

Review of the Literature

The body of evidence as reflected in the research literature.

All of the programs in the *Safe & Civil Schools* anthology are firmly grounded in sound theory and best practice as reflected in past and current research. This is a bibliography of the research literature for *Coaching Classroom Management*.

Coaching Classroom Management

- Abbot, R., O'Donnell, J., Hawkins, D., Hill, K., Kosterman, R., & Catalano, R. (1998). Changing teaching practices to promote achievement and bonding to school. *American Journal of Orthopsychiatry*, 68, 542-552.
- Aber, J. L., Jones, S. M., Brown, J. L., Chaudry, N., & Samples, F. (1998). Resolving conflict creatively: Evaluating the developmental effects of a school-based violence prevention program in neighborhood and classroom context. *Development and Psychopathology*, 10, 187-213.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders*. (4th ed., text revision). Washington, DC: American Psychiatric Association.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review*, 84, 191-215.
- Becker, W., & Carnine, D. (1980). Direct Instruction: An effective approach to educational intervention with the disadvantaged and low performers. In B. B. Lahey & A. E. Kazdin (Eds.), *Advances in clinical child psychology* (Vol. 3). New York: Plenum.
- Bernstein, R. J. (1991). *Beyond Objectivism and Relativism*. Philadelphia: University of Pennsylvania Press.
- Block, P. (1993). *Stewardship: Choosing service over self-interest*. San Francisco: Berrett-Koehler.
- Boehner, J. A., & Buck, H. P. (2003). *The College Cost Crisis*. U.S. House of Representatives Committee on Education and the Workforce.
- Bohm, D. (1996). *On Dialogue*. London: Routledge Publishers.
- Brophy, J., (1987). Synthesis of research on strategies for motivating students to learn. *Educational Leadership*, October, 40-48.
- Brophy, J. (1983). Classroom organization and management. *Elementary School Journal*, 83, 265-286.

- Brubacher, J. W., Case, C. W., Reagan, T. G., et al. (1994). *Becoming a reflective educator: How to build a culture of inquiry in the schools*. Thousand Oaks, CA: Corwin Press.
- Cameron, J., & Pierce, W. (1994). Reinforcement, reward, and intrinsic motivation: A meta-analysis. *Review of Educational Research*, 64, 363-423.
- Carnine, D. W. (1976). Effects of two teacher-presentation rates on off-task behavior, answering correctly, and participation. *Journal of Applied Behavior Analysis*, 9, 199-206.
- Chalfant, J., Van Dusen Pysh, M., & Moultrie, R. (1979). Teacher assistance teams: A model for within building problem solving. *Learning Disability Quarterly*, 2, 85-96.
- Collins, J. (2005). *Good to great and the social sectors: A monograph to accompany good to great*. Boulder, CO: Jim Collins.
- Colvin, G., Kame'enui, E., & Sugai, G. (1993). Reconceptualizing behavior management and school-wide discipline in general education. *Education and Treatment of Children*, 16, 361-381.
- Connell, J., & Wellborn, J. (1991). Competence, autonomy, and relatedness: A motivational analysis of self-system process. In M. Gunnar & A. Sroufe (Eds.), *Self process and development*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Conner, D. (1993). *Managing at the speed of change*. New York: Villard.
- Cotton, K. (1995 update). *Effective Schooling Practices: A Research Synthesis*. Compiled by Kathleen Cotton.
- Cotton, K. (1984, 1999 update). *Research you can use to improve results*. Portland, OR: Northwest Regional Educational Laboratory. Alexandria, VA: Association for Supervision and Curriculum Development. (ERIC Document Reproduction Service No. ED432048)
- Council for Exceptional Children (1987). *Academy for effective instruction: working with mildly handicapped students*. Reston, VA: Author.
- Covey, S. (1989). *The Seven Habits of Highly Effective People*. New York: Simon and Schuster.

