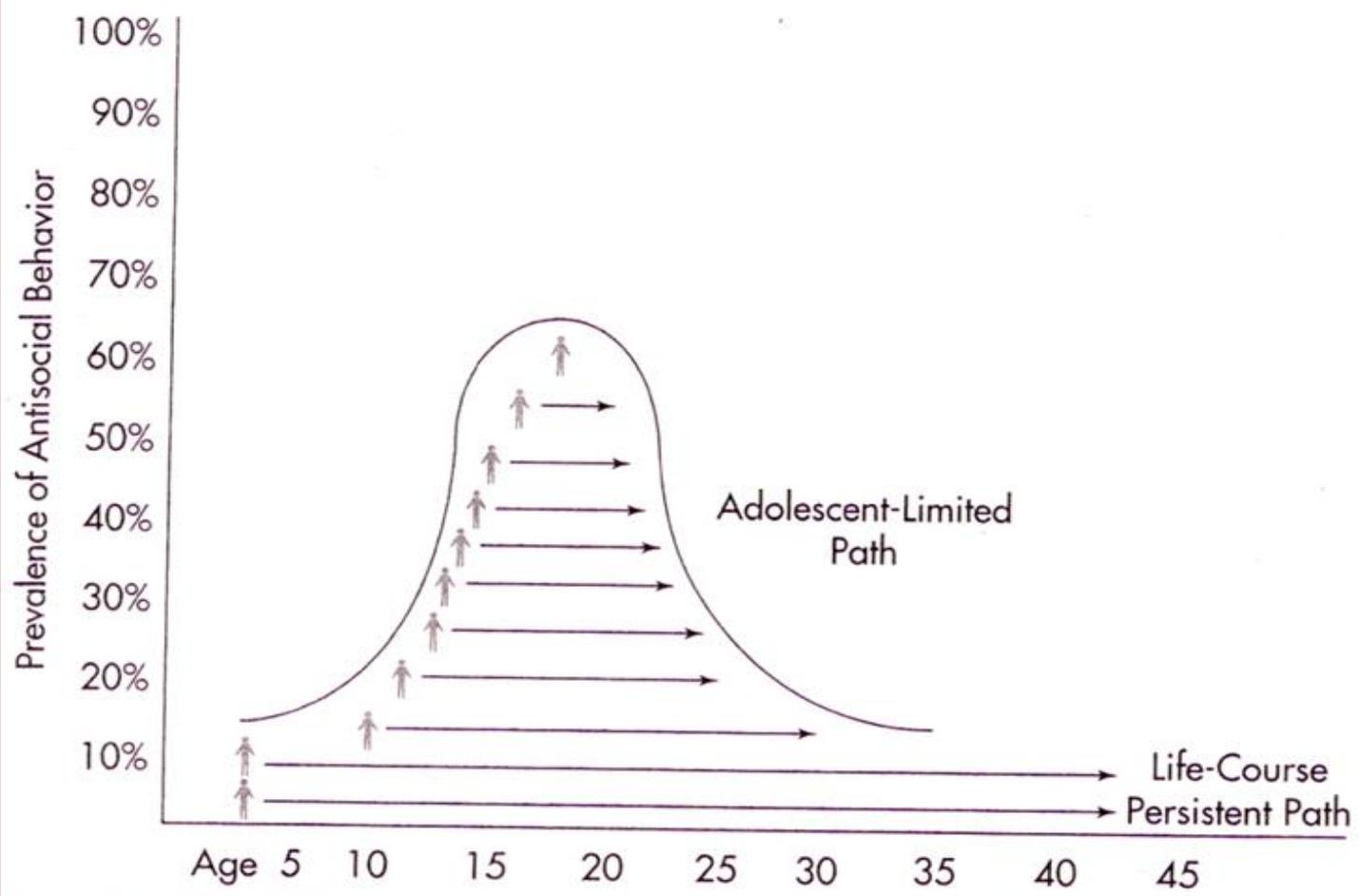


Developmental Course and Causes of Externalizing Disorders

There are Multiple Courses and Causes





Developmental Dimensions

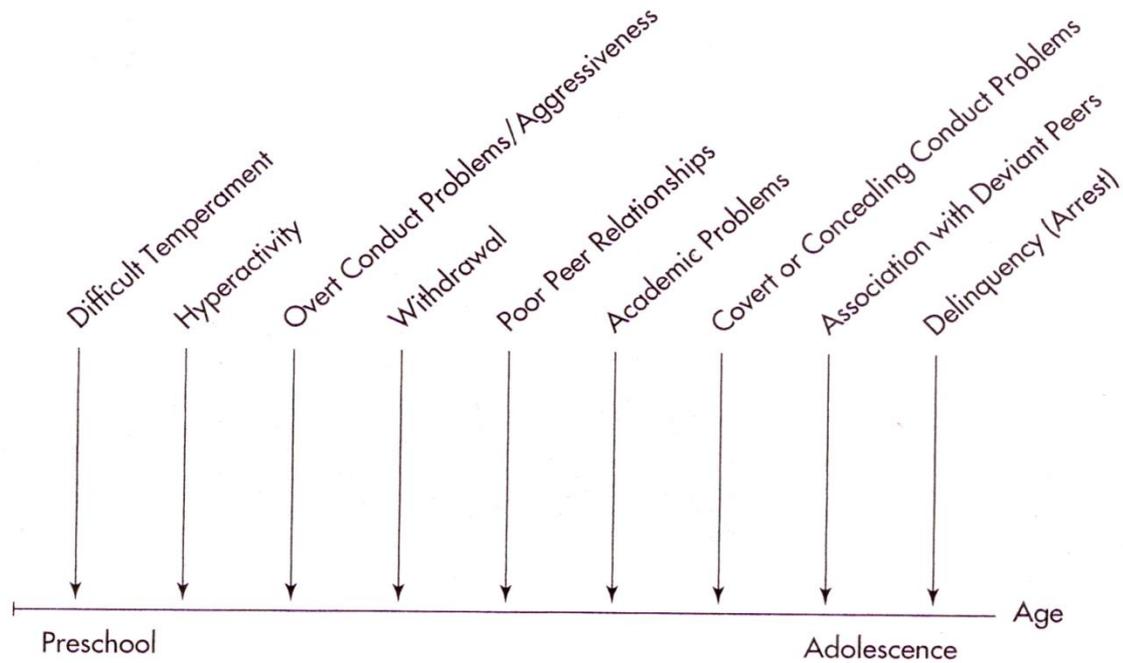


Figure 6.4 Approximate ordering of the different forms of disruptive and antisocial behavior from childhood through adolescence. (Loeber, 1990)

Causes of Externalizing Disorders

■ Chicken or Egg?



