

שאלתה: משמעת

מילות מפתח: school, behavior, discipline

.1

**TI: Assessment of Noise Levels of Elementary Schools in France and Turkey.**

AU: Bulunuz, Mızrap; Güner, Fatih

SO: Ilkogretim Online; 2019, Vol. 18 Issue 2, p777-787

Abstract:

In this study, noise levels of elementary schools in France and Turkey are evaluated according to data based on observation. As a qualitative research design, comparative case study design was applied. The scope of the study includes an elementary school from Turkey, in which the study named "Noise Pollution at School: Causes, Effects and Controlling It" was conducted, and an elementary school from France, in which the study named "Silence in the Hallways(Chut... dans les couloirs)" was conducted. Observation was used as a qualitative data collection tool. It is observed that the noise levels in class during class time is at medium level and during recess at high level in the elementary school in Turkey, whereas the noise levels both in class and hallways during class time and recess are at medium or low levels in the elementary school in France

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2.

**TI: Effect of an Elementary School Walking Program on Physical Activity and Classroom Behavior.**

AU: Lassiter, Jill W. Campbell, Amanda L

SO: Physical Educator. Spring2019, Vol. 76 Issue 2, p485-501.

Abstract:

This study examined the effect of a physical activity program on student activity during recess and on disruptive classroom behavior. The program was implemented during recess for 5 weeks in a rural elementary school. Prior to and during the program, teachers recorded observations of sedentary students during recess and of disruptive classroom behavior before and after recess. The number of sedentary students during recess decreased significantly during the program ( $p < .05$ ) and classroom behavior significantly improved after recess ( $p < .001$ ), differences that were not seen prior to the start of the program. Physical activity initiatives can improve student participation in physical activity during recess while costing little and maintaining student choice. Increased physical activity during recess improves children's ability to meet daily activity recommendations and may improve the classroom environment by decreasing disruptive behaviors

3.

**TI: Elementary school children's associations of antisocial behaviour with risk-taking across 7–11 years.**

AU: Tieskens, Jacintha M; Buil, J. Marieke; Koot, Susanne

SO: Journal of Child Psychology & Psychiatry; Oct2018, Vol. 59 Issue 10, p1052-1060,

Abstract:

Background: The impact of childhood antisocial behaviour on future maladaptation has been acknowledged. Risk-taking has been associated with antisocial behaviour in adolescents and adults, but its association with childhood antisocial behaviour is understudied. In this study, we explored the association of children's risk-taking with antisocial behaviour in mainstream elementary schoolchildren studied longitudinally across 7–11 years. Methods: One thousand and eighty-six children (51% boys) were assessed in three annual waves. Antisocial behaviours (aggressive, covert antisocial and oppositional

defiant behaviour) were assessed using teacher- and peer-reports. Risk-taking was measured using the Balloon Analogue Risk Task (BART). The association of antisocial behaviour with risk-taking was analysed using parallel growth models. Results: Children with higher levels of risk-taking at age 7 showed increased growth in peer-reported aggression from age 7 to 11. Risk-taking, that is increased levels at age 7 in boys and increased growth in girls, predicted increased growth in peer-reported oppositional defiant behaviour. Associations of risk-taking with teacher-reported aggression and covert antisocial behaviour were at trend level. Conclusions: Results indicated that already in childhood, among typically developing children, risk-taking is associated with the development of antisocial behaviour. Future research focused on antisocial behaviour, but also school mental health workers and clinicians should take into account that already in childhood, risk-taking might affect antisocial behaviour development.

4.

**TI: The Effects of Tootling via ClassDojo on Student Behavior in Elementary Classrooms.**

AU: Dillon, Melissa B. McHugh; Radley, Keith C; Tingstrom, Daniel H.

SO: School Psychology Review; Mar2019, Vol. 48 Issue 1, p18-30

Abstract:

The current study was designed to evaluate the effects of a tootling intervention, in which students report on peers' appropriate behavior, modified to incorporate ClassDojo technology, on class-wide disruptive behavior and academically engaged behavior. An A-B-A-B withdrawal design was used to evaluate the effects of the intervention in 3 fifth-grade classrooms. Student-produced tootles were recorded using the ClassDojo website and displayed to students via projector. Reinforcement for tootling was provided through an interdependent

group contingency based on the number of tootles produced. Results indicated substantial and meaningful decreases in class-wide disruptive behaviors and increases in academically engaged behaviors during intervention phases compared to baseline and withdrawal phases across all three classrooms. Limitations, implications for practice, and directions for future research are discussed

5.

