good Behavior Board Game, en variant av the Good Behavior Game, *Norsk Tidsskrift for Atferdsanalyse 2015, 42, 1 - 19 1 Nummer 1 (VÅR 2015)*	Denne studien har testet effekten av Good Behavior Board Game, et tiltak for å skape ro i klasserommet. Good Behavior Board Game er et spill som læreren spiller med klassen. Spillet går ut på at læreren markerer regelbrudd ved å flytte en brikke. Dersom det begås færre enn et gitt antall regelbrudd, tjener elevene tilgang til en hyggelig aktivitet. Regelbrudd er å snakke uten lov, å forlate plassen sin uten lov, og å berøre andre elevers kropp og/eller eiendeler. Tidligere studier har vist at spillet har gode kortsiktige og langsiktige effekter, og lærere og elever gir det gode skussmål, noe som tyder på god sosial validitet. Spillet ble prøvd på en skole der elever og lærere på tre trinn deltok. To av trinnene hadde god effekt av tiltaket, mens hos det tredje fant vi ingen effekt. Mulige årsaker til gode og manglende effekter blir gjennomgått.
74	Szulevicz (2016): FAQ om uro	
75	Sørlie (1998): Problematferd i skolen : hovedfunn, forklaringer og pedagogiske implikasjoner : hovedrapport fra	

	forskningsprosjektet "Skole og samspillsvansker"	
76	Sørlie (1998): Liv og leven i skolen : omfang og utslag av problematferd : delrapport 1 fra forskningsprosjektet "Skole og samspillsvansker"	
77	Sørlie, Mari-Anne & Ogden, Terje (2014): Mindre problematferd i grunnskolen? - Lærervurderinger i et 10-års perspektiv, *Norsk pedagogisk tidsskrift 03/2014 (Volum 98)*	Problematferd i grunnskolen er et stadig aktuelt tema, og særlig spørsmålet om elevenes atferd har endret seg til det verre. Det foreligger lite norsk forskning som gir grunnlag for sammenligninger over tid. Denne studien sammenligner imidlertid læreres rapportering av negative atferdshendelser i to undersøkelser som ble gjennomført med 10 års mellomrom. Den første undersøkelsen omfattet 2876 lærere og den andre 1734 lærere på grunnskolens barne- og mellomtrinn (1.–7. klasse). For det første viste undersøkelsene at den gjennomsnittlige prevalensen av lærerrapportert problematferd blant norske barneskoleelever var tilnærmet den samme på de to måletidspunktene over en ti-års periode. Andelen lærere som rapporterte om daglige innslag av problematferd, var imidlertid betydelig lavere i 2008 enn i 1998. For det andre omfattet den positive reduksjonen i daglig forekomst både problematferd observert i og utenfor klasseromskonteksten. Og for det tredje viste sammenligningen av de to studiene at reduksjonen gjaldt så vel for alvorlig som for mindre alvorlig problematferd.
78	Tennant, G. (2004): Nobody wants it so why is it there? Towards an understanding of low-level disruption, *Education 3-13, 32:3, 51-58*	This article looks in some detail at the transcript of a mathematics lesson in exploring the nature of low-level disruption in schools. This is preceded by a brief theoretical overview of behavioural issues, aimed at giving a context for the consideration of low-level disruption. The discussion of the issues arising from the analysis of the transcript includes an argument for explicitly teaching aspects of classroom behaviour to children at the beginning of the secondary school years as a means of