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Contributing (Risk) Factors to Tough Kids

- **Parent Background**
- **Parenting Style**
- **Divorce**
- **Supervision**
- **Association With Peer Group**
- **Social Class/Socioeconomic Disadvantage**
- **Onset/Chronicity**
- **Types of Behavior Overt vs. Covert**
- **Family Size/Birth Order**
- **School Experience and Failure**
- **Genetics**

The Heritability of Antisocial Behavior: A Meta-Analysis of Twin and Adoption Studies

Dehryl A. Mason¹ and Paul J. Frick^{1,2}

Accepted: October 10, 1994

In this paper, we describe a quantitative summary of 12 twin (n = 3795 twin pairs and 3 adoption studies = 338 adoptees) published since 1975 which provided 21 estimates of the heritability of antisocial behavior. Medium to large effect sizes were found for genetic influences across studies, with approximately 50% of the variance in measures of antisocial behavior attributable to genetic effects. Although effect sizes did not vary across different definitions of antisocial behavior (criminality, aggression, or antisocial personality), significantly larger estimates of genetic effect were found for severe manifestations of antisocial behavior. The importance of severity was further underscored by the significantly larger effects obtained in studies using clinic-referred samples compared to the effects obtained in studies using volunteer samples. Demographic characteristics of the samples did not influence effect sizes, although studies using more stringent methodology tended to find larger effects. These results must be interpreted in light of the small literature that was suitable for the meta-analysis due to numerous methodological limitations in existing studies.

KEY WORDS: genetics; antisocial behavior; criminality; aggression; meta-analysis.

INTRODUCTION

There is a substantial literature on the presence of a familial link to antisocial behavior (see Frick, 1994). However, there is great debate over the mechanisms involved in the intergenerational transmission (Patterson, Reid, & Dishion, 1992). Because family history studies confound genetic

¹Department of Psychology, University of Alabama, P.O. Box 870348, Tuscaloosa, Alabama 35487.

²To whom correspondence should be addressed.

Nine Temperament Characteristics

Nine temperament traits identified in infants by the age of two to three months (research by Stella Chess, M.D. and Alexander Thomas, M.D.)

1. **Activity Level:** Amount of movement and proportion of activity during the day as compared to nighttime
2. **Rhythmicity (Regularity):** The predictability of patterns in hunger, feeding, elimination, sleep/wake cycle
3. **Approach or Withdrawal:** The way the child responds to a new food, object, or person (e.g., reaching for vs. pushing away)
4. **Adaptability:** The speed and ease with which the child's behavior responds to changes in environmental structure
5. **Intensity of Reaction:** The general energy level of response
6. **Threshold of Responsiveness:** Level of stimulation needed for a noticeable response to sensations, objects, and social contacts
7. **Quality of Mood:** Pleasant, joyful, or friendly behavior as contrasted with unpleasant or unfriendly behavior or crying
8. **Distractibility:** Degree to which child changes behavior in response to outside stimulation
9. **Attention Span and Persistence:** Attention span refers to the length of time a particular activity is pursued by the child. Persistence is the continuation of an activity in the face of obstacles.

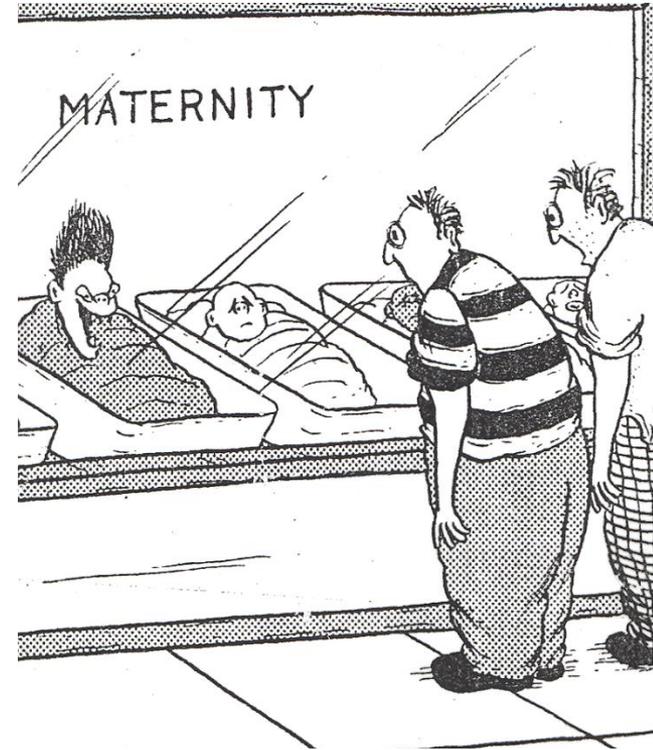


Three Categories of Temperament

- **Easy (40%): Friendly:** *Adapt Well, Pleasant Mood, Cyclic, Accept Frustration*
- **Slow to Warm Up (15%):** *Mild Intensity, Adapts Overtime*
- **Difficult (10%):** *Unpleasant, Crying, Irregular, Reacts Poorly to Change*
- **No Category (35%)**

- Easy Temp-18% School Problems
- Difficult-70% School Problem

- Chess, S. and Thomas, A. (1987) *Evolution of behavior disorders from infancy to early adult life*, Cambridge, M.A.: Harvard University Press



➤ He's only 2 days old and he's already had nine time outs

Why Does This Happen?

Masai Warriors



Masai Infants

5 Months Later

97% Cattle Died

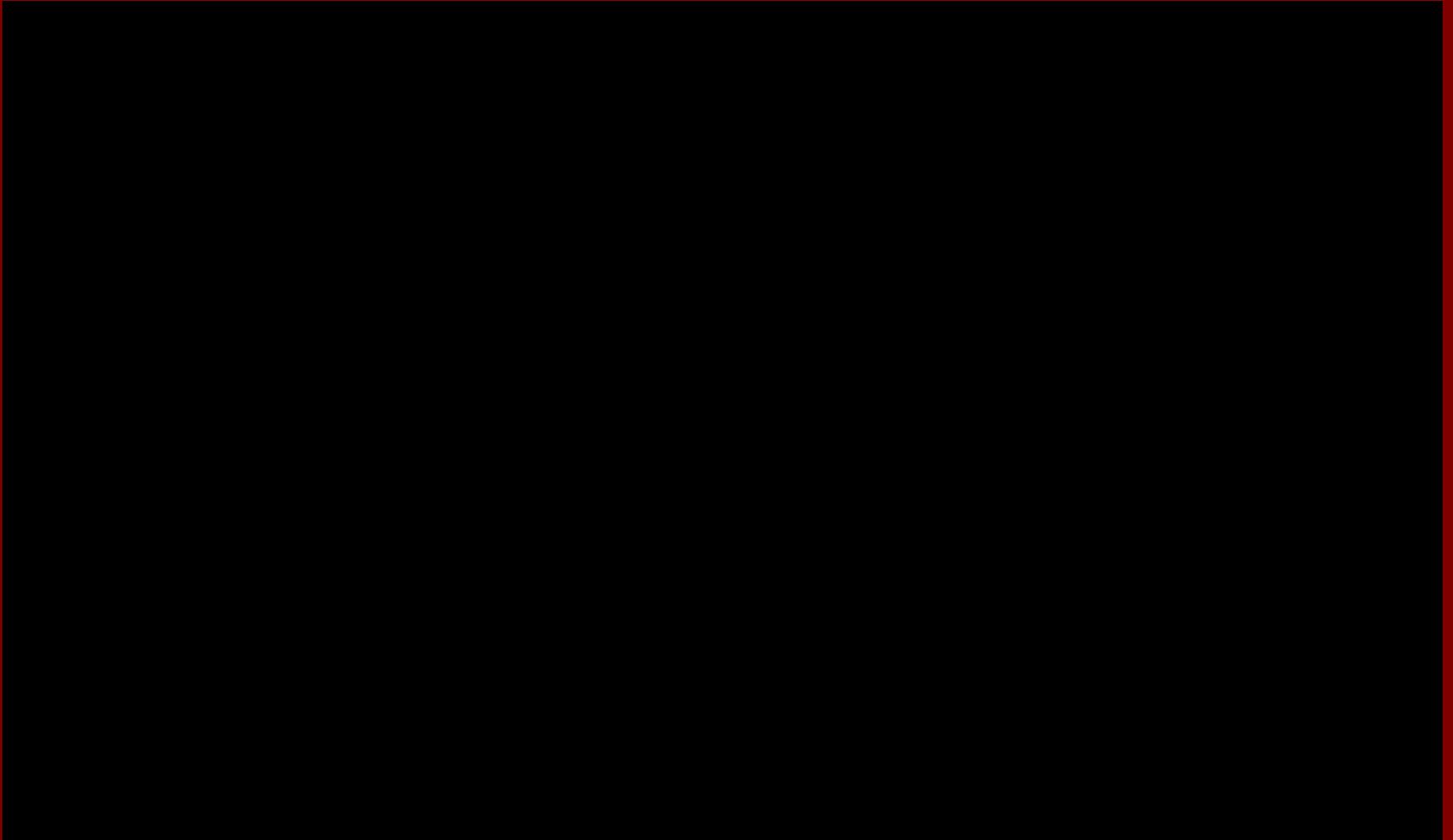
Only 2 Easy out of 10
of the Temperament
Infant Survived

