

## 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 *Foundations: Establishing Positive Discipline Policies*.

---



## Foundations: Establishing Positive Discipline Policies

- Albert, L. (1989). *A teacher's guide to cooperative discipline: How to manage your classroom and promote self-esteem*. Circle Pines, MN: American Guidance Service.
- Algozzine, B., & Ysseldyke, J. (1992). *Strategies and tactics for effective instruction*. Longmont, CO: Sopris West.
- Anderson, C.S. (1985). *The investigation of school climate*. In Austin, G.R. & Garber, H. (Eds.), *Research on Exemplary Schools* (pp. 97-126). Orlando, FL: Academic Press.
- Archer, A., & Gleason, M. (1990). *Skills for school success*. North Billerica, MA: Curriculum Associates.
- Arterbury, E., & Hord, S.M. (1991). Site-based decision making: Its potential for enhancing learner outcomes. [Special issue]. *Issues...about Change*, 1(4).
- Bachus, G. (1992). School-based management: Do teachers want more involvement in decision making? *Rural Educator*, 14(1), 1-4.
- Bamburg, J.D., & Andrews, R.L. (1991). School goals, principals and achievement. *School Effectiveness and School Improvement*, 2(3), 175-191.
- Barkley, R. (1990). *Attention deficit hyperactive disorder: A handbook for diagnosis and treatment*. New York: Guilford Press.
- Bielefeldt, T. (1990). Classroom discipline. *Research Roundup*, 5(2), 318-133.
- Brophy, J.E. (1980). *Teacher praise: A functional analysis*. East Lansing, MI: The Institute for Research on Teaching.
- Brophy, J.E. (1986a). Classroom management techniques. *Education and Urban Society*, 18(2), 182-194.
- Brophy, J.E. (1986b). Teacher Influences on student achievement. *American Psychologist*, 4(10), 1069-1077.
- Brophy, J.E. (1987). Synthesis of research on strategies for motivating students to learn. *Educational Leadership*, 45(2), 40-48.

## THE SAFE & CIVIL SCHOOLS EVIDENCE BASE

### FOUNDATIONS: ESTABLISHING POSITIVE DISCIPLINE POLICIES

- Brophy, J.E. (1988a). Educating teachers about managing classrooms and students. *Teaching and Teacher Education*, 4(1), 1-18.
- Brophy, J.E. (1988b). Research linking teacher behavior to student achievement: Potential implications for instruction of Chapter 1 students. *Educational Psychologist*, 23(3), 235-286.
- Brophy, J.E., & Good, T.L. (1986). Teacher behavior and student achievement. In M.C. Wittrock, (Ed.), *Handbook of Research on Teaching* (3rd ed.), (pp. 328-377). New York: Macmillan.
- Cameron, J., & Pierce, W.D. (1994). Reinforcement, reward, and intrinsic motivation: A meta-analysis. *Review of Educational Research*, 64(3), 363-423.
- Cannella, G.S. (1986). Praise and concrete rewards: Concerns for childhood education. *Childhood Education*, 62(4), 297-301.
- Cantrell, R.P., & Cantrell, M.L. (1993). Countering gang violence in American schools. *Principal*, 72(3), 6-9.
- Cistone, P.J., Fernandez, J.A., & Tornillo, P.L., Jr. (1989). School-based management/shared decision making in Dade County. *Education and Urban Society*, 21(4), 393-402.
- Colvin, G. (Writer/Producer). (1992). *Managing acting-out behavior: A staff development program* [Video]. (Available from Sopris West Publishing, 4093 Specialty Place, Longmont, CO 80504)
- Conley, S.C., & Bacharach, S.B. (1990). From school-site management to participatory school-site management. *Phi Delta Kappan*, 71(7), 539-544.
- Corbett, H.D., & Wilson, B.L. (1992). The central office role in instructional improvement. *School Effectiveness and School Improvement*, 3(1), 45-68.
- Cotton, K. (1990). *Schoolwide and classroom discipline*. Close-Up #9. Portland, OR: Northwest Regional Educational Laboratory.
- Cotton, K. (1991). *Educating urban minority youth: Research on effective practices*. Topical Synthesis #4. Portland, OR: Northwest Regional Educational Laboratory.