**TI: Rates of Common Classroom Behavior Management Strategies and Their Associations With Challenging Student Behavior in Elementary School.**

AU: Owens, Julie Sarno; Holdaway, Alex S; Smith, Jessica; Evans, Steven W

SO: Journal of Emotional & Behavioral Disorders; Sep2018, Vol. 26 Issue 3, p156-169,

Abstract:

In this study, we (a) describe patterns of challenging student behaviors (classwide and for a target student with attention deficit hyperactivity disorder [ADHD]) and teacher behaviors (i.e., praise, commands, and responses to challenging behavior) in kindergarten through Grade 5 classrooms, (b) examine the relations between these behaviors, and (c) describe a threshold of teacher behaviors most associated with low levels of challenging student behavior. Participants were 55 teachers observed using a modified version of the Student Behavior Teacher Response (SBTR) system. Across grades, there was variability in rates of classwide challenging behavior per hour ( $M = 35.81$  to  $102.62$ ) and rates of praise per hour ( $M = 10.90$  to  $37.70$ ). The percentage of challenging behaviors to which teachers responded appropriately was generally low ( $M = 27\%$  to  $47\%$ ) and stable across grades. For classwide challenging behavior, higher percentages of appropriate teacher response were significantly associated with lower rates of

challenging behavior ( $b = -.43$ ;  $p < .01$ ), but effective commands and labeled praise were not. Classwide challenging behaviors dropped to 30 per hour once teachers reach a threshold of 51% appropriate response, with little incremental benefit at higher levels. Implications for professional development and future study of behavior management practices are discussed

6.

**TI: Behavior problems in elementary school among low-income boys: The role of teacher-child relationships.**

AU: Collins, Brian Andrew; O'Connor, Erin Eileen; Supplee, Lauren; Shaw, Daniel S

SO: Journal of Educational Research; 2017, Vol. 110 Issue 1, p72-84

Abstract:

The authors identified trajectories of teacher-child relationship conflict and closeness from Grades 1 to 6, and associations between these trajectories and externalizing and internalizing behaviors at 11 years old among low-income, urban boys ( $N = 262$ ). There were three main findings. Nagin cluster analyses indicated five trajectories for conflict with all children evidencing increases in conflict, and four trajectories for closeness with all children demonstrating decreases in closeness. Trajectories with higher levels of conflict and lower levels of closeness were associated with higher levels of externalizing and internalizing behavior problems at 11 years old. Moreover, conflictual teacher-child relationships exacerbated the effects of externalizing and internalizing behavior problems in early childhood; children with conflictual teacher-child relationships had higher levels of behavior problems in middle childhood relative to children with low conflictual teacher-child relationships. Implications of targeting teacher-child relationships as interventions to help prevent behavior problems are discussed

7.

**TI: The Relationship Between Teachers' Implementation of Classroom Management Practices and Student Behavior in Elementary School.**

AU: Gage, Nicholas A; Scott, Terrance; Hirn, Regina; MacSuga-Gage, Ashley S

SO: Behavioral Disorders; Feb2018, Vol. 43 Issue 2, p302-315

Abstract:

Teachers' classroom management practices have a direct impact on their students' probability of success. Evidence-based classroom management practices include (a) active instruction and supervision of students (i.e., teaching), (b) opportunities for students to respond, and (c) feedback to students. In this study, we examined the degree to which teachers implemented evidence-based classroom management practices and whether there was a relationship between use of those teacher behaviors and students' time engaged in instruction and rate of disruptions. Using latent class analysis, we identified four groups of teachers from 1,242 teacher–student dyads in 65 elementary schools, with one group of teachers demonstrating very low rates of classroom management practices. We then modeled the predictive relationship of being in classrooms with low rates of classroom management practices and student engagement and disruptive behavior within a multilevel framework. Results indicate that students in classrooms with low rates of classroom management practices were statistically significantly less engaged in instruction, whereas no differences in disruptions were found. The results are discussed within the context of prior research, students with or at risk for emotional and/or behavioral disorders, and study limitations

8.