All 10 out of 10 Difficult
Infants survived

- [Am J Psychiatry](#). Oct;141(10):1189-94.
- **Temperament and infant mortality among the Masai of East Africa.**
- [deVries MW](#).
- **Abstract**
- On the basis of Western studies suggesting that infants with difficult temperaments are at greater risk for behavioral and physical disorders, the author postulated that Masai infants with difficult temperaments would be at greater risk in the harsh environment created by the sub-Saharan drought in 1974, which disrupted the life of the Masai people of East Africa and resulted in increased infant mortality. Two groups of infants with difficult and easy temperaments were defined and followed. Contrary to expectations, mortality was greater for the infants with easy temperaments. The infant's contribution, child-rearing orientation, and feeding practices were factors influencing survival.

Coercive Control

Coercive Cupcake Control- Listen Linda



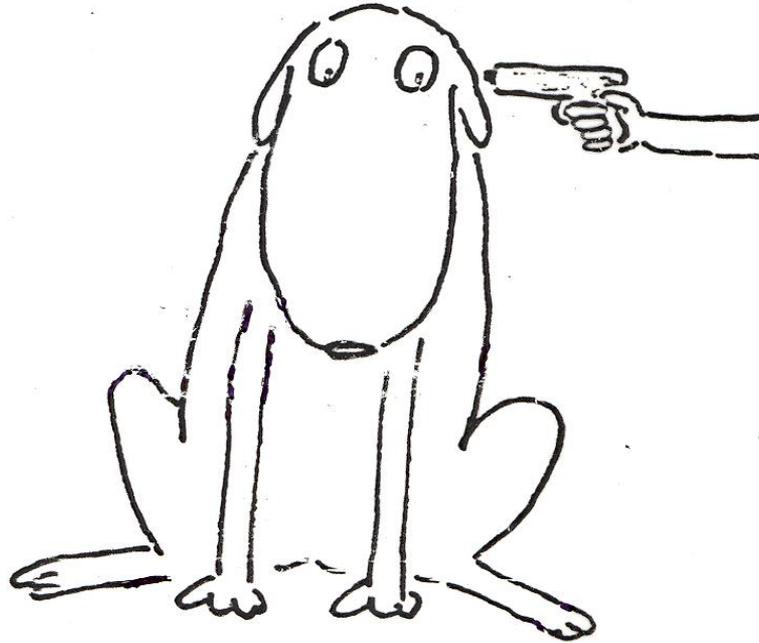


Coercion/Pain Control



- **Would You Like To?** → **Ignores You**
- **Come On Please.....** → **Delays**
- **You Had Better-Yells!** → **Excuses, Argues**
- **You Had Better-Ultimate!!!** → **Tantrums, Aggression**

IF YOU DON'T CLEAN UP
YOUR ROOM
WE WILL KILL THIS DOG.



S. GROSS

Big Hairy Pile-Of Whoa!

More inanity than you can shake a leg at

by Jeff Morris

Published November 12, 1999 in Whoa!

Cat Crap Fever

In one of the oldest gags known to the education community, an elementary school teacher in Joplin, Missouri, taped a bag containing cat feces to the desk of a misbehaving student. She says she was just being funny, but the boy's parents aren't laughing. In fact, they want the teacher suspended and they are planning to transfer their son to another school.

It all started when 11-year-old Preston England told a classmate in his Joplin, Missouri, elementary school to go "suck a turd." The next day, Preston arrived at school to find his teacher, Diane Parker, had taped a baggy filled with cat droppings to his desk -- then she made him sit by it for over an hour.

"It would have been fine if she had just sent home a letter saying my son was mouthing off in class, but instead she went ahead with this ridiculous punishment," Stephanie England, the boy's mother, said. "This whole thing stinks."

See also...

- ... by **Jeff Morris**
- ... in the **Whoa!** section
- ... from **November 12, 1999**

Student's mouth duct taped, teacher resigns

By Tony Hensley

Heartland News, March 4, 2004

ORAN, MO -- A teacher has resigned - after allegedly duct taping a student to his desk and the parents still angry.

It happened inside the Oran Elementary School walls. A 21-year veteran school teacher allegedly binding a students hands, feet and arms to his desk. She went so far as taping his mouth shut. Larry Brindley, the students father says, "He's got a small airway and by taping his mouth shut he had problems breathing and he could have died."

14-year-old Tommy Brindley suffers from attention deficit disorder. A problem he has to deal since birth. Larry Brindley says, "Basically 8 or 9 years of his life he had a trach. We had the trach removed and his airway is still small. Smaller then what it should be for his age and he has problems breathing if he exercises real hard. So, by taping his mouth shut they stopped the flow of that air because he wasn't getting much through his nostrils."

Oran School Superintendent Tom Anderson says the teacher got the help of two students to help secure the seventh grader to his desk with duct tape. "You could see the black marks on his face. His face was bright red almost purplish color. Because, when they had the tape on his mouth he could not breathe. They had to take the tape off his mouth because he wasn't getting enough air." Jenni Heimer, Tommy's sister-in-law said.

Superintendent Anderson says during his investigation the teacher voluntarily turned in her resignation. Tommy was in detention for being tardy three times. Larry Brindley says, "Tommy was acting up. He does that. But, that's no reason to duct tape a child." Larry also says, he and his wife are thinking about seeking criminal charges against the teacher. In the meantime, Oran superintendent Tom Anderson would not comment on any action taken against the two students involved.