		ensuring better access to classroom learning opportunities and greater autonomy for teachers to work with children in a proactive, rather than reactive, manner.
79	Umbreit, J.; Lane, K. & Dejud, C. (2004): Improving classroom behavior by modifying task difficulty: Effects of increasing the difficulty of too-easy tasks, *Journal of Positive Behavior Interventions; Winter 2004; 6, 1; Wilson Education Abstracts pg. 13*	This study examined the effects of increasing task difficulty when inadequately challenging tasks are assigned. Jason, a 10-year-old, typically developing Caucasian boy, attended a fourth-grade general education classroom at a public elementary school. During independent academic assignments in math and reading, Jason often talked with other students, kicked his seat or the one in front of him, or wandered around the classroom. His teacher considered these behaviors to be very disruptive. The study was conducted in two phases. In Phase 1, a functional behavioral assessment identified that Jason's problem behaviors (a) occurred when he had completed his assignment and (b) resulted in his gaining access to preferred activities. In Phase 2, a function-based intervention (providing more challenging academic assignments) resulted in improvements in Jason's behavior. Both Jason and his teacher gave the intervention very positive acceptability ratings. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
80	Verkuyten, M. (2002): Making teachers accountable for students' disruptive classroom behaviour, *British Journal of Sociology of Education, Vol. 23, No. 1 (Mar., 2002), pp. 107-122*	Using a conversational analytical approach, this paper examines the various situated ways in which secondary school students, in interaction with teachers, describe and explain their disruptive classroom behavior. The focus is on how students account for their behavior and force accountability on teachers. Students gave accounts and made teachers accountable by defining disruptive behavior in relation to schoolwork and claims about normality, and by drawing on common understandings about teacher identity. In doing so, various discursive devices were used such as extreme case formulations, introducing corroborating witnesses, deploying the notion of consistency, giving detailed descriptions, making category contrasts, and displaying uncertainty and incomprehension. The different accounts all worked in the direction of emphasizing the role of the teacher, and the analysis raises questions about power relations in school and the empowerment of students. (PsycINFO Database Record (c) 2016 APA, all rights reserved)
81	Vaaland, G.S., Idsoe, T. & Roland, E. (2011): Aggressiveness and	This study aims to conceptualize disobedient pupil behavior within the more general framework of antisocial behavior and to reveal how two forms of aggressiveness are

	Disobedience, *Scandinavian Journal of Educational Research 55(1), 1-22*	related to disobedience. Disobedience, in the context of this article, covers disruptive pupil behavior or discipline problems when the pupil is aware of breaking a standard set by the teacher. Self?reported data were collected from a representative sample of Norwegian eighth?graders, 1,010 boys and 1,073 girls. Structural equation modeling, with latent variables, was used following LISREL 8.80. Analyses were conducted for boys and girls separately by multi?group modeling. Confirmatory factor analyses supported the construct of disobedience as homogenous across genders. Structural models confirmed reactive aggressiveness, proactive power?related, and proactive affiliation?related aggressiveness as predictors of disobedience in both boys and girls.
82	Wannarka, R. & Ruhl, K. (2008): Seating arrangements that promote positive academic and behavioural outcomes: a review of empirical research, *Support for learning Vol. 23 (2), 89-93*	Seating arrangements are important classroom setting events because they have the potential to help prevent problem behaviours that decrease student attention and diminish available instructional time. The purpose of this synthesis of empirical literature is to determine which arrangements of desks best facilitate positive academic and behavioural outcomes for primary through secondary high school students with a range of characteristics. Eight studies that investigated at least two of three common arrangements (i.e., rows, groups or semi-circles) were considered. Results indicate that teachers should let the nature of the task dictate seating arrangements. Evidence supports the idea that students display higher levels of appropriate behaviour during individual tasks when they are seated in rows, with disruptive students benefiting the most.
83	Watson, T. L., Skinner, C. H., Skinner, A. L.; Cazzell, S., Aspiranti K. B., Moore, T., Coleman, M. (2016): Preventing disruptive behavior via classroom management: Validating the Color Wheel System in kindergarten classrooms, *Behavior Modification 2016, Vol. 40(4) 518–540*	Evidence suggests that installing a classroom management system known as the Color Wheel reduced inappropriate behaviors and increased on-task behavior in second- and fourth-grade classrooms; however, no systematic studies of the Color Wheel had been disseminated targeting pre-school or kindergarten participants. To enhance our understanding of the Color Wheel System (CWS) as a prevention system, a multiple-baseline design was used to evaluate the effects of the Color Wheel on inappropriate vocalizations (IVs) in three general education kindergarten classrooms. Partial-interval time-sampling was used to record classwide IVs, which were operationally defined as any comment or vocal noise that was not solicited by