**TI: Punishment and Inequality at an Early Age: Exclusionary Discipline in Elementary School**

AU: Jacobsen, Wade C; Pace, Garrett T; Ramirez, Nayan G

SO: Social Forces; Mar2019, Vol. 97 Issue 3, p973-998

Abstract:

We advance current knowledge of school punishment by examining (1) the prevalence of exclusionary discipline in elementary school, (2) racial disparities in exclusionary discipline in elementary school, and (3) the association between exclusionary discipline and aggressive behavior in elementary school. Using child and parent reports from the Fragile Families Study, we estimate that more than one in ten children born between 1998 and 2000 in large US cities were suspended or expelled by age nine, when most were in third grade. We also find extreme racial disparity; about 40 percent of non-Hispanic black boys were suspended or expelled, compared to 8 percent of non-Hispanic white or other-race boys. Disparities are largely due to differences in children's school and home environments rather than to behavior problems. Next, consistent with social stress and strain theories, we find suspension or expulsion associated with increased aggressive behavior in elementary school. This association does not vary by race but is robust to a rich set of covariates, within-individual fixed effects, and matching methods. In conjunction with what we find for racial disparities, our results imply that school discipline policies relying heavily on exclusionary punishment may be fostering childhood inequality

9.

**TI: Functions of Aggression and Disciplinary Actions Among Elementary School-Age Youth.**

AU: Fite, Paula; Evans, Spencer; Pederson, Casey

SO: Child & Youth Care Forum; Dec2017, Vol. 46 Issue 6, p825-839

Abstract:

A link between aggression and disciplinary actions has been established; however, specific associations between reactive and proactive functions of aggression and disciplinary actions in the elementary school setting have not been evaluated. A better understanding of links between functions of aggression and disciplinary actions could directly inform whom to target and how to intervene to reduce infractions at school before more serious consequences (i.e., suspension or expulsion) occur. Objective: The present study evaluated unique associations between reactive and proactive aggression and increases in disciplinary actions at school over the course of 1 year. Methods: A sample of 173 elementary school-age youth (ages 8-10, 55.5% female) participated in the current study, with teacher and student reports as well as school record data collected. Results: Correlation analyses indicated that both reactive and proactive aggression were associated with increases in disciplinary actions; however, the magnitude of effects was stronger for reactive aggression. Further, path analyses indicated that when simultaneously evaluating reactive and proactive aggression, only reactive aggression was uniquely positively associated with increases in disciplinary actions. Conclusions: Reactive aggression appears to be the function of aggression to target for the prevention of disciplinary actions in the elementary school setting. Findings and their implications for intervention and future research are discussed

10.

**TI: Detecting the correlation between mobile learning behavior and personal characteristics among elementary school students.**

AU: Sun, Zhong; Yao, Xiajing; You, Jiabin

SO: Interactive Learning Environments; Dec2018, Vol. 26 Issue 8, p1023-1038

Abstract:



This study aimed to explore the features of mobile learning behaviors among Chinese elementary school students, and relationships between mobile learning behaviors and personal characteristics in mobile learning environment. The current study designed and developed a game-based educational mobile environment and conducted an experimental research. Eighty-three elementary students participated in this study. The results revealed the features of elementary school students' mobile learning behavior including: 1) the students had reasonable login frequencies and learning time duration with appropriate guidance from the teachers, and satisfying learning performance by self-learning; 2) higher grade, learning style with active information processing and higher test scores in the conventional Chinese subject course had positive impacts on the mobile learning behaviors, but no gender difference was found. Regrettably, students showed more digital consuming than digital creating in the current study. The results could provide necessary suggestions on mobile learning for young learners

11.

TI: **When children move: Behavior and achievement outcomes during elementary school.**

AU: Lleras, Christy; McKillip, Mary

SO: Journal of Educational Research. 2017, Vol. 110 Issue 2, p177-187

Abstract:

School moves are common during elementary school in the United States. The authors address whether changing schools and residences affects the academic and behavioral development of young students. Utilizing data from the Early Childhood Longitudinal Study, the regression analyses show that, after controlling for prior achievement and behavior, students who experience nonroutine school changes,

especially coupled with residential changes, are more likely to develop internalizing and externalizing behavior problems, are less engaged in classroom activities, and have slower reading growth compared to stable students.

12.