Tuesday, March 03, 1998



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Lawsuit: Pupil forced to eat his own vomit

By Carri Geer
Review-Journal

The mother of a 10-year-old disabled boy filed a federal lawsuit Monday for her son against the Clark County School District, claiming officials at Variety School for Special Education have been subjecting students to "excessive corporal punishment and abuse."

"Such practices of physical pain and physical restraint are intentionally and deliberately inflicted on students with disabilities and are in violation of plaintiff's constitutional right to be free from restraint and the infliction of pain while attending public school," the complaint states.

Sara Winter, an attorney with Clark County Legal Services Program Inc., filed the complaint on behalf of Shawn Witte and his mother, Teresa.

In addition to the school district, the lawsuit names Robert Henry, the district's former director of program development, Variety Principal Beverly Minnear and teacher Woodard Macke.

Winter also represents Serena Eason, the mother of an 8-year-old autistic boy. Eason made similar allegations in a lawsuit filed in November against the school district and teacher Mila Kitt.

The Witte complaint claims Shawn suffers from Tourette's syndrome, asthma, attention deficient hyperactivity disorder and emotional problems. He attended Variety School from November 1995 to January 1998.

Beginning in the winter of 1995, the lawsuit alleges, Shawn was forced to eat oatmeal, although he had an allergy to the food.

"This would cause plaintiff to vomit," the complaint states. The document claims Macke and instructional assistant Michael Nelson then would forcibly feed Shawn his own vomit mixed in with the oatmeal.

According to the complaint, the boy's mother contacted Minnear the day after she learned about the tactic.

"Defendant Minnear indicated she was familiar with the procedure of force feeding oatmeal to children and explained that it was a form of punishment used in her school," the lawsuit states. "Plaintiff's parent informed defendant Minnear not to use this form of punishment on her son."

The lawsuit claims the boy's mother also contacted Henry and told him she did not want that form of punishment used on her son, but it continued.

Neither Henry nor Minnear could be reached for comment Monday.

The document further alleges that Shawn came home from school on Dec. 6, 1995, with red marks on his neck. The boy said Nelson had choked him, according to the complaint.

"This incident occurred in the multipurpose room of Variety School in an attempt to make plaintiff run faster, but plaintiff kept falling down," the lawsuit states. "Plaintiff, because of a physical deformity in his feet and legs, which curve inward, is unable to run fast."

According to the lawsuit, the boy's mother took him to an emergency room, where a physician described the marks as consistent with neck strangulation.

The complaint also describes other forms of "sadistic and abusive punishment" it claims officials used on the boy at Variety School.

School district spokeswoman Mary Stanley-Larsen declined to comment on the allegations because the matter involves personnel issues. She also said she has not seen the lawsuit. "Of course we're concerned about the child here," she said.



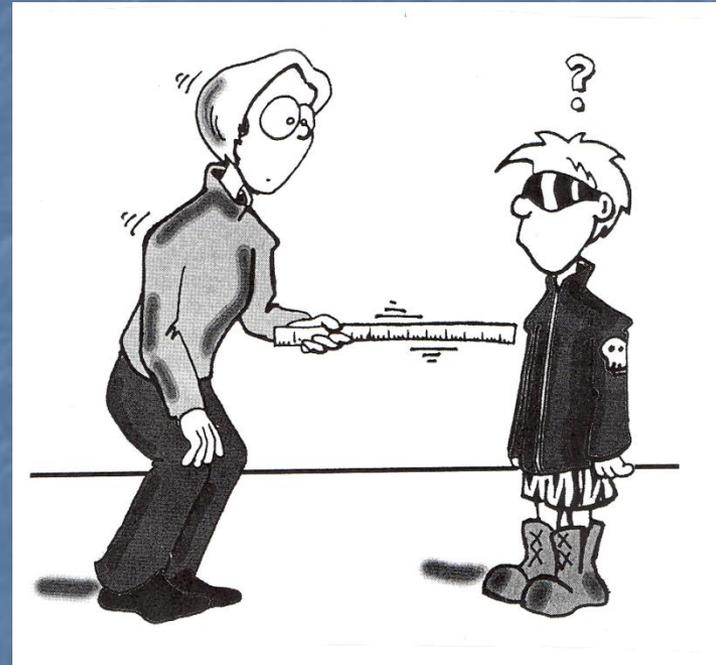
Coercion/Pain Control



- **Would You Like To?** → **Ignores You**
- **Come On Please.....** → **Delays**
- **You Had Better-Yells!** → **Excuses, Argues**
- **You Had Better-Ultimate!!!** → **Tantrums, Aggression**
- **Ok, Ok-Withdraws Request** → **Stops Tantrum**
- **60% Requests Are Withdrawn**
- ***Pain Stops-Request Withdrawn***
- ***Randomly Rewarded***
- ***Reinforces Micro-Bursts of Aggressive Behavior***
- ***Impedes Social Skills Development***
- ***Reduces Academic Learning***

Antecedent Control

- *Using a Question Format*
- *Distance from Child*
- *Eye Contact*
- *Two Requests*
- *Loudness of Request*
- *Enough Time*
- *Nonemotional Instead of Emotional*
- *Describe Behavior*
- *Reinforce Compliance*



Precision Request Sequence



Adapted from Rhode, G., Jenson, W.R. & Reavis, H.K. (1996). *The tough kid book*. Longmont, CO: Sopris West.

Other Signal Words

- Students Name: This is an *instruction*.....
- Students Name: This is a *direction*.....

Precision Requests

Externalizing Disorders

What Works and Doesn't Work
Evidence Based Practice



Questions to Be Asked

How do we judge what interventions work?

How do we judge what interventions harm Tough Kids?

When Interventions Harm

Peer Groups and Problem Behavior

Thomas J. Dishion

Joan McCord
François Poulin

*Oregon Social Learning Center and University of
Oregon*

Temple University

*Oregon Social Learning Center and University of
Oregon*

This article explored developmental and intervention evidence relevant to iatrogenic effects in peer-group interventions. Longitudinal research revealed that "deviancy training" within adolescent friendships predicts increases in delinquency, substance use, violence, and adult maladjustment. Moreover, findings from 2 experimentally controlled intervention studies suggested that peer-group interventions increase adolescent problem behavior and negative life outcomes in adulthood, compared with control youth. The data from both experimental studies suggested that high-risk youth are particularly vulnerable to peer aggregations, compared with low-risk youth. We proposed that peer aggregation during early adolescence, under some circumstances, inadvertently reinforces problem behavior. Two developmental processes are discussed that might account for the powerful iatrogenic effects.

Adolescent problem behavior is a concern for educational, mental health, and juvenile corrections agencies across the nation, each of which provides a range of intervention strategies designed to reduce such behavior, or at least support alternative positive behaviors.

The intervention philosophy, ideology, and strategies vary widely, but science can contribute to the understanding of which intervention strategies help, which are benign, and which actually have negative effects on youth (i.e., iatrogenic effects). It would seem that a priority of science would be to study and understand those interventions with negative effects. An important contribution would be to cull iatrogenic interventions from the social policy armamentarium in the effort to improve the outcomes for children and families in communities (Biglan, 1992).

