

## Effective multi-component classroom management programmes seem to improve student behaviour in the classroom but further research is needed



*Effective classroom management is a preventive approach which establishes a positive classroom environment in which the teacher focuses on students who behave appropriately*

### **What is the aim of this review?**

This Campbell systematic review examines the effect of multi-component teacher classroom management programmes on disruptive or aggressive student behaviour and which management components are most effective. The review summarises findings from 12 studies conducted in public school general education classrooms in the United States and Netherlands. Participants included students from Kindergarten through 12th grade.

**Disruptive student behaviour affects academic performance as students in disruptive classrooms have less engaged academic time. Effective classroom management - preventive procedures which give students specific, appropriate behaviours to engage in - improves student behaviour.**

### **What did the review study?**

Disruptive student behaviour in the classroom is commonly associated with poor academic performance. Teaching time is often wasted trying to control disruptive behaviours.

Effective classroom management is a preventive approach which establishes a positive classroom environment in which the teacher focuses on appropriate student behaviour. This review studies the effect of multi-component classroom management programmes on disruptive behaviours, and which of the components are most effective.

### **What studies are included?**

Included studies reported on public school general education classrooms with students in Kindergarten through 12th grade as participants. Effectiveness studies had to use a valid experimental or quasi-experimental design with control groups.

The studies were conducted in the United States and The Netherlands.

A total of 12 studies were included in the systematic review. The studies did not include a breakdown of results by individual grade, which prevented an analysis by grade. Seven of the 12 studies were from the same research group and assessed the efficacy of the researcher's own programme.



#### **How up-to-date is this review?**

The review authors searched for studies published until June 2009. This Campbell Systematic Review was published in June 2011.

#### **What is the Campbell Collaboration?**

The Campbell Collaboration is an international, voluntary, non-profit research network that publishes systematic reviews. We summarise and evaluate the quality of evidence about programmes in the social and behavioural sciences. Our aim is to help people make better choices and better policy decisions.

#### **About this summary**

This summary was prepared by Ada Chukwudozie and Howard White (Campbell Collaboration) based on the Campbell Systematic Review 2011:4 Teacher classroom management practices: effects on disruptive or aggressive student behaviour by Regina M. Oliver, Joseph H. Wehby and Daniel J. Reschly. (DOI 10.4073/csr.2011.4). Copy-editing and layout was done by Tanya Kristiansen (Campbell Collaboration). Financial support from the American Institutes for Research for the production of this summary is gratefully acknowledged.



#### **What are the main results in this review?**

Overall, teachers' multi-component classroom management programmes have a significant positive effect in decreasing aggressive or problematic behaviour in the classroom. Students in the treatment classrooms in all 12 studies reviewed showed less disruptive or problematic behaviours when compared to the students in control classrooms without the intervention.

It is not possible to make any conclusions regarding what components of the management programmes are most effective due to small sample size and lack of information reported in the studies reviewed.

#### **What do the findings in this review mean?**

Multi-component classroom organisation and behaviour management programmes appear to be effective. However, due to the small sample size of the studies, a definite conclusion about effectiveness is premature. In addition, the lack of rigorous evaluations of multi-component classroom management programmes means it is not possible to draw any conclusions about which combination of components is most effective in reducing disruptive behaviours in the classroom. More independent research is needed on the effectiveness of multi-component classroom management programmes in order to determine the best combination of management practices.