**TI: Individualized student support in primary school teaching: A review of influencing factors using the Theory of Planned Behavior (TPB)**

AU: Knauder, Hannelore; Koschmieder, Corinna

SO: Teaching & Teacher Education; Jan2019, Vol. 77, p66-76

Abstract:

According to the Theory of Planned Behavior (TPB; Ajzen, 1991), each behavior results from a behavioral intention, which in turn depends on attitudes, subjective norms and perceived behavioral control. In this study, the TPB was investigated with respect to individualized student support and teachers' intrinsic and extrinsic support intentions involving 488 primary school teachers. Employing individualized support interventions was predicted directly by self-efficacy beliefs and the intrinsic support intention as well as indirectly by teachers' attitudes. More practically experienced teachers implement support measures more often, while multi-group comparisons regarding advanced training showed no differences in the tested model for the TPB. Highlights • The TPB was reviewed with respect to individualized student support in primary school teaching. • Experienced teachers are more likely to implement individualized measures of support. • Control of self-efficacy and intrinsic intentions to implement support interventions are of particular importance. • Teachers' attitudes towards individualized student support exert an indirect influence on its implementation. • Teachers with as well as without advanced training are equally likely to provide individualized support.

13.

**TI: Factors that affect primary school children's sustainable behavior in a resource dilemma.**

AU: Ebersbach, Mirjam; Malkus, Dörthe; Ernst, Andreas

Abstract:

Fishing conflict game assesses sustainable behavior concerning a common resource. • Six- to 11-year-olds played this game alone and in groups in different conditions. • More sustainable behavior with communication or when children played alone. • Limitation of withdrawal supported sustainable behavior. • Older children acted more sustainably. Acting ecologically sustainably and not exhausting natural resources is becoming more and more important. Sustainable behavior can be investigated within the conceptual frame of resource dilemmas, in which users share a common, slowly regenerating resource. A conflict emerges between maximizing one's own profit and maintaining the resource for all users. Although many studies have investigated adults' behavior in resource dilemmas, barely anything is known about how children deal with such situations and which factors affect their behavior. Due to their still developing cognitive and social skills as well as their self-control, they might act differently than adults. In the current study, 114 children aged 6 to 11 years played a fishing conflict game. We manipulated (a) whether children played alone or in groups, (b) whether withdrawal was limited or not, and (c) whether children were allowed to communicate within the groups or not. In addition, children's individual characteristics that were expected to be related to their sustainable behavior were assessed (i.e., delay of gratification, fairness concept, relatedness to nature, math grade, and age). Children's success in maintaining the resource strongly depended on the game context. Similar to adults, children acted more ecologically sustainably when they played alone, when the withdrawal was limited,

and when communication was allowed. In addition, older children acted more sustainably than younger children. The results are discussed in the light of findings with adults and with regard to potential interventions that aim at enhancing children's sustainable behavior.

14.

**TI: Associations between organised sport participation and classroom behaviour outcomes among primary school-aged children.**

AU: Watson, Amanda; Timperio, Anna; Brown, Helen

SO: PLoS ONE. 1/2/2019, Vol. 14 Issue 01, p1-12

Abstract:

Introduction: Physical activity is positively associated with children's classroom behaviour. However, less is known about how different types of physical activity contribute to these outcomes. This study examines associations between sport participation and classroom behaviour among primary school-aged children. Methods: Parents of 568 children aged 9–11 years reported child sport participation and classroom behaviour outcomes (school functioning, inattention, classroom behaviour (fidgetiness), acting without thinking and poor concentration). Sport participation included: duration (hours/week) and type (individual; team; team and individual). Regression analyses assessed associations between sport participation and classroom behaviour outcomes. Analyses adjusted for maternal education, and objectively-measured overall physical activity, and accounted for clustering by recruitment centre. Sex differences in associations were explored as a secondary aim. Results: In comparison to children who did not participate in sport, children who participated in sport displayed less inattention/hyperactivity (individual sport:  $B = -1.00; 95\%CI: -1.90, -0.00$ ; team sport:  $-0.88; 95\%CI: -1.73, -0.03$ ) and less acting without

thinking (individual sport: OR = 0.35;95%CI:0.13,0.98), after adjusting for overall physical activity. There were no sex differences in associations. Conclusions: Findings indicated sport participation, one form of physical activity, was associated with less inattention/hyperactivity and acting without thinking, over and above the influence of overall physical activity levels. Parents may consider sport as one way to contribute to their child's overall physical activity levels, although the impact of organised sport on classroom behaviour is modest at best.

15.