Hundreds of controlled intervention studies have focused on adolescent problem behavior; an estimated 29% show negative effects (Lipsey, 1992). This may be an underestimate, given the file drawer problem: Intervention researchers are probably unlikely to publish null effects and, at least of all, negative effects (see Dawes, 1994; Glass & Smith, 1978). Some researchers, however, have reported negative effects on certain forms of adolescent problem behavior, secondary to running the intervention in peer groups. For example, group counseling and guided group

interaction produced a negative effect on delinquent and antisocial behavior (Berger, Crowley, Gold, Gray, & Arnold, 1975; Feldman, 1992; Gottfredson, 1987; O'Donnell, 1992).

In this article, we tested the hypothesis that high-risk young adolescents potentially escalate their problem behavior in the context of interventions delivered in peer groups. To examine this hypothesis, we first invoked studies on adolescent social development, indicating the processes that might account for problem behavior escalation. Second, we reviewed two controlled intervention studies involving peer aggregation that produced negative short- and long-term effects on high-risk young adolescents. Finally, we discussed the developmental and intervention studies and proposed conditions that might increase the likelihood of negative effects with respect to underlying developmental processes. We also proposed directions for future intervention research to both accurately detect and understand iatrogenic effects associated with peer aggregation.

Peer Influences

Longitudinal studies on the development of adolescent problem behavior provide compelling evidence that such behavior is embedded within the peer group (Elliott, Huizinga, & Ageton, 1985; Gold, 1970; Hawkins, Catalano, & Miller, 1992; Short & Strodbeck, 1965). Patterson (1993) used latent growth modeling to show that association with deviant peers in early adolescence was uniquely associated with growth in problem behavior. If peers support growth in adolescent problem behavior, what is the influence process? For some time, this question has interested psychol-

Editor's note. Cheryl B. Travis served as action editor for this article.

Author's note. Thomas J. Dishion and François Poulin, Oregon Social Learning Center and Department of Psychology, University of Oregon; Joan McCord, Department of Criminal Justice, Temple University.

This project was supported by Grant DA 07031 from the National Institute on Drug Abuse at the National Institutes of Health and by Grants MH 37940 and MH 46690 from the National Institute of Mental Health.

Correspondence concerning this article should be addressed to Thomas J. Dishion, Oregon Social Learning Center, 160 East 4th Avenue, Eugene, OR 97401-2926. Electronic mail may be sent to tom@tiger.oslc.org.

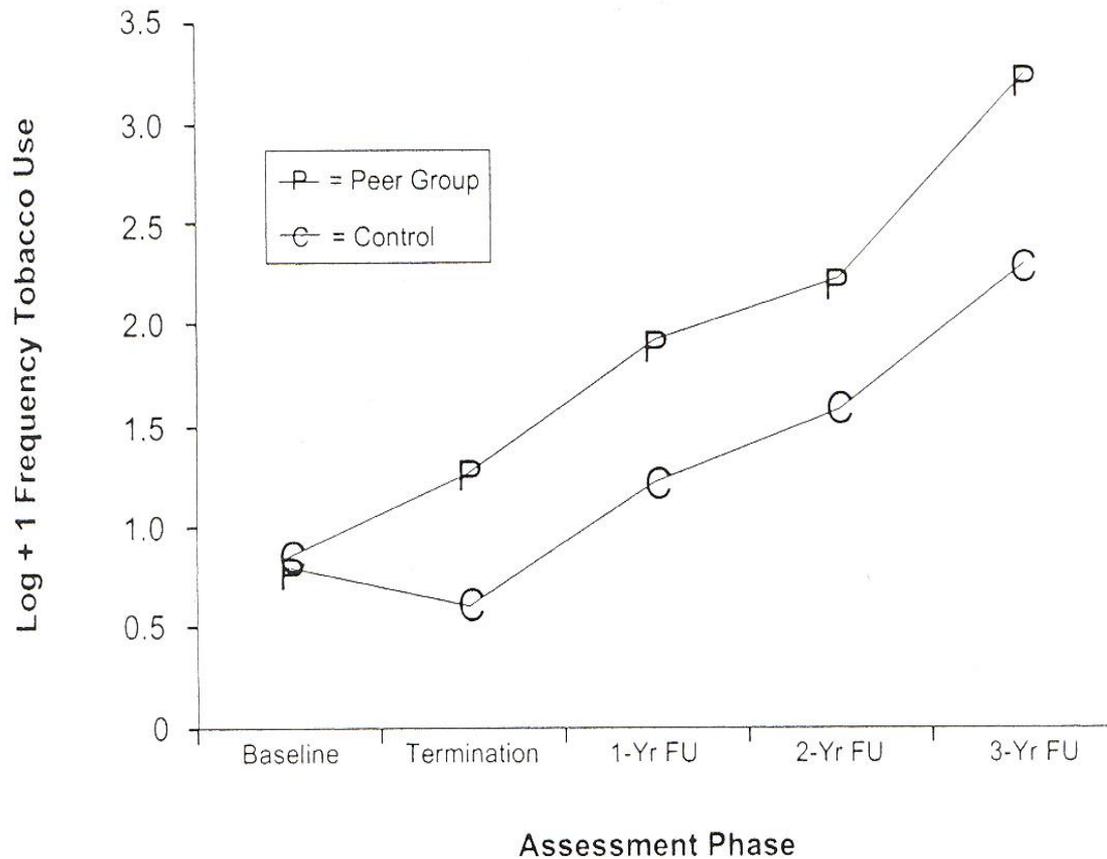
Two Group Studies

- *Study #1*: University of Oregon
- 119 antisocial teen youths
- 38 matched controls
- 12 Weeks of groups teaching pro-social goals and self-regulation behavior
- Followed for three years

- *Study #2*: Temple University
- Cambridge-Somerville Youth Study-125 males
- Summer program camps-some for 1 year some for 2 years
- Followed into adulthood to assess outcomes