THE SAFE & CIVIL SCHOOLS EVIDENCE BASE

COACHING CLASSROOM MANAGEMENT

- Csikszentmihalyi, M. (1994). *The evolving self: A psychology for the third millennium*. New York: Harper Collins.
- Darling-Hammond, L. (1999). *Teacher quality and student achievement: A review of state policy evidence*. University of Washington, Center for the Study of Teaching and Policy.
- Davies, F. W., & Yates, B.T. (1982). Self-efficacy expectancies versus outcome expectancies as determinants of performance deficits and depressive affect. *Cognitive Therapy and Research*, 6, 23-35.
- Eisler, R. (2000). *Tomorrow's children*. Boulder, CO: Westview Press.
- Ellinor, L., and Gerard, G. (1998). *Dialogue: Rediscover the transforming power of conversation*. New York: John Wiley and Sons.
- Emmer, E. T., Evertson, C.M., & Anderson, L.M. (1980). Effective classroom management at the beginning of the school year. *The Elementary School Journal*, 80, 219-231.
- Evertson, C. M. (1995). *Classroom organization and management program: Revalidation submission to the Program for Effectiveness Panel*. U.S. Department of Education (Tech. Report). Nashville, TN: Peabody College, Vanderbilt University. (ERIC Document Reproduction Service No. ED403247).
- Evertson, C. M., & Anderson, L.M. (1979). Beginning school. *Educational Horizons*, 57, 164-168.
- Evertson, C. M., & Harris, A. (1999). Support for learning-centered classrooms: The classroom organization and management program. In H. J. Freiberg (Ed.), *Beyond behaviorism: Changing the classroom management paradigm* (pp. 59-74). Boston: Allyn & Bacon.
- Espin, C. & Yell, M. (1994). Critical indicator of effective teaching for preservice teachers: Relationships between teaching behaviors and ratings of effectiveness. *Teacher Education and Special Education*, 17, 154-169.
- Fisher, C. W., Berliner, D. C., Filby, N. N., Marliave, R., Cahen, L.S., & Dishaw, M. M. (1980). Teaching behaviors, academic learning time, and student achievement: An overview. In C. Denham & A. Lieberman (Eds.), *Time to learn*. Washington, DC: Department of Education.

- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M, Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Fullan, M. (2001). *Leading in a culture of change: being effective in complex times*. San Francisco: Jossey-Bass.
- Good, T. & Brophy, J. (2003). *Looking in classrooms*. (9th ed.). New York: Allyn & Bacon.
- Guerra, N., Attar, B., & Weissberg, R. (1997). Prevention of aggression and violence among inner-city youth. In D. Stoff, J. Breiling, & J. Maser (Eds.), *Handbook of antisocial behavior* (pp. 375-383). New York: Wiley & Sons, Inc.
- Gunter, P., Hummel, J., & Venn, M. (1998). Are effective academic instructional practices used to teach students with behavior disorders? *Beyond Behavior, 9*, 5-11.
- Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes*. Boston: Pearson Education, Inc.
- Hall, R. V., Lund, D., & Jackson, D. (1968). Effects of teacher attention on study behavior. *Journal of Applied Behavioral Analysis, 1*, 1-12.
- Heward, W. L. (1994). Three low-tech strategies for increasing the frequency of active student response during group instruction (pp. 283-320). In R. Gardner, III, D. M. Sainato, J. O., Cooper, T. E., Heron W. L., Heward, J., Eshleman, & T. A. Grossi (Eds.) *Behavior analysis in education: Focus on measurably superior instruction*. Pacific Grove, CA: Brooks/Cole.
- Horner, R. H., Diemer, S. M., & Brazeau, K. C. (1992). Educational support for students with severe problem behaviors in Oregon: A descriptive analysis from the 1987-88 school year. *Journal of the Association for Persons with Severe Handicaps, 17*(3), 154–169.

THE SAFE & CIVIL SCHOOLS EVIDENCE BASE

COACHING CLASSROOM MANAGEMENT

- Ialongo, N., Poduska, J., Werthamer, L., & Kellam, S. (2001). The distal impact of two first-grade preventive interventions on conduct problems and disorder in early adolescence. *Journal of Emotional and Behavioral Disorders*, 9, 146-167.
- Ingersoll, R. M. (2002, Aug. 15). *High turnover plagues schools*. USA Today, p. 13A.
- Kannapel, P. J., & Clements, S. J. (2005). *Inside the black box of high-performing high-poverty schools*. Lexington, KY: Prichard Committee for Academic Excellence.
- Kauffman, J. (2005). *Characteristics of emotional and behavioral disorders of children and youth*. Columbus, Ohio: Prentice Hall.
- Kegan, R., & Lahey, L. (2001). *How the way we talk can change the way we learn*. San Francisco: Jossey-Bass.
- Kellam, S. G., Ling, X., Merisca, R., Brown, C. H., & Ialongo, N. (1998). The effect of the level of aggression in the first grade classroom on the course and malleability of aggressive behavior into middle school. *Development and Psychopathology*, 10, 165-185.
- Kise, Jane A. G. (2006). *Differentiated coaching: A framework for helping teachers change*. Thousand Oaks, CA: Corwin Press.
- Knight, J. (2007). *Instructional coaching: A partnership to improving instruction*. Thousand Oaks, CA: Corwin Press, Inc.
- Kounin J. (1970). *Discipline and group management in classrooms*. New York: Holt, Rinehart and Winston.
- Lawrence-Lightfoot, S. (1999). *Respect: An exploration*. Cambridge: Perseus Books.
- Le Blanc, M., Vallieres, E., & McDuff, P. (1992). Adolescent's school experience and self-reported offending: An empirical elaboration of an interactional and developmental school social control theory. *International Journal of Adolescence and Youth*, 3, 197-247.
- Lewis, T. & Sugai, G. (1999). Effective behavior support: A systems approach to proactive schoolwide management. *Focus on Exceptional Children*, 31, 1-24.