**TI: Promotion of the Environmental Knowledge and Behavior through the Moroccan Syllabus of Sciences in the Middle School.**

AU: El Batri, Bouchta; Alami, Anouar; Zaki, Moncef; Nafidi, Youssef

SO: International Electronic Journal of Elementary Education; Mar2019, Vol. 11 Issue 4, p371-381

Abstract:

This research paper aims to promote environmental knowledge and behavior in the Moroccan school through the syllabus of science at the level of the Moroccan middle School. As a first step, a comparative multi-case study was conducted. It is intended for students from four middle Schools who belong to four different socio-environmental backgrounds. The survey was conducted through questionnaires which consist of four sections; the learning methods, the teaching aids, environmental knowledge, and the use of environmental knowledge in adequate eco-responsible behaviors. Based on the analysis of the results obtained at the level of the four schools, a teaching intervention of four weeks (2 hours per week) was then carried out. During this process, the same program was taught but otherwise. In order to meet the objectives of this work, we have inserted some local environmental problems through active learning methods and relatively appropriate

teaching aids. In our intervention, we have made the necessary link between ecological knowledge and the appropriate pro-environmental behavior. This, however, is attributed to the fact that it has never been used before. The results show that there is a significant improvement, both in terms of environmental knowledge acquired and the intentions to adopt eco-friendly environmental behaviors

16.

**TI: A Comparison Between SRSS-IE and BASC-2 BESS Scores at the Middle School Level.**

AU: Lane, Kathleen Lynne; Oakes, Wendy Peia; Common, Eric Alan; Brunsting, Nelson

SO: Behavioral Disorders; May2019, Vol. 44 Issue 3, p162-174

Abstract:

We report findings of a psychometric study comparing scores from two screening tools: Student Risk Screening Scale–Internalizing and Externalizing (SRSS-IE, an adapted version of the Student Risk Screening Scale) and Behavior Assessment System for Children–Second Edition, Behavioral and Emotional Screening System (BASC-2 BESS). Participants were 624 sixth-, seventh-, and eighth-grade students attending a rural middle school in a southeastern state. Pearson correlation coefficients indicated statistically significant, positive relations between SRSS-IE and BASC-2 BESS scores, with very strong relations on externalizing and comorbid (internalizing and externalizing) scales. Results of concurrent classification accuracy analyses, kappa, and receiver operating curve analyses suggest the seven externalizing items on the SRSS (SRSS-E7) and BASC-2 BESS scores function in a similar manner with respect to detecting students with externalizing behaviors, but less so in detecting students with internalizing behaviors. Limitations and future direction are discussed

17.

**TI: Reducing disruptive behaviours and improving classroom behavioural climate with class-wide positive behaviour support in middle schools.**

AU: Närhi, Vesa; Kiiski, Tiina; Savolainen, Hannu

SO: British Educational Research Journal; Dec2017, Vol. 43 Issue 6, p1186-1205

**Abstract:**

Disruptive behaviour in classrooms is a significant challenge for learning in schools and a risk factor for students' academic achievement and a significant source of teachers' work-related stress. Earlier research shows that clear behavioural expectations, monitoring students' adherence to them and behaviour-specific praise are effective practices to reduce disruptive behaviour. Although behaviour problems are common in middle schools, most of the interventions have been developed and studied in elementary schools. This randomised study evaluated the effects of a class-wide intervention on classroom behavioural climate and disruptive behaviour, on teacher-experienced stress and on the time needed for behaviour management in middle school. The classes were selected for intervention by their teachers on the basis of poor behavioural climate. The intervention was based on teachers' cooperation; they collectively agreed on clear behavioural expectations, used positive feedback and, if needed, applied consequences in response to high rates of disruptive behaviour. The results indicated medium to large effects on classroom behavioural climate according to teachers' evaluations, and somewhat more inconsistent effects on classroom behavioural climate according to student evaluations and in the time needed for behaviour management. The behavioural climate of the classes remained at a constant level during the follow-up. The intervention was well accepted by teachers and students. The results suggest that an easily applicable intervention

may produce significant improvements in classroom behavioural climate in middle schools

18.