## THE SAFE & CIVIL SCHOOLS EVIDENCE BASE

### FOUNDATIONS: ESTABLISHING POSITIVE DISCIPLINE POLICIES

- Cotton, K. (1992). *Developing empathy in children and youth*. Close-Up #13 (Ed. 361 87). Portland, OR: Northwest Regional Educational Laboratory.
- Cotton, K. (1995). *Effective schooling practices: A research synthesis, 1995 Update*. Portland, OR: Northwest Regional Educational Laboratory.
- David, J.L. (1989). Synthesis of research on school-based management. *Educational Leadership*, 46(8), 46-63.
- Dryfoos, J.G. (1990). *Adolescents at risk: Prevalence and prevention*. New York: Oxford University Press.
- Emmer, E.T., & Evertson, C.M. (1980). *Effective management at the beginning of the school year in junior high classes* (Report No. 6107). Austin, TX: University of Texas, Research and Development Center for Teacher Education.
- Emmer, E.T., Evertson, C.M., Sanford, J.P., Clements, B.S., & Worsham, M.E. (1999). *Classroom management for secondary teachers*. Englewood Cliffs, NJ: Prentice Hall.
- Evertson, C.M. (1985). Training teachers in classroom management: An experimental study in secondary school classrooms. *Journal of Educational Research*, 79(1), 51-58.
- Evertson, C.M., Emmer, E.T., Clements, B.S., Sanford, J.P., & Worsham, M.E. (1999). *Classroom management for elementary teachers*. Englewood Cliffs, NJ: Prentice Hall.
- Fullan, M. (1993). Coordinating school and district development in restructuring. In Murphy, J. & Hallinger, P. (Eds.), *Restructuring schooling: Learning from ongoing efforts* (pp. 143-164). Newbury Park, CA: Corwin Press.
- Goldstein, A. P., & Keller, H. (1987). *Aggressive behavior: Assessment and intervention*. New York: Pergamon Press.
- Good, T.L. (1987). Two decades of research on teacher expectations: Findings and future directions. *Journal of Teacher Education*, 38(4), 32-47.
- Good, T.L., & Brophy, J.E. (1984). *Looking in classrooms* (3rd ed.). New York: Harper & Row.

## THE SAFE & CIVIL SCHOOLS EVIDENCE BASE

### FOUNDATIONS: ESTABLISHING POSITIVE DISCIPLINE POLICIES

- Gottfredson, D.C. (1987). An evaluation of an organization development approach to reducing school disorder. *Evaluation Review*, 11(6), 739-763.
- Gottfredson, D.C., Gottfredson, G.D., & Hybl, L.G. (1993). Managing adolescent behavior: A multiyear, multischool study. *American Educational Research Journal*, 30(1), 179-215.
- Heck, R.H. (1992). Principals' instructional leadership and school performance: Implications for policy development. *Educational Evaluation and Policy Analysis*, 14(1), 21-34.
- Higgins, P. (1990). *Helping kids handle anger: Teaching self control*. Longmont, CO: Sopris West.
- Hord, S.M. (1992). *Facilitative leadership: The imperative for change*. Austin, TX: Southwest Educational Development Laboratory.
- Jenson, W., Rhode, G., & Reavis, H. K. (1995). *The tough kid tool box*. Longmont, CO: Sopris West.
- Jones, V.F. & Jones, L. S. (1995). *Comprehensive classroom management*. Boston: Allyn and Bacon.
- Kauffman J.M., Hallahan, D.P., Mostert, M.P., Trent, S.C., & Nuttycombe, D.G. (1993). *Managing classroom behavior: A reflective case-based approach*. Boston: Allyn and Bacon.
- Kerr, M.M., & Nelson, C.M. (1998). *Strategies for managing behavior problems in the classroom* (3rd ed.). New York: Macmillan.
- Kounin, J. S. (1977). *Discipline and group management in classrooms*. Huntington, NY: Krieger Publishing.
- Lee, V.E., & Smith, J. B. (1993). Effects of school restructuring on the achievement and engagement of middle-grade students. *Sociology of Education*, 66(3), 164-187.
- Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498-518.
- Leming, T.J. (1993). In search of effective character education. *Educational Leadership*, 51(3), 63-71.

## THE SAFE & CIVIL SCHOOLS EVIDENCE BASE

### FOUNDATIONS: ESTABLISHING POSITIVE DISCIPLINE POLICIES

- Levine, D.U. (1990). Update on effective schools: Findings and implications from research and practice. *Journal of Negro Education*, 59(4), 577-684.
- Morgan, D.P., & Jenson, W.R. (1988). *Teaching behaviorally disordered students*. Columbus, OH: Merrill.
- O'Neill, R.E., Horner, R.H., Albin, R.W., Storey, K., & Sprague, J.R. (1998). *Functional analysis of problem behavior*. Sycamore, IL.
- Odden, E.R., & Wohlstetter, P. (1995). Making school-based management work. *Educational Leadership*, 52(5), 32-36.
- Paine, S.C., Radicchi, J., Deutchman, L., Rosellini, L.C., & Darch, C.B. (1983). *Structuring your classroom for academic success*. Champaign, IL: Research Press.
- Phillips, V., & McCullough, L. (1992). *Student/staff support teams*. Longmont, CO: Sopris West.
- Purkey, W., & Novak, J. (1984). *Inviting school success*. Belmont, CA: Wadsworth.
- Rhode, G.R., Jenson, W.R., & Reavis, H.K. (1992). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.
- Sammons, P., Hillman, J., & Mortimore, P. (1994). *Key characteristics of effective schools: A review of school effectiveness research*. London: University of London, International School Effectiveness & Improvement Centre.
- Sanford, J.P., & Evertson, C.M. (1981). Classroom management in a low SES junior high: Three case studies. *Journal of Teacher Education*, 32(1), 34-38.
- Slavin, R.E. (1994). Quality, Appropriateness, incentive, and time: A model of instructional effectiveness. *International Journal of Educational Research*, 21, 141-157.
- Sprick, R.S. (1981). *The solution book: A guide to classroom discipline*. Chicago: Science Research Associates.
- Sprick, R.S. (1985). *Discipline in the secondary classroom: A problem by problem survival guide*. Englewood Cliffs, NJ: Prentice Hall.

