



Title Registration Form

Campbell Collaboration Education Coordinating Group

**Titles must be registered BEFORE work commences on reviews.
Please return a separate form for each review.**

- 1) Name and affiliation of primary reviewer: Regina M. Oliver, Vanderbilt University
- 2) Name(s) and affiliation(s) of co-reviewer(s):
Joseph H. Wehby, Vanderbilt University
Daniel J. Reschly, Vanderbilt University
- 3) Provisional title [preferred format of title: (intervention) for (education condition) in (population)]:

The Effects of Teachers' Classroom Management Practices
on Disruptive, or Aggressive Student Behavior

- 4) Objective:

To assess the impact of teachers' use of universal classroom management interventions to reduce problem behavior.

- 5) Rationale for review / background:

Disruptive classroom behavior has persistently been identified as a significant concern of classroom teachers and also affects teacher burn-out and turn-over. Classrooms with frequent disruptive behaviors have less academic engaged time and students tend to have lower grades and do poorer on standardized tests. In addition, poorly managed classroom environments affect the emergence and persistence of aggressive behavior. Classroom management practices of teachers in early grades play a significant role in the progression of externalizing problem behavior; either increasing them through poorly managed classrooms or decreasing them with effective classroom management practices. Prevention efforts are often hindered by educators' lack of knowledge about the classroom management practices that are effective for a range of children throughout various classroom contexts. A sufficient body of research exists to begin to address the identification of evidence-based classroom management practices to assist educators and policy makers in establishing those practices that are most supportive of student behavior. Current research syntheses have not addressed the important need to identify the effects of teachers' universal classroom management practices in reducing disruptive, aggressive classroom behavior or the identification of the practices that are most effective for children across grade levels.

- 6) Method:

- a. Types of studies included (e.g. randomized, quasi-experimental):

Only experimental or quasi-experimental studies with a control condition will be included. Participants have to be randomly assigned or group equivalence on at least pre-test measures must be either demonstrated at the start of the study (e.g., matched or equivalence shown on pre-test) or used as statistical controls (e.g., in an ANCOVA or regression).

b. Types of participants included:

Children in grade k-12 or the international equivalent in general education or special education classrooms. Children enrolled in pre-school programs will be excluded. Studies that meet inclusion criteria will be accepted from all countries. Children in residential school settings will not be included as part of this review

c. Types of interventions (and comparisons) included:

There must be a classroom-based intervention defined as any non-academic instructional actions performed by the classroom teacher in the context of the classroom, with the expectation that they will reduce problem behavior in the students and improve the classroom environment. The intervention must be administered to the entire class as a universal behavioral management strategy and must have a comparison group that receives no treatment or treatment as usual.

d. Types of outcomes included:

Reductions in inappropriate, disruptive, or aggressive behavior.

e. Proposed codings for quality appraising included studies (e.g. concealment of random allocation; blinded assessment of outcome; attrition; ITT analysis etc.):

The type of group assignment procedure used; attrition; whether multilevel analysis was used; type of matching; method for statistical control; pretest equivalence assessment used; method of collecting dependent measure (e.g., teacher report, researcher observations); and ITT analysis.

f. Methods for data extraction of included studies:

A detailed coding manual will be developed describing each coded item with coding decisions rules. Data will be coded into an electronic database for analysis by the author and a research assistant (see below).

g. Proposed quality assurance procedures (e.g. independent double data extraction etc.):

A random sample of 10% of included and excluded studies will be screened for inclusion by a second research assistant with experience coding studies for meta-analyses to ensure inclusion criteria are applied consistently when screening studies and to determine inter-observer agreement. Data from the eligible studies will be coded independently by the primary investigator and the research assistant for 100% of the included studies. Coding discrepancies will be resolved through coder discussions and agreement.

7) Roles and responsibilities (please give brief description of content and methodological expertise within the review team):

- a) Content: **Joseph H. Wehby**, Director of the Vanderbilt Behavioral Research Center, has done extensive research in classroom behavior and teacher use of proactive management strategies (e.g., praise, opportunities to respond) and will serve as the content expert.
- b) Systematic review methods: **Mark Lipsey**, Director of the Center for Evaluation Research and Methodology and Senior Research Associate at the Vanderbilt Institute for Public Policy Studies, has written texts on meta-analysis, conducted and

published numerous meta-analyses.

- c) Information retrieval: Studies will be coded by the primary investigator, **Regina Oliver**, and a second research assistant. The primary investigator is a third-year doctoral student in special education at Vanderbilt University and the second coder will have training and background in research.
- d) Statistical analysis (meta-analysis): **Mark Lipsey**, Director of the Center for Evaluation Research and Methodology and Senior Research Associate at the Vanderbilt Institute for Public Policy Studies, has written texts on meta-analysis, conducted and published numerous meta-analyses, and will serve as the statistical analysis expert for this review.

8) Support required (please give details of any support/guidance required):

Financial support to hire a research assistant to search for studies and assist with coding would facilitate the work required to complete the review. It is estimated that the coding work will require at least 60 hours from a research assistant at approximately \$10/hour.

Contact details of primary reviewer:

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Title:
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8) Approximate date for submission of DRAFT PROTOCOL (please note this should be no longer than 6 months after title approval): December 31, 2008

9) Approximate date for submission of DRAFT REVIEW (please note this should be no longer than one year after title approval): May 31, 2009

10) Are you/ your co-authors members of the Campbell Collaboration Yes/No

When completed, please email to: Julia Lavenberg, Managing Editor
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