**TI: Gender Differences in Patterns of School Victimization and Problem Behaviors During Middle School and Their Relation to High School Graduation.**

AU: Tan, Kevin; Heath, Ryan D; Das, Aditi; Choi, Yoonsun

SO: Youth & Society; Apr2019, Vol. 51 Issue 3, p339-357

Abstract:

Victimization and problem behaviors during middle school detrimentally influence student learning. However, less is known about how they may cooccur and collectively affect high school graduation and whether the interrelationships vary by gender. Using data from a nationally representative cohort of seventh-grade students from the National Longitudinal Survey of Youth (1997; N = 1,009), latent class analyses identified three groups among boys and two among girls. Results indicated that 50% of boys in the high-risk group (high victimization and problem behaviors) did not graduate from high school on time. Furthermore, boys in the moderate-risk group (high victimization, low problem behaviors) graduated from high school on time at a rate comparable with the low-risk boys. Two groups emerged for girls (i.e., low vs. high risk) in which each corresponds to graduation in an expected direction. Findings from this study underscore the importance of gender differences in intervention efforts, especially during middle school.

19.

**TI: Associations between school climate, suicidal thoughts, and behaviors and ethnicity among middle school students.**

AU: Salle, Tamika P; Wang, Cixin; Parris, Leandra; Brown, Jacqueline

A



SO: Psychology in the Schools; Dec2017, Vol. 54 Issue 10, p1294-1301

Abstract:

The purpose of the current study is to investigate the relationships between suicidal thoughts and behaviors (STBs), school climate, and student demographics among middle school students. The study was conducted with a sample of 152,191 middle school students across 607 schools within 182 school districts in a southeastern state. Results support prior research that positive perceptions of school climate are associated with fewer reports of STB. Participants identified family reasons, bullying, peer problems, and 'other' as the most common reasons for STB. Further, older students and males were more likely to engage in STB than their counterparts. When examining cross-sectional interactions, race/ethnicity moderated the relationship between school climate and STB. Findings from the study support the role of school psychologists in advocating for prevention and intervention STB supports for middle school students with particular attention to students who may be at increased risk based on group identification. Implications for future research and practice are discussed.

20.

**TI: Authoritative school climate and suspension rates in middle schools: Implications for reducing the racial disparity in school discipline.**

AU: Heilbrun, Anna; Cornell, Dewey; Konold, Timothy

SO: Journal of School Violence; Jul-Sep2018, Vol. 17 Issue 3, p324-338

Abstract:

The overuse of school suspensions has been linked to a host of negative outcomes, including racial disparities in discipline. School

climate initiatives have shown promise in reducing these disparities. The present study used the Authoritative School Climate Survey—which measures disciplinary structure and student support as key measures of school climate—to investigate an association between teacher and student perceptions of school climate and suspension rates in a statewide sample of middle schools. Regression analyses controlling for school-level poverty and school size found that elements of authoritative climate, particularly structure, distinguish high- and low-suspending schools. Schools with high levels of student- and teacher-reported structure had lower overall suspension rates and a lower gap between Black and White suspension rates. These findings can be used to guide school climate initiatives to reduce racial disparities in school discipline.

21.

**TI: The Impact of Mindfulness Training on Middle Grades Students' Office Discipline Referrals.**

AU: Martinez, Tonnie; Zhao, Yuanyuan

SO: Research in Middle Level Education Online; 2018, Vol. 41 Issue 3, p1-8

Abstract:

Young adolescents who experience stress may also exhibit negative behaviors at school. Students whose misbehavior causes an interruption to classroom learning may be sent to the office and, as a result, lose instructional time and learning. The goal of this quasi-experimental pilot study was to determine if mindfulness training would decrease the number of office discipline referrals for middle grades students with a high number of office discipline referrals. The treatment required students to use a Muse brain-sensing headband paired with an app to train them to focus on calming and self-regulating behaviors. Data analysis indicated a statistically significant correlation between

using the headband for 3 min a week and a lower number of times students were sent to the office for behavior redirection. Research with a larger sample size is recommended

22.

**TI: Mo' Data, Mo' Problems: Making Sense of Racial Discipline Disparities in a Large Diversifying Suburban High School.**

AU: Irby, Decoteau Jermaine

SO: Educational Administration Quarterly; Dec2018, Vol. 54 Issue 5, p693-722

Abstract:

This article explores the effects of sensemaking interventions on a group of educators' race-conscious problem analysis of racial discipline disparities. Research Method: I conducted this research in a predominantly White diversifying suburban high school that served roughly 1,600 students. To understand how sensemaking interventions shaped teachers' racial ways of knowing, I conducted an ethnographic content analysis of 14 transcribed teacher focus group and data retreat exchanges to identify conversational patterns related to their problem framings. Findings: I found that providing diverse data types reflecting a range of racial perspectives offered cues that enabled organizational members to notice and (partially) disrupt the personal and organizational racism and race-evasive tendencies that drive the reproduction of racial inequities in school discipline. Implications for Research and Practice: Offering teachers sensemaking opportunities that prompt collective racial awareness and critical self-reflection can instigate shifts in racial ways of knowing that are critical to understanding and addressing discipline culture and climate problems in racially diversifying schools

23.