- Maguin, E., & Loeber, R. (1996). How well do ratings of academic performance by mothers and their sons correspond to grades, achievement test scores, and teachers' ratings? *Journal of Behavioral Education, 6*, 405-425.
- Maister, D.H., Green, C.H., & Galford, R.M. (2000). *The trusted advisor*. New York: Touchstone/Simon & Schuster.
- Marzano, R., Marzano, J., & Pickering, D. (2003). *Classroom management that works! Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mayer, G.O. (1995). Preventing antisocial behavior in the schools. *Journal of Applied Behavior Analysis, 28*(4), 467-478.
- McEvoy, A., & Welker, R. (2000). Antisocial behavior, academic failure, and school climate: A critical review. *Journal of Emotional and Behavioral Disorders, 8*, 130-140.
- Mendler, A. N., & Curwin, R. L. (1999). *Discipline with dignity for challenging youth*. Bloomington, IN: National Education Service.
- Menninger, K. (1985). *Man against himself*. Orlando, FL: Harcourt, Brace, Jovanovich.
- Millen-Jameson, S., Davis, C., Reinke, W. M., & Lewis-Palmer, T. (2005). *Brief Classroom Interaction Observation*. Eugene, OR: University of Oregon publication.
- National Research Council (2002). *Minority students in special and gifted education*. Committee on Minority Representation in Special Education, M. Suzanne Donovan and Christopher Cross, editors. Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.
- Nelson, J. R., Crabtree, M., Marchard-Martella, N., & Martella, R. (1998). Teaching good behavior in the whole school. *Teaching Exceptional Children, 30*, 4-9.
- O'Connor, P., Struck, G., & Wyne, M. (1979). Effects of a short-term intervention resource-room program for task orientation and achievement. *Journal of Special Education, 13*, 375-385.

THE SAFE & CIVIL SCHOOLS EVIDENCE BASE

COACHING CLASSROOM MANAGEMENT

- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Peacock Hill Working Group (1991). Problems and promises in special education and related services for children and youth with emotional or behavioral disorders. *Behavioral Disorders*, 16, 299-313.
- Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (1994). *Changing for good*. New York: Avon Books.
- Quinn, M. M., Osher, D., Hoffman, C. C., & Hanley, T. V. (1998). *Safe, drug-free, effective schools for all students: What works!* Washington, DC: Center for Effective Collaboration and Practice at the American Institutes for Research.
- Reinke, W.M., Lewis-Palmer, T., & Merrell, K. (under review). *The Classroom Check-up: Decreasing classroom disruptive behavior through teacher consultation and performance feedback*. *School Psychology Quarterly*. University of Northern Colorado: Guilford Press.
- Sanders, W. L., & Horn, S. P. (1998). Research findings from the Tennessee Value-Added Assessment System (TVAAS) database: Implications for educational evaluation and research. *Journal of Personnel Evaluation in Education*, 12, 247-256.
- Schon, Donald A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Scott, S. (2002). *Fierce conversations: Achieving success at work and in life, one conversation at a time*. New York: Berkley Press.
- Senge, P. (1993). *Fifth discipline*. New York: Doubleday Currency.
- Simons-Morton, B. G., Crump, A. D., Haynie, D. L., & Saylor, K. E. (1999). Student-school bonding and adolescent problem behavior. *Health Education Research*, 14, 99-107.
- Shores, R. E., Jack, S. L., Gunter, P. L., Ellis, D. N., DeBriere, T. J., & Wehby, J. H. (1993). Classroom interactions of children with behavior disorders. *Journal of Emotional and Behavioral Disorders*, 1, 27-39.
- Shores, R. E., Cegelka, P., & Nelson, C. (1973). Competency-based special education teacher training. *Exceptional Children*, 40, 192-197.

