

Student Behavior Interventions: Annotated Bibliography

Alperin, A., Dudek, C. M., Reddy, L. A., Glover, T. A., Wiggs, N. B., & Bronstein, B. (2023).

Convergent validity of the behavior observation of students in schools for elementary school students with disruptive behaviors. *Psychology in the Schools*, 60(10), 4039-4060.

<https://doi.org/10.1002/pits.22983> ,

<https://onlinelibrary.wiley.com/doi/full/10.1002/pits.22983>

Alperin et al. (2023) posit a systematic evaluation of teachers and students that produces a numeric representation for examination. This research is vital to establishing the significance of disruptive behavior disorders in the classroom. Poor management of students' behavior ultimately affects teachers' physical and emotional activity.

Alperin et al. (2023) used systematic direct observations and established rating scales that measured behavioral aspirations and reflections. This study harmoniously unites behavior rating scales with inputs from 136 teachers and 349 students with various difficulty degrees. According to the researchers, any form of behavioral intervention relies extensively on accurate behavioral assessment data, which is essential for proper technique implementation.

Buck, D. (2023). Don't Spare the Rod. *First Things: A Monthly Journal of Religion and Public Life.*, 334.<https://web.p.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=eec2f0b2-47bb-4403-b37b-d933e8916c33%40redis>

Buck (2023) reaches into the hearts of all educators who are on the frontlines dealing with rebellious, robust, and revolting actions of disruptive behaviors from disrespectful students. The commentary highlighted flaws in education administration. There appears to be a bias toward conventional systems. The focus of the commentary continued to provide

examples of what usually happens with an unstructured, unorganized, failed system to curtail student disruptive behavior. This commentary unfolds the fall of conventional, well-established behavioral controlling codes, and administrative forces are adopting new, unproven methods such as “restorative justice.” Based on humanistic thinking, Jean-Jacques Rousseau emphasizes the social contract with the assumption that “Man is born free, but everywhere he is in chains.” The relevance of this commentary for the research project is that its impact and results are visual and attainable compared to a biblical worldview.

Caldarella, P., Larsen, R. A. A., Williams, L., Wills, H. P., & Wehby, J. H. (2021). “Stop Doing

That!”: Effects of Teacher Reprimands on Student Disruptive Behavior and Engagement.

Journal of Positive Behavior Interventions, 23(3), 163-173.

<https://doi.org/10.1177/1098300720935101>

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Caldarella et al. (2021) present a study that nullifies conceptual strength in educators or instructs in classroom reprimands. The data supports the contention that there may be short-term relief from disruptive behavior in the classroom. Still, the effectiveness of reprimands is limited and not effective in the long term. Using 311 students from 19 different elementary schools and 149 educators contributing to the data provides an adequate and acceptable study sample. The study was published in the *Journal of Positive Behavior Interventions*, a well-respected, reputable, and high standard of academic acceptance within the social science community. The material presented in the text explores variations of engagements, behaviors, mental status, and patterns necessary for review in this research

project. One conclusion is that present reprimands have a lackluster effect on future restrictive behavior of the student. It is contradicting many educators' perceptions of reprimands.

Costello, Marsha. *Managing Student Behavior: How to Identify, Understand, and Defuse Challenging Classroom Situations*. Toronto: Pembroke Publishers, 2022.

<https://ebookcentral.proquest.com/lib/liberty/reader.action?docID=6955579>

Costello (2022) presents a classic montage of strategies and analytical protocols for dealing with the most dramatic action in teaching, which is the disruptive student. Understanding that behavior manifests itself in various forms, the perplexing nature of each student cannot be assumed to be one unified body of actions. Each student must be strategically analyzed to determine their motivating factors. Once these factors are determined, a clear and consistent pattern of corrective measures must be implemented; otherwise, the student will continue to impose their abnormal behavior in rebellion. The book provides a systematic and practical format in its presentation on solving disruptive students' actions in the classroom. Costello's positions are harmonious with current theories, except for providing a broader toolbox of operating techniques to execute.

Cumming, M. M., Criado, C., Park, J., Arango, A., Rodriguez, M. L., & Ali, M. (2023).