**TI: Patrolling Public Schools: The Impact of Funding for School Police on Student Discipline and Long-term Education Outcomes.**

AU: Weisburst, Emily K

SO: Journal of Policy Analysis & Management; Mar2019, Vol. 38 Issue 2, p338-365

Abstract:

As police officers have become increasingly common in U.S. public schools, their role in school discipline has often expanded. While there is growing public debate about the consequences of police presence in schools, there is scant evidence of the impact of police on student discipline and academic outcomes. This paper provides the first quasi-experimental estimate of funding for school police on student outcomes, leveraging variation in federal Community Oriented Policing Services (COPS) grants. Exploiting detailed data on over 2.5 million students in Texas, I find that federal grants for police in schools increase middle school discipline rates by 6 percent. The rise in discipline is driven by sanctions for low-level offenses or school code of conduct violations. Further, I find that Black students experience the largest increases in discipline. I also find that exposure to a three-year federal grant for school police is associated with a 2.5 percent decrease in high school graduation rates and a 4 percent decrease in college enrollment rates

24.

**TI: Culturally Responsive School Discipline: Implementing Learning Lab at a High School for Systemic Transformation.**

AU: Bal, Aydin; Afacan, Kemal; Cakir, Halil Ibrahim

SO: American Educational Research Journal; Oct2018, Vol. 55 Issue 5, p1007-1050

Abstract:

Youth from racially minoritized communities disproportionately receive exclusionary school discipline more severely and frequently. The racialization of school discipline has been linked to long-term deleterious impacts on students' academic and life outcomes. In this article, we present a formative intervention, Learning Lab that addressed racial disparities in school discipline at a public high school. Learning Lab successfully united local stakeholders, specifically those who had been historically excluded from the school's decision-making activities. Learning Lab members engaged in historical and empirical root cause analyses, mapped out their existing discipline system, and designed a culturally responsive schoolwide behavioral support model in response to diverse experiences, resources, practices, needs, and goals of local stakeholders. Analysis drew on the theory of expansive learning to examine how the Learning Lab process worked through expansive learning actions. Implications for research and practice are discussed

25.

**TI: Tootling With a Randomized Independent Group Contingency to Improve High School Classwide Behavior.**

AU: Lum, John D. K; Radley, Keith C; Tingstrom, Daniel H

SO: Journal of Positive Behavior Interventions; Apr2019, Vol. 21 Issue 2, p93-105

Abstract:

The present study examined the effects of tootling, a peer-mediated positive behavior intervention, on students' classwide disruptive and academically engaged behavior in three general education high school classrooms. A withdrawal design was used to assess the effects of the intervention. Students wrote tootles anonymously on paper slips and placed them into a marked container. A randomized independent group contingency was used to reward students. At the end of the class

period, teachers randomly drew three of the submitted tootles and rewarded students about whom the tootles were written. Teachers also randomly drew the names of two students who submitted a tootle and rewarded them as well. All three classrooms displayed decreases in classwide disruptive behavior and increases in academically engaged behavior during intervention phases. Effect size calculations for both disruptive and academically engaged behavior indicated very large overall effects. The results of this study suggest that a modified tootling procedure utilizing a randomized independent group contingency can be an effective intervention for teachers to improve the classwide behavior of students in high school classrooms. Teachers found the intervention at least moderately socially valid and students rated it highly acceptable.

26.

**TI: Peer relations and dropout behavior: Evidence from junior high school students in northwest rural China.**

AU: Gao, Shen; Yang, Meredith; Wang, Xiaohong

SO: International Journal of Educational Development; Mar2019, Vol. 65, p134-143

Abstract:

Highlights • Our study finds that 6.9 percent of grade 7 students did not finish school, along with 12.3 percent of grade 8 students. • The social aspect of student dropout in rural China merits attention. • Push-out and pull-out peer factors are significantly associated with dropout. • Unstable peer relations can increase student dropout by 7 percentage points. • Association with dropout peers also significantly increases risk of dropout. Abstract A startling number of students drop out from junior high school in rural China every year. Little is known about the social aspect of the dropout process in rural China. The goal of this paper is

to examine the relationship between student peer relations and dropout behavior in rural China's junior high schools. Covering 4596 students in 38 schools, our study finds that 6.9 percent of grade 7 students did not finish school, along with 12.3 percent of grade 8 students. Using a "push out and pull out" framework to understand peer relations, results suggest that both push out and pull out factors are strongly associated with student dropout.