- Skinner, C. H., Belfiore, P. J., Mace, H. W., Williams-Wilson, S., & Johns, G. A. (1997). Altering response topography to increase response efficiency and learning rates. *School Psychology Quarterly, 12*, 54-64.
- Skinner, C. H., Smith, E. S., & McLean, J. E. (1994). The effects of intertribal interval duration on sight-word learning rates in children with behavioral disorders. *Behavioral Disorders, 19*, 98-107.
- Skinner, E., & Belmont, M. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology, 85*, 571-581.
- Silberman, C. E. (1970). *Crisis in the classroom: The remaking of American education*. New York: Random House.
- Sprick, R. S. (in press). *Behavioral Interventions: A Response to Intervention Approach for Individual Student Support*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., & Howard, L. M. (1995). *The teacher's encyclopedia of behavior management: 100 problems, 500 plans*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Sprick, M. S., & Garrison, M. (1992). *Foundations: Developing positive school discipline policies*. Longmont, CO: Sopris West.
- Sprick, R. S., Sprick, M. S., & Garrison, M. (2002). *Foundations: Establishing positive discipline policies* [Video program]. Eugene, OR: Pacific Northwest Publishing.
- Stone, D., Patton, B., & Heen, S. (2000). *Difficult conversations: How to discuss what matters most*. London: Penguin.
- Sugai, G., Sprague, J., Horner, R., & Walker, H. (2000). Preventing school violence: The use of office discipline referrals to assess and monitor schoolwide discipline interventions. *Journal of Emotional and Behavioral Disorders, 8*, 94-101.
- Sutherland, K., Alder, V. & Gunter, P. (2003). The effect of varying rate of opportunities to respond to academic requests on the classroom behavior of students with EBD. *Journal of Emotional and Behavioral Disorders, 11*, 239-248.

THE SAFE & CIVIL SCHOOLS EVIDENCE BASE

COACHING CLASSROOM MANAGEMENT

- Sutherland, K., Wehby, J., & Yoder, P. (2002). Examination of the relationship between teacher praise and opportunities for students with EBD to respond to academic requests. *Journal of Emotional and Behavioral Disorder, 10*, 5-13.
- Sutherland, K., & Wehby, J. (2001). Exploring the relationship between increased opportunities to respond to academic requests and the academic behavioral outcomes of students with EBD: A review. *Remedial and Special Education, 22*, 113-121.
- Sutherland, K., Wehby, J., & Copeland, S. (2000). Effect on varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavioral Disorders, 8*, 2-8.
- Tobin, T. & Sprague, J. (2002). Alternative educational programs: Accommodating tertiary level, at-risk students. In M. Shinn, H. Walker, & G. Stoner (Eds), *Interventions for academic and behavior problems II: Preventive and remedial approaches*. pp. 961-992, Bethesda, MD: National Association of School Psychologists.
- Tucker, C., Zayco, R., Herman, K., Reinke, W., Trujillo, M., Carraway, K., et al. (2002). Teacher and child variables as predictors of academic engagement among African American children. *Psychology in the Schools, 39*, 477-488.
- Vella, J. (1995). *Training through dialogue: Promoting Effective learning and change with adults*. San Francisco: Jossey-Bass.
- Wagner, M. (1991). *Drop-outs with disabilities: What do we know? What can we do? A report from the national longitudinal transition study of special education students*. SRI International: Menlo Park, CA.
- Wagner, M., Blackorby, J., & Hebbeler, K. (1993). *Beyond the report card: The multiple dimensions of secondary school performance of students with disabilities*. Menlo Park, CA: SRI International.
- Warger, C. (1999-01). *Prevention strategies that work*. Burlington: Vermont University.
- Warger, C. (1999-09). *Positive behavior support and functional assessment*. The ERIC Clearinghouse on Disabilities and Gifted Education; The Council For Exceptional Children. Arlington, VA: ERIC/OSEP Digest E580, No. ED434437.

- Walker, H.M. (1995). *The Acting Out Child*. Longmont, CO: Sopris West, Inc.
- Warren, K., Schoppelrey, S., Moberg, D., & McDonald, M. (2005). A model of contagion through competition in the aggressive behaviors of elementary school students. *Journal of Abnormal Child Psychology*, *33*, 283-292.
- Wehby, J., Symons, R., & Shores, R. (1995). A descriptive analysis of aggressive behavior in classrooms for children with emotional and behavioral disorders. *Behavioral Disorders*, *20*, 87-105.
- West, R., & Sloane, H. (1986). Teacher presentation rate and point delivery rate: Effect on classroom disruption, performance accuracy, and response rate. *Behavior Modification*, *10*, 267-286.
- Wright, S., Horn, S., & Sanders, W. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, *11*, 57-67.
- Veenman, S. (1984). Perceived needs of beginning teachers. *Review of Educational Research*, *54*, 143-178.