Addressing middle schoolers' disruptive behavior: The importance of fostering student executive functioning. *Teaching Exceptional Children.*, 55(3), 176–187.

<https://doi.org/10.1177/00400599221093393>

Cumming et al. (2023), in their synopsis of the growing problem of the disruptive student, present a cognitive analysis of handling this issue. Contrary to many behavior scientists relying on cause-and-effect maintenance, this study reviews cognitive triggers and

observations to determine appropriate actions. Examining Executive Function (EF) helps to define the operating motives and isolate or enhance those triggers for maximum effectiveness. The journal article presents scientific theories with some practical and functional strategies for the classroom educator. However, its scientific emphasis requires the reader to explore areas of psychological construction that may become burdensome and confusing. Nevertheless, cognitive understanding of the issue adds to the educators' ability to design methods to address the disruptive student.

DeLuca, S., Papageorge, N. W., & Boselovic, J. L. (2024). Exploring the trade-off between Surviving and thriving: Heterogeneous responses to adversity and disruptive events among disadvantaged black youth. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 10(1), 103-131. <https://doi.org/10.7758/RSF.2024.10.1.05>, <https://www.proquest.com/docview/2917903117?accountid=12085&pqorigsite=summon&sourcetype=Scholarly%20Journals>

In this research project, the African American community has imposed upon it harsh adverse activities to produce a recordable response for study. The results manifest behavior disorders of rebellion, failure, and dismay. The researchers observed reactions that create a disgruntled individual who succumbs to abnormal behavior while others within the group overcame the adversity and forged forward with more optimistic behavior. DeLuca et al. (2024) heavily weigh the research with environmental observations that determine choices made by these groups affected by adverse conditions. This study's pertinence in understanding the disruptive student forces the educator to examine and become conscious of the socio-economical condition of the student while attempting to understand the environmental obstacles and pressures placed upon the choices that a student will make

and how its consequences, whether positive or negative, manifest in the student's classroom behavior. Using current government statistics helps to verify the credibility of the study.

Felver, J. C., & Singh, N. N. (2020). *Mindfulness in the classroom: An evidence-based program to reduce disruptive behavior and increase academic engagement*. Oakland, California: New Harbinger Publications.

<https://ebookcentral.proquest.com/lib/liberty/detail.action?pqorigsite=summon&docID=6318795>

<https://ebookcentral.proquest.com/lib/liberty/reader.action?docID=6318795>

Felver and Singh (2023) produced a work addressing this growing difficulty in modern classrooms worldwide. In their work, the disruptive student must be taught mechanisms of control, such as breathing techniques to handle moments of frustration and stress. The educator must be the lead role model, identifying the status of the disruptive student and providing the appropriate method at the proper time. The routines of techniques and the observation of their application for the disruptive student must be an integral part of the student's lifestyle in and out of the school's operating time. The components of the named skills created by Felver and Singh suggested early intervention and establishment within a behavior discipline model. Peer review of the book and its contents imply a degree of effectiveness in their recommendations for the disruptive student, which is why it's part of this listing.

Hilt-Panahon, A., & Alstead, K. (2023). *Implementing tootling interventions: A practitioner's guide to increasing peer prosocial behaviors*. Routledge.

<https://doi.org/10.4324/9781003128663>

The introduction of tootling is presented by Hilt-Panahon and Alstead's (2023) method of physical and cognitive occupation of the disruptive student in the classroom environment. This method of preoccupation with the mind and body as an alternative to attention-seeking disruptive behaviors has demonstrated a degree of effectiveness in certain cases. Many peers within the education community support the acceptance of the working procedure. Factors necessary for its effective implementation are explained in the material, and methods of documenting and recording its success or failure are also presented. Educators constantly seek methods and tactics to implement in those stressful conditions during instructional time in the classroom. Tootling is a method of positive reinforcement rather than an emphasis on negative reactionary responses, which has been found through research to be an effective way of elevating successful outcomes. Thus, tootling becomes vital as a tool for dismantling disruptive students.

Landrum, T. J., Tankersley, M. & Cook, B. G. (2022). *Delivering intensive, individualized interventions to children and youth with learning and behavioral disabilities*. London, England: Emerald Publishing Limited.