Figure 2

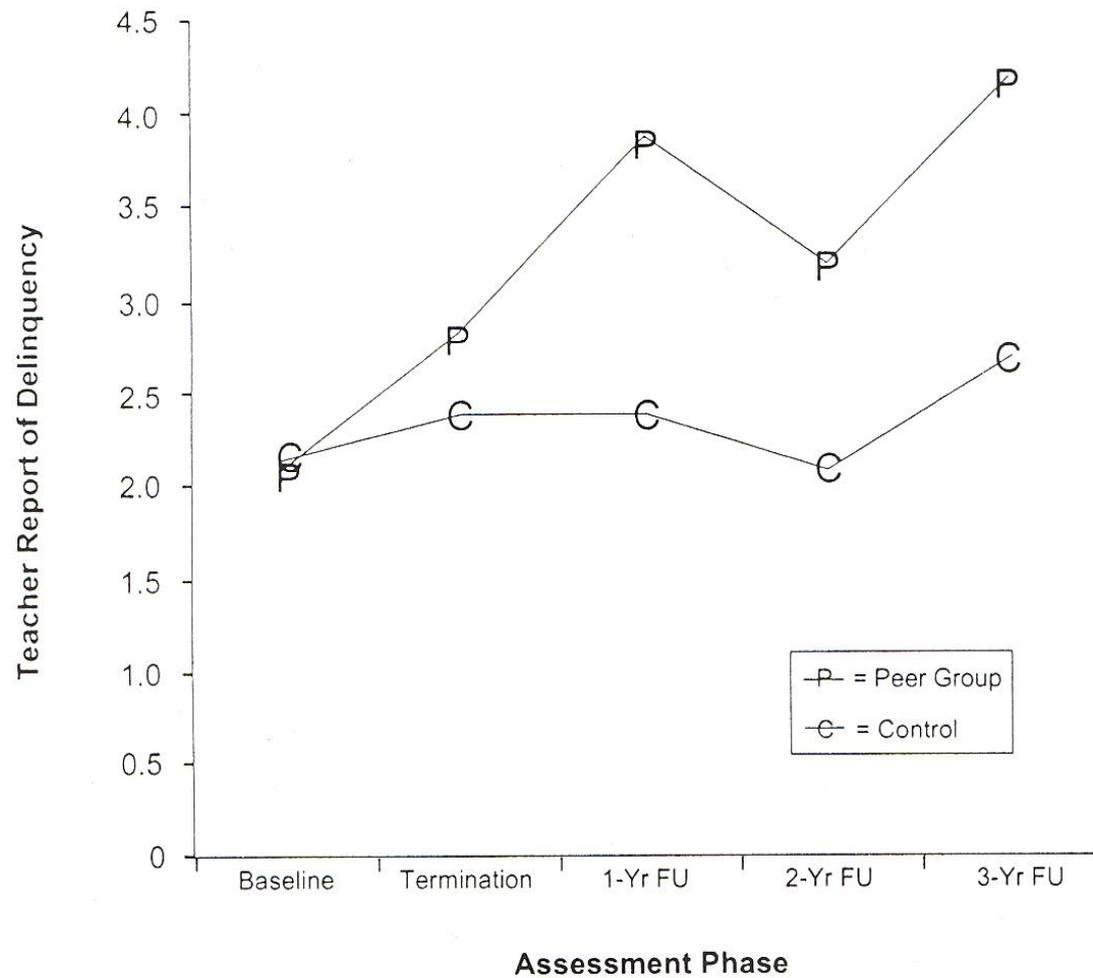
Frequency of Self-Reported Tobacco Use as a Function of the Teen Focus Intervention



Note. Yr = year; FU = follow-up.

Figure 3

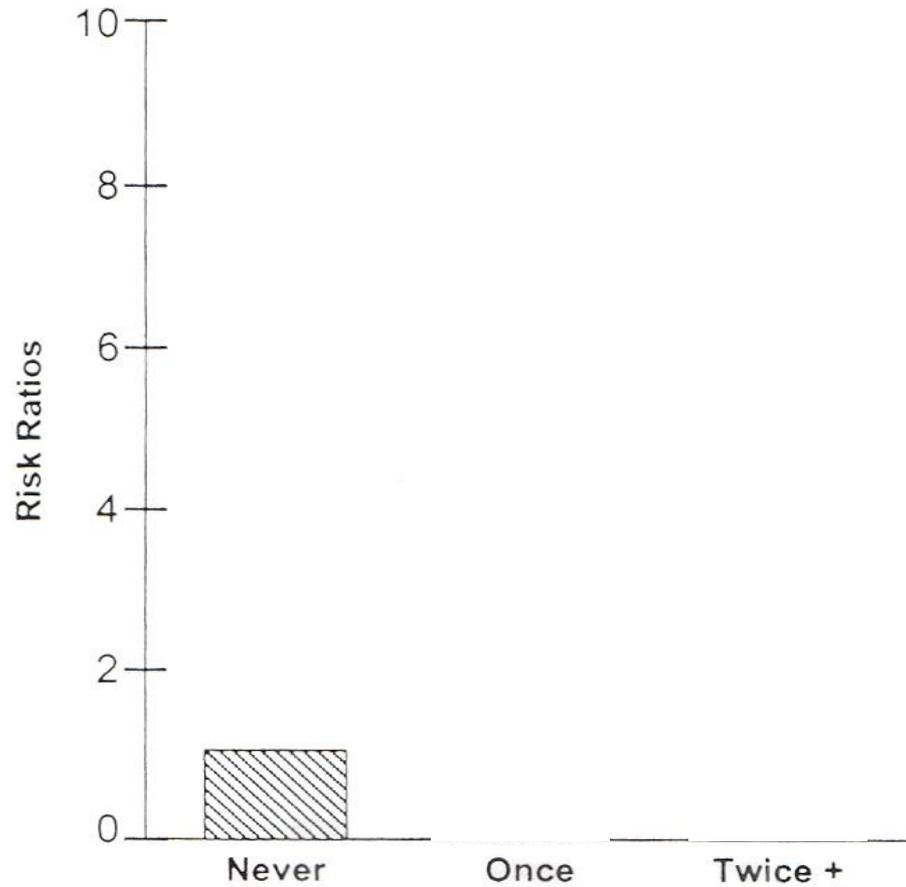
Teacher Report of Delinquency as a Function of the Teen Focus Intervention



Note. Yr = year; FU = follow-up.

Figure 4

Bad Outcomes Associated With Attending Summer Camp



Effects of Grouping Tough Kids

- After Age 10
- Grouping provides a rich environment for Tough Kids to learn deviant behaviors
- Derive meaning and values from deviancy training
- Rewarded for deviancy-Estimated ratio is 9 (peers) to 1(staff) (Buhler, Patterson, & Furniss, 1966)
- Only two ways to reduce group deviancy training
 - *Placement of pro-social teens in groups*
 - *Group contingencies (whole group wins or whole group loses dependent upon the behaviors of individuals in the group)*



Pergamon

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PII S0022-4405(98)00027-2

First Do No Harm: Adverse Effects of Grouping Deviant Youth for Skills Training

Margery E. Arnold and Jan N. Hughes
Texas A & M University

Recent research has suggested potential harmful effects of group-based skill training for children and adolescents with externalizing problems. This article reviews four types of evidence from published literature that supports the conclusion that grouping deviant youth for treatment may produce unintended, harmful effects. The evidence includes literature on the role of deviant peers in the socialization of aggressive youth, studies reporting adverse treatment effects for grouped interventions, studies comparing treatment outcomes that differed in the extent to which participants were grouped with deviant peers, and studies that highlight variables that mediate negative treatment outcomes. Finally, the article recommends a research agenda designed to help clinicians provide the highest level of care for children and adolescents with behavior problems. © 1999 Society for the Study of School Psychology. Published by Elsevier Science Ltd

Keywords: Childhood, Adolescence, Group therapy, Aggression, Delinquency.