		the teacher. Time series graphs and effect size calculations suggest that the CWS caused immediate, large, and sustained decreases in IVs across the three classrooms. Teacher acceptability and interview data also supported the CWS. Implications related to prevention are discussed and directions for future research are provided. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
84	Way, S. M. (2011): School discipline and disruptive classroom behavior: The moderating effects of student perceptions, *The Sociological Quarterly, Vol. 52, No. 3 (summer 2011), pp. 346-375*	This study examines the relationship between school discipline and student classroom behavior. A traditional deterrence framework predicts that more severe discipline will reduce misbehavior. In contrast, normative perspectives suggest that compliance depends upon commitment to rules and authority, including perceptions of fairness and legitimacy. Using school and individual-level data from the National Education Longitudinal Study of 1988 and multilevel regression modeling, the author finds support for the normative perspective. Students who perceive school authority as legitimate and teacher–student relations as positive are rated as less disruptive. While perceptions of fairness also predict lower disruptions, the effects are mediated by positive teacher–student relations. Contrary to the deterrence framework, more school rules and higher perceived strictness predicts more, not less, disruptive behavior. In addition, a significant interaction effect suggests that attending schools with more severe punishments may have the unintended consequence of generating defiance among certain youth. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
85	Woods, R. (2008): When Rewards and Sanctions Fail: A Case Study of a Primary School Rule-Breaker, *International Journal of Qualitative Studies in Education, 21:2, 181-196*	UK schools commonly employ a behavioral discipline method comprising rules, rewards awarded when children follow the rules and sanctions when children break them. To date, this approach has had only limited success in halting classroom disruption (Render, Padilla and Krank, 1989; Riley & Rustique-Forrester, 2002; Gutherson & Pickard, 2006). This paper sought explanations for this limited success through a case study of a British primary school boy who persistently broke school rules. Participant observation, interviews and questionnaires were used to explore his perspective over a period of over two years. The data pinpoint three issues which were implicated in the boy's antagonistic response to school discipline: emotions

		(particularly anger), perceptions of fairness and trust, and the role of the peer group in providing alternative morals, rewards and punishments which conflict with those operating in the classroom. It is argued that behavioral discipline methods sometimes fail because they neglect these important dimensions of children's experience. (Contains 1 figure and 10 notes.)
86	Wright, A. (2009): Every Child Matters: Discourses of Challenging Behaviour, *Pastoral Care in Education, 27:4, 279-290*	The proposal of Every Child Matters: The Green Paper (2003), to locate the protection and support of children, with an emphasis on those who may be the most vulnerable, in a strengthened universal service, has provided the impetus for a radical and transformational response at both national and local levels. Local education authorities have been replaced by an infrastructure of Children's Services, each working to develop a collective wider children's workforce. This paper is about a group of children, who are arguably amongst those most vulnerable. They are described as having social, emotional and behavioural difficulties and are the children who are most at risk of exclusion from school in the short term and of social and economic marginalisation in the long term. I focus on the experience that these children have at school and discuss how the changing position of teachers as the dominant profession in a school setting may offer new possibilities for these children to experience learning beyond current constructions of disruption and difference. I consider how the Every Child Matters agenda, in requiring the formation of a singular workforce of teachers, teaching assistants, learning mentors, counsellors, youth workers, social, community and health workers, may provide an unprecedented opportunity for those who work closely with children who have social, emotional and behavioural difficulties, to deconstruct individual "siloed" professional conceptions about these children and to reconstruct a shared discourse that could embrace a range of perspectives. Perspectives that could take account of the complete experience a child may have, in learning, in managing social relationships and conventions and in being part of a family at home and a community at school. Those who are prepared to open their minds to alternative discourses beyond the orthodoxies of their own profession will be amongst those who can positively, and perhaps permanently, influence the ways in which troubled children

	experience education, school and learning.
87	Ødegård, M. (2014): Uro i skolen og den menneskelige væremåte, *Norsk pedagogisk tidsskrift 03 / 2014 (Volum 98)*	Denne artikkelen inngår i forskningsprosjektet «A Comparative Study of Disruptive Behavior Between Schools in Norway and the United States», et samarbeid mellom norske og amerikanske forskere. Uro er en av de største utfordringene skolen står overfor i begge land. Min tilnærming vil være av eksplorerende art og inkludere en drøftelse av Martin Heideggers begrep «stemning» og Hubert Dreyfus sitt begrep «absorbed coping», i relasjon til uro i skolen. Følgende vil stå sentralt: Lærere og elevers aktive forhold til hverandre og skolen, hvordan uro oppstår og forplanter seg i klasserommet, og om dette kan affisere lærerens ferdigheter i atferdskorreksjon.