<https://www.emerald.com/insight/publication/doi/10.1108/S0735-004X202232>

Landrum et al. (2022) provide corrective tactics in this comprehensive behavior examination text, with contributions by an extensive list of professional contributors with distinguished scholarship and recognition. Focus is placed on what has caused standard interventions to fail and what educators must consider redirecting the student's attention toward appropriate behaviors. For the educator, particular emphasis is placed on the actual participation of the student in the recommended interventions to be effective. The list of protocols suggested in the research provides grounds for creating program outcomes that

observers may expect. Landrum et al. (2022) reinforce the intensity required for careful planning, data-based decision-making, and strategic use of each of the factors the research offers in conjunction with corrective actions for the disruptive student.

Lebor, M. (2023). *Teaching resistant learners in post-school education: A guide to working with challenging behavior*. London; Routledge, Taylor & Francis Group, 2023.

<https://www.taylorfrancis.com/books/mono/10.4324/9781003147138/teaching-resistant-learners-post-school-education-merv-lebor>

Most of the material targeted to resolve the quest of the disruptive student in the classroom is focused on the elementary and secondary layers of education. This book addresses a segment of students, the post-school and tertiary students, and presents a unique insight into the universal problem of the disruptive, uninterested student and the methods, tactics, and factors educators need to consider when addressing this group. Issues not popular folklore in academic circles are discussed and reviewed, providing a refreshing and cognizant discussion on plagiarism, ghostwriters, consistent lateness, and other manifestations of resistance behavior. Lebor's (2023) work finds acceptance in academic circles from the endorsements of well-established educators. This work adds a necessary extended variation of the disruptive student from an overlooked area of education, the post-school student.

Mahoney, Trish., & Friends, J. (2019). *God made me unique: Helping children see value in every person*. (1st ed.). New Growth Press.

<https://ebookcentral.proquest.com/lib/liberty/reader.action?docID=30718815>

Mahoney and Friends (2019) present a visual approach to addressing morality and establishing biblical principles of respect and human value in this early childhood reading. The significance of this reading cannot be understated since it creates the Christian church

as its promoter of principles. Whether accepted by parties not affiliated with Western thought and Christian influence, the reinforcement of human value affects all who hear about it and observe to honor its principles. These operating principles impact the untrained, rebellious, disruptive student early in their gestation period of growth, potentially eliminating future discouraging acts of disrespect.

Marder, J., Thiel, F., & Gollner, R. (2023, August). Classroom management and students' mathematics achievement: The role of students' disruptive behavior and teacher classroom management. *Learning and Instruction*, 86(101746).

<https://doi.org/10.1016/j.learninstruc.2023.101746>

For most math educators who have experienced disruptive student behavior, this journal input is highly recognizable. Math draws three types of students: those who love it, those who need time to understand it, and those who hate it. Marder and Gollner (2023) present a study of students in Germany who culturally subscribe to the higher challenges of math prowess required for engineering and science. The research is necessary to provide evidence of the difficulty in analyzing a social phenomenon in a numerical output. Numerous suggestions and inputs are suggested; however, generating standard operating protocols remains aloof. The study has provided numerical evidence to accept or reject preconceived operations once considered adequate, thus eliminating the redundancy of ineffective strategies.

Ripley, D. (2022). *The tactical teacher: Proven strategies to positively influence student learning and classroom behavior*. 1st ed. Bloomington: Solution Tree Press.

<https://ebookcentral.proquest.com/lib/liberty/reader.action?docID=28991291>

In this work, Ripley (2022) establishes a humanistic approach to corrective actions for the disruptive student. He presents soft tactics, which are methods of persuasion that rely upon the amiability of the educator to garner a degree of respect from the student, which translates into a willingness to comply with requests from educators. The study of this material reflects the contradictions between a humanistic worldview and that of the Western worldview based upon the Judeo-Christian worldview of human behavior. However, Ripley received endorsements for this work from several academic institutions. Furthermore, academics that follow Skinner and Maslow concur with the natural selection traits that students emanate; according to Ripley, observation and understanding of what to expect from these traits enable the educator to apply techniques to suppress these disruptive actions. This material contradicts the Christian worldview and is an essential comparison element in this research project. “Professing themselves wise, they became fools” (*King James Bible*, 1769/2007, Romans 1:22).