Social science researchers have developed and evaluated various interventions for preventing aggressive and delinquent behaviors. One commonly used intervention modality is structured group therapy in which participants at risk for antisocial behavior are brought together to be taught a set of skills. Two popular examples of this type of treatment are social skills training to prevent aggression and resistance skills training to prevent substance abuse. Whereas some studies of skill-building interventions have met with success (Lochman & Curry, 1986; Prinz, Blechman & Dumas, 1994), in general, studies of group social skills training for aggressive children have resulted in modest improvements for the short-term, but little or no long-term improvements (Beelmann, Pflingsten, & Losel, 1994). Empirical support for resistance-training, such as that offered by DARE (Drug Abuse Resistance Education), is also lacking (Ennett, Tobler, Ringwalt, & Flewelling, 1994). In fact, there are examples in the delinquency prevention literature in which participants actually became worse on measures of delinquency (Fo & O'Donnell, 1975), psychosis, alcoholism, criminal behavior (McCord, 1992) and drug use (Stuart, 1974) after treatment.

Received August 4, 1997, accepted April 2, 1998.

Address correspondence and reprint requests to Margery E. Arnold's current affiliation, Dept. of Psychology, Trinity University, 715 Stadium Drive, San Antonio, Texas 78212.

From the Meta-Analytic Research Approaches that Work and Do not Work with Externalizing Students

MEGA-ANALYSIS *of*

MEGA-ANALYSE

What Works in Special Education and Related Services

What does the research say about:

- Ritalin**
- Perceptual-motor training**
- Social skills instruction**
- Peer tutoring**
- Behavior modification**
- Special class placement**
- Mnemonics**
- Direct instruction**
- Antidepressants**
- Ongoing assessment**
- Learning styles**
- Visual organizers**

Conflicting reports on the effectiveness of these approaches abound—but *meta-analysis* can help sort out overall benefits and weaknesses of these and other educational practices. This article reports on some of these broad studies of research that seem to indicate effective—and noneffective—teaching strategies. But as special educators all know, the most important consideration is a knowledge of what works with your individual student, as well as a compelling curiosity that leads you to read the meta-analyses for yourself.

In meta-analysis, a researcher examines many studies on a particular strategy and derives a numerical indicator of the relative effectiveness of the strategy averaged across all studies. This indicator is called an *effect size* (ES) (see box "How Meta-analysis Works"). Such an analysis of research not only provides a numerical indicator of the relative effect of a particular intervention, but the effect size also allows comparison with other approaches used in special education or related services.

Comparing Meta-analyses Available to Date

We have summarized the results of 18 meta-analyses on special education or its related services that have been done to date (but see our cautions about how some of these studies are "dated"). We also depict these studies in relation to one another so you can see which strategies are most (or least) effective. This "mega-analysis" provides a summary of the relative power of a variety of special education and related interventions, at least those to which meta-analysis has been applied thus far.

Steven R. Forness
Kenneth A. Kavale
Ilaina M. Blum
John W. Lloyd

Special Education and Related Services: What Have We Learned From Meta-Analysis?

Steven R. Forness

University of California, Los Angeles Neuropsychiatric Hospital

Although special education research has been subject to criticism in recent years, development of best practice continues to rely on accumulation of research findings. Meta-analysis allows interpretation of accumulated research in unique ways; some 24 meta-analyses, in or related to special education interventions, have become available over the years. The purpose of this article is to review each of them briefly and draw tentative conclusions about the relative power of interventions as determined by magnitude of mean effect size for each.

A lack of effectiveness of special education and, at least by inference, its research effort have been widely perceived in recent years both by those who reject strict empiricism (Brantlinger, 1997) and those who favor a more theoretically based empiricism (Detterman & Thompson, 1997). It seems clear, however, that such criticisms have divided special education professionals into opposing camps much to the detriment of the field itself (Andrews et al., 2000). Narrative reviews of special education research literature, however, are often less than adequate for such purposes because it is difficult to pinpoint whether an intervention is more effective for certain types of problems, is better for certain types of children, or has greater efficacy than other interventions. For this reason, meta-analysis increasingly has been used to synthesize cumulative research findings on specific interventions in, or related to, special education (Forness & Kavale, 1994).

OVERVIEW OF THE META-ANALYSES

Selected meta-analyses in special education have been reviewed previously to capture the relative power of various interventions (Forness, Kavale, Blum, & Lloyd, 1997; Kavale & Forness, 1999a, 1999b; Lloyd, Forness, & Kavale, 1998). However, as new meta-analyses

TABLE 1
Summary of Meta-Analyses for Effect Size

<i>Intervention</i>	<i>ES</i>	<i>Number of Studies</i>
Large		
Mnemonic strategies (Mastropieri & Scruggs, 1989)	1.62	24
Reading-comprehension strategies (Talbot, Lloyd, & Tankersley, 1994)	1.13	48
(Mastropieri et al., 1996)	0.98	68
(Swanson, 1999)	0.72	58
Behavior modification (Skiba & Casey, 1985)	0.93	41
Direct instruction (White, 1988)	0.84	25
Medium		
Cognitive behavior modification (Robinson, Smith, Miller, & Brownell, 1999)	0.74	23
Psychotherapy (Weisz & Weiss, 1993)	0.71	110
Formative evaluation (Fuchs & Fuchs, 1986)	0.70	21
Early intervention (Casto & Mastropieri, 1986)	0.68	74
Stimulant medication (Crenshaw, Kavale, Forness, & Reeve, 1999)	0.67	115
(Kavale, 1982)	0.58	135
Computer-assisted instruction (Schmidt, Weinstein, Niemie, & Walberg, 1985–86)	0.66	18
Peer tutoring (Cook, Scruggs, Mastropieri, & Casto, 1985–86)	0.58	19
Word-recognition strategies (Swanson, 1999)	0.57	54
Small		
Psycholinguistic training (Kavale, 1981)	0.39	34
Reducing class size (Glass & Smith, 1979)	0.31	77
Psychotropic medication (Kavale & Nye, 1984)	0.30	70
Social-skills training (Forness & Kavale, 1996)	0.21	53
(Quinn, Kavale, Mathur, Rutherford, & Forness, 1999)	0.20	35
Modality instruction (Kavale & Forness, 1987)	0.14	39
Diet restrictions (Kavale & Forness, 1983)	0.12	23
Perceptual training (Kavale & Mattson, 1983)	0.08	180
Special class placement (Carlberg & Kavale, 1980)	-0.12	50

Note. ES = effect size.

Academic Benefits of Peer Tutoring: A Meta-Analytic Review of Single-Case Research

Lisa Bowman-Perrott, Heather Davis, Kimberly Vannest, and
Lauren Williams
Texas A&M University

Charles Greenwood
University of Kansas

Richard Parker
Texas A&M University

Abstract. Peer tutoring is an instructional strategy that involves students helping each other learn content through repetition of key concepts. This meta-analysis examined effects of peer tutoring across 26 single-case research experiments for 938 students in Grades 1–12. The TauU effect size for 195 phase contrasts was 0.75 with a confidence interval of $CI_{95} = 0.71$ to 0.78, indicating that moderate to large academic benefits can be attributed to peer tutoring. Five potential moderators of these effects were examined: dosage, grade level, reward, disability status, and content area. This is the first peer tutoring meta-analysis in nearly 30 years to examine outcomes for elementary and secondary students, and extends previous peer tutoring meta-analyses by examining disability as a potential moderator. Findings suggest that peer tutoring is an effective intervention regardless of dosage, grade level, or disability status. Among students with disabilities, those with emotional and behavioral disorders benefitted most. Implications are discussed.

