

## Research in Brief:

# Classroom management practices to reduce disruptive or aggressive student behaviour



Disruptive behaviour is a common concern for classroom teachers. It can decrease instructional time and increase teacher stress. Students in disruptive classrooms tend to have lower grades and perform worse on standardized tests. Classrooms with high levels of disruptive behaviour can put children at risk for emotional and behavioural disorders.

Classroom management is defined as “any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning”. It may include establishing consistent rules and routines, teaching prosocial behaviour, and preventing and reducing inappropriate behaviour.

### Do teachers’ classroom management practices reduce problem behaviour in classrooms?

A recent systematic review sought to determine whether classroom management programs were effective in reducing problematic behaviour in students from kindergarten through grade 12. Two of the most commonly used programs in the review were the Classroom Organization and Management Program (COMP), and the Good Behaviour Game.

It was found that classrooms that implemented classroom management programs had significantly lower rates of problem behaviour than classrooms not using classroom management interventions.

### What is a systematic review?

The purpose of a systematic review is to sum up the best available research on a specific question. This is done by bringing together the results of several studies. Studies included in a review are screened for quality, so that the findings of a large number of studies can be combined.

### ***Why does this matter?***

- ⇒ *Disrupted classrooms have less engaged academic time*
- ⇒ *Disruptive behaviours can put children at risk for more serious emotional and behavioural disorders*
- ⇒ *Classroom management is an effective way to reduce disruptive behaviour and improve the learning environment for both teacher and students*



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## What did they do?

The researchers conducted a search of ERIC, PsycINFO, Proquest Dissertations, and Proquest databases.

The following criteria qualified a study for inclusion in the review:

- Interventions were universally delivered to all students
- Interventions took place in the classroom, during school hours
- Study designs were experimental or quasi-experimental

12 studies were included in the review. The authors examined all of the studies to determine whether classroom management strategies are effective in reducing disruptive and aggressive behaviour.



## What did they learn?

The COMP program was utilized in 7 of the studies examined by reviewers. COMP is a professional development series to help teachers improve their classroom management. The program focuses on seven key areas, including:

- Organizing the classroom

- Planning and teaching rules and procedures
- Managing student work and improving student accountability
- Maintaining good student behaviour
- Planning and organizing
- Conducting instruction and maintaining momentum
- Getting the year off to a good start

The Good Behaviour Game was a strategy used in 3 of the reviewed studies. Teachers begin by outlining classroom rules. Students are then grouped into teams, and each team loses points when a team member violated one of the classroom rules. Teams with the fewest behaviour violations “win” the game and receive a reward.

The authors found that classroom management practices such as those discussed above are effective in decreasing problem behaviours in the classroom. Students whose teachers implemented classroom management programs had less disruptive, inappropriate and aggressive behaviour compared to students in classrooms without such an approach. However, there was not enough data to determine which specific elements of classroom management programs are linked to effectiveness. The authors also could not determine differences across grade levels.

*This brief summary was prepared from:*

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*Please see the original document for full details. In the case of any disagreement between this summary and the original document, the original document should be seen as authoritative.*