Sabornie, E. J., & Espelage, D. L. (2023). *Handbook of classroom management*. Third edition.

New York, NY: Routledge, Taylor & Francis Group.

<https://www.taylorfrancis.com/books/edit/10.4324/9781003275312/handbook-classroom-management-edward-sabornie-dorothy-espelage>

This work claims to have combined the best in scholarship and cutting-edge research for graduate students and psychology faculty, teacher education, curriculum and instruction, special education, and beyond (Sabornie & Espelage, 2023). Perhaps they have consolidated an effective tactile manual for the “combat” educator into one text. Disruptive students are the Achilles heel of the learning environment, and this manual draws upon Maslow’s physical learning environment requirements, psychological safety zones,

procedural expectations, and relationship building as foundational elements to capture successful outcomes. Methods and applicable tactics are pillars and important points of interest in this research project, and this body of work will contribute toward the diversity of approaches and methods available to the educator.

Searle, M., & Swartz, M. (2020). *Solving academic and behavior problems: A strengths-based guide for teachers and teams*. Alexandria, Virginia: ASCD.

<https://ebookcentral.proquest.com/lib/liberty/reader.action?docID=6360311>

The interest in this work provided by Searle and Swartz (2020) addresses the deficiency of the instructional gap in special education within the inclusion environment. The caseload and diversity of students' cognitive, psychological, and sometimes physical disabilities contribute to the environment of opportunities for disruptive behaviors. The book contemplates the incorporation of caregivers, community connections, and active administrators in a coordinated plan to reduce triggers of abnormal behaviors. Exploration of new methods and strategies is recommended to expand the opportunity for success. This proactive approach welcomes outside-the-box strategies. Careful observation of what triggers abnormal behaviors should be recorded, which becomes crucial to behavior management. All student stakeholders should share this behavior management mission.

Scribner, C. F., & Warnick, B. R. (2021). *Spare the rod: punishment and the moral community of schools*. The University of Chicago Press.

<https://ebookcentral.proquest.com/lib/liberty/reader.action?docID=6551062>

The controversy between the Western Christian worldview of education and morality remains a battleground of conflict. Those proponents of noncontact and psychological manipulative techniques to seek relief from the disruptive student continue to advertise and

promote the benefit of their approach to resolving the disruptive student dilemma. On the contrary, moral issues established in the Christian worldview enforce the role of the caretaker or parent in reinforcing corrective physical actions in coordination with the social classroom enforcement procedures of educators. Scribner and Warnick (2021) support providing a balanced analysis of the definition, use, and implementation of various types of punishment in modern school systems, as well as their effectiveness and communal resistance. The concept of the material is drawn from the biblical principle, “Foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him” (*King James Bible*, 1796/2007, Proverbs 22:15). Therefore, this material contributes to the research project’s biblical interaction.

Zoder-Martell, K. A., Floress, M. T., Skriba, H. A., & Taber, T. A. (2023). Classroom management systems to address student disruptive behavior. *Intervention in School and Clinic.*, 58(5), 361–370. <https://doi.org/10.1177/10534512221114397>
<https://journals.sagepub.com/doi/full/10.1177/10534512221114397>

Zoder-Martell et al. (2023) provide a rich list of eight practical classroom management systems that serve to quench the thirst of educators whose learning environment is dramatically affected by disruptive students. An actual review of the eight methods provides an insightful stream of evidence and application. The list names the following eight methods: the Caterpillar Game, Classroom Password, Color Wheel, Good Behavior Game, Mystery Motivator, On-Task in a Box, Quiet Classroom Game, and Tootling. This research material presented in that study by Zoder-Martell et al. (2023) gives concrete procedures that are lacking in many theoretical research projects. The number of scholars supporting the strategies resulting from their research is enchanting and complimentary. As

a result, its importance in the forthcoming research project website creates a foundation of options for presentation on “The Teacher’s Diary” website. <https://theteachersdiary.org/>