27.

**TI: A Comparison of Three Opportunity-to-Respond Strategies on the Academic Engaged Time Among High School Students Who Present Challenging Behavior.**

AU: Adamson, Reesha M; Lewis, Timothy J.

SO: Behavioral Disorders; Feb2017, Vol. 42 Issue 2, p41-51

Abstract:

A single subject alternating treatment design across three student-teacher dyads was used to investigate the comparative impact on student academic engaged time of three opportunity-to-respond (OTR) strategies: guided notes, class-wide peer tutoring, and response cards. Participants were three high school students with disabilities with noted behavioral concerns and poor academic performance within mathematics general education courses. Results indicated all OTR interventions were effective in improving percentage of academic engaged time and reducing behavioral disruptions. Using visual analysis and an additional replication phase, response cards proved to be the most efficacious in improving student outcomes. Implications for the existing knowledge base on the efficacy of OTR as well as future research within high school settings are discussed

28.

**TI: Teen Court-School Partnerships: Reducing Disproportionality in School Discipline.**

AU: Cotter Stalker, Katie

SO: Children & Schools; Jan2018, Vol. 40 Issue 1, p17-24

Abstract:

Reducing disproportionality in school discipline is a grand challenge for school social work. Although the causes of disproportionality in exclusionary school discipline are interrelated and complex, one solution is to introduce alternatives to suspensions and expulsions that discipline students while keeping them engaged in school. The teen court model represents one such alternative. The purpose of this article is to present a conceptual framework for understanding the role of the teen court model in providing an alternative to traditional discipline measures. Specifically, the ROARS framework provides a guide for distinguishing among the different types of teen court programs (that is, diversion teen court programs, disciplinary teen court programs, and hybrid teen court programs) and thereby illuminates the utility of the teen court model as a school discipline alternative. The roles of school social workers in teen court--school partnerships are highlighted

29.

**TI: Relations between harsh discipline from teachers, perceived teacher support, and bullying victimization among high school students.**

AU: Banzon-Librojo, Lorelie Ann; Garabiles, Melissa R; Alampay, Liane Peña

SO: Journal of Adolescence; Jun2017, Vol. 57, p18-22,

Abstract:

This study examined how the experience of harsh discipline from teachers is related to students' experience of bullying victimization in a Philippine high school. Respondents were 401 first- to fourth-year high school students of an urban public school in the Philippines. Using



structural equation modeling, a hypothesized model with direct associations between harsh discipline and bullying victimization, and an indirect path via students' perception of teacher support, was tested. The data adequately fit the model and showed that experiences of harsh teacher discipline predicted higher bullying victimization and students' negative perception of teacher support. There were no significant indirect effects. The findings suggest that school discipline strategies may have repercussions on students' behaviors and relationships, highlighting the teacher's role in modeling and setting norms for acceptable behaviors. Future studies can examine further how teachers' harsh or positive discipline behaviors relate to bullying.

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**TI: School resource officers, safety, and discipline: Perceptions and experiences across racial/ethnic groups in Minnesota secondary schools.**

AU: Pentek, Christen; Eisenberg, Marla E

SO: Children & Youth Services Review; May2018, Vol. 88, p141-148

Abstract:

School resource officers (SROs) are commonplace in schools, but little research has examined students' views of these officers. This study used a large school-based sample (N = 126,868) to test associations between the awareness of presence and perceptions of SROs, school safety and disciplinary experiences, and differences by race/ethnicity. 71% of students reported awareness of an SRO and perceptions were fairly neutral. Four of six racial/ethnic groups had no statistical difference in feeling safe associated with SRO presence, and perceptions of SROs were associated with feeling safe (OR = 1.08) and small decreases in discipline experiences (OR = 0.87). Interaction terms indicated that students of Color had smaller benefits related to SROs than White students. SRO programs may deserve critical review

and further training to improve well-being among students of all backgrounds