## THE SAFE & CIVIL SCHOOLS EVIDENCE BASE

### FOUNDATIONS: ESTABLISHING POSITIVE DISCIPLINE POLICIES

- Sprick, R.S. (1990). *Playground discipline: Positive techniques for recess supervision* [Video]. (Available from Teaching Strategies, 1991 Garden Avenue, Eugene, OR 97403)
- Sprick, R.S. (1995a). School-wide discipline and policies: An instructional classroom management approach. In Kameenui, E. & Darch, C.B. (Eds.), *Instructional Classroom Management: A Proactive Approach to Managing Behavior* (pp.234-267). White Plains, NY: Longman Press.
- Sprick, R.S. (1995b). *STP: Stop, think, plan: A school-wide strategy for teaching conflict resolution skills* [Video]. (Available from Teaching Strategies, 1991 Garden Avenue, Eugene, OR 97403)
- Sprick, R.S. (1995c). *Cafeteria discipline: Positive techniques for lunchroom supervision* [Video]. (Available from Teaching Strategies, 1991 Garden Avenue, Eugene, OR 97403)
- Sprick, R.S., & Colvin, G. (1992). *Bus discipline: A positive approach* [Video]. (Available from Teaching Strategies, 1991 Garden Avenue, Eugene, OR 97403)
- Sprick, R.S., Garrison, M., & Howard, L.M. (1998). *CHAMPs: A proactive and positive approach to classroom management*. Longmont, CO: Sopris West.
- Sprick, R.S., Garrison, M., & Howard, L.M. (2000). *ParaPro: Supporting the instructional process*. Longmont, CO: Sopris West.
- Sprick, R.S., & Howard, L.M. (1995). *Teacher's encyclopedia of behavior management: 100 problems/500 plans*. Longmont, CO: Sopris West.
- Sprick, R.S., & Howard, L.M. (1996). *Substitutes: Planning for productivity and consistency* [Video]. (Available from Teaching Strategies, 1991 Garden Avenue, Eugene, OR 97403)
- Sprick, R.S., Sprick, M.S., & Garrison, M. (1993). *Foundations: Establishing positive discipline policies, Vol. I: The process, Vol. II: Sample policies, and Vol. III: The workbook* [Video]. (Available from Teaching Strategies, 1991 Garden Avenue, Eugene, OR 97403)
- Sprick, R.S., Sprick, M.S., & Garrison, M. (1993). *Interventions: Collaborative planning for students at-risk*. Longmont, CO: Sopris West.



## THE SAFE & CIVIL SCHOOLS EVIDENCE BASE

### FOUNDATIONS: ESTABLISHING POSITIVE DISCIPLINE POLICIES

- Sprick, R.S., Wise, B.J., Marcum, K., Haykin, M., Howard, L.M., & Garrison, M. (1998). *Administrator's desk reference of behavior management & discipline: Creating a safe and productive school*. Longmont, CO: Sopris West.
- Staub, R.W. (1990). The effects of publicly posted feedback on middle school students' disruptive hallway behavior. *Education and Treatment of Children*, 13(3), 249-257.
- Taylor, B.O., & Levine, D.U. (1991). Effective schools: Projects and school-based management. *Phi Delta Kappan*, 72(5), 394-397.
- Teddle, C., Kirby, P.C., & Stringfield, S. (1989). Effective versus Ineffective schools: Observable differences in the classroom. *American Journal of Education*, 97(3), 221-236.
- Walker, H. (1995). *The acting-out child: Coping with classroom disruption*. Longmont, CO: Sopris West.
- Walker, H., & Severson, H. (1990). *Systematic screening for behavior disorders*. Longmont, CO: Sopris West.
- Walker, H., & Walker, J. (1991). *Coping with noncompliance in the classroom: A positive approach for teachers*. Austin, TX: Pro-Ed.
- Wolery, M.R., Bailey, D.B., Jr., & Sugai, G.M. (1988). *Effective teaching: Principles and procedures of applied behavior analysis*. Boston: Allyn and Bacon.
- Wong, H.K., & Wong, R.T. (1991). *The first days of school: How to start school successfully*. Sunnyvale, CA: Harry K. Wong Publications.