The peer tutoring research base spans more than 40 years and convincingly demonstrates an evidence-based practice (Cloward, 1967; Cohen, Kulik, & Kulik, 1982; Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Mastropieri, Spencer, Scruggs, & Talbott, 2001). Peer tutoring can be defined as “a class of practices and strategies that employ peers as one-on-one teachers to provide indi-

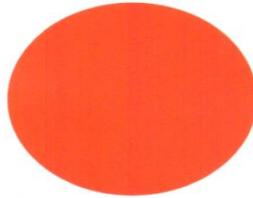
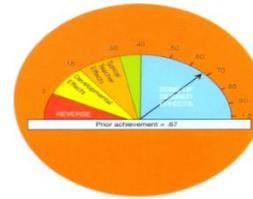
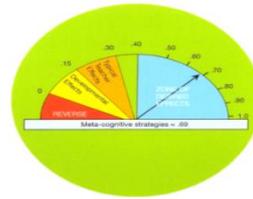
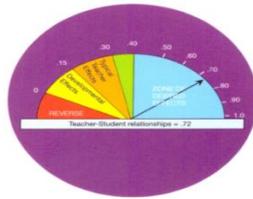
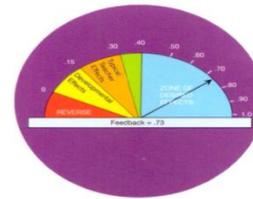
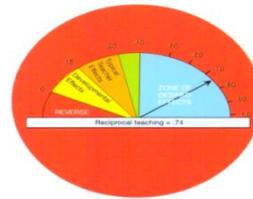
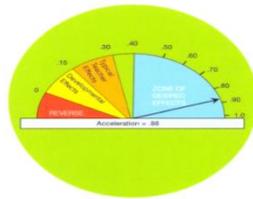
vidualized instruction, practice, repetition, and clarification of concepts” (Utley & Mortweet, 1997, p. 9). The success of peer tutoring for both tutors and tutees is likely from incorporated instructional features such as frequent opportunities to respond, increased time on task, and regular and immediate feedback. Each of these components is empirically linked with increased academic achievement

Correspondence regarding this article should be addressed to Lisa J. Bowman-Perrott, Texas A&M University, Department of Educational Psychology, 4225 TAMU, College Station, TX 77843-4225; e-mail: lbperrott@tamu.edu

Academics

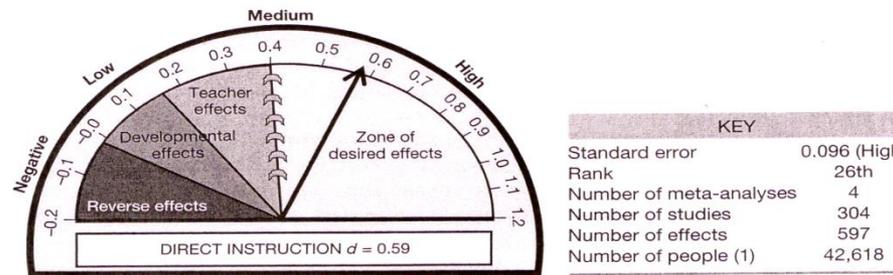
Jenson

VISIBLE LEARNING A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT



JOHN HATTIE



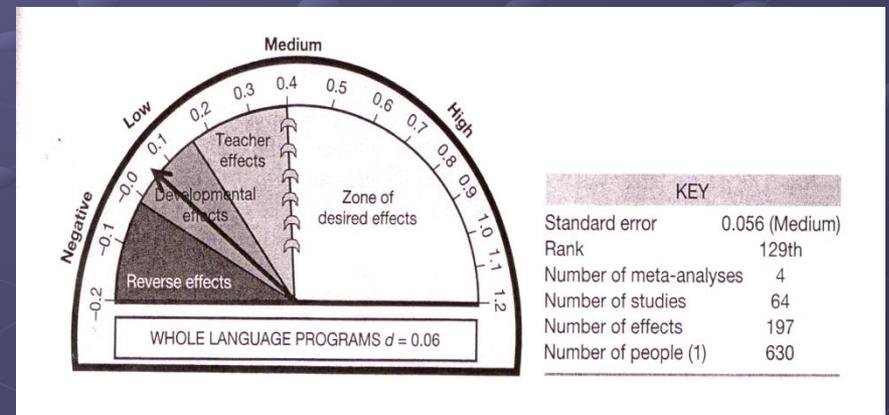
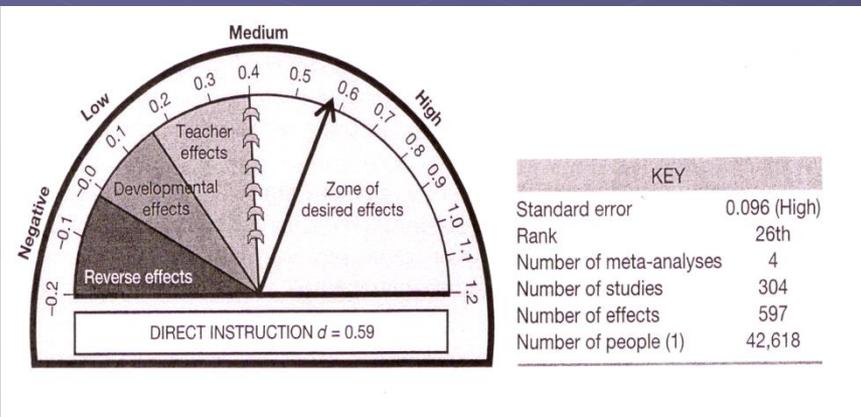


Instruction” method as first outlined by Adams and Engelmann (1996). Direct Instruction has a bad name for the wrong reasons, especially when it is confused with didactic teaching, as the underlying principles of Direct Instruction place it among the most successful outcomes.

Direct Instruction involves seven major steps:

- 1 Before the lesson is prepared, the teacher should have a clear idea of what the *learning intentions* are. What, specifically, should the student be able to do, understand, care about as a result of the teaching?
- 2 The teacher needs to know what *success criteria* of performance are to be expected and when and what students will be held accountable for from the lesson/activity. The students need to be informed about the standards of performance.
- 3 There is a need to *build commitment and engagement* in the learning task. In the terminology of Direct Instruction, this is sometimes called a “hook” to grab the student’s attention. The aim is to put students into a receptive frame of mind; to focus student attention on the lesson; to share the learning intentions.
- 4 There are guides to *how the teacher should present the lesson*—including notions such as input, modeling, and checking for understanding. Input refers to providing information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, and so on. Modeling is where the teacher shows students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, and comparing to exemplars of what is desired. Checking for understanding involves monitoring whether students have “got it” before proceeding. It is essential that students practice *doing it right*, so the teacher must know that students understand before they start to practice. If there is any doubt that the class has not understood, the concept or skill should be re-taught before practice begins.
- 5 There is the notion of *guided practice*. This involves an opportunity for each student to demonstrate his or her grasp of new learning by working through an activity or exercise under the teacher’s direct supervision. The teacher moves around the room to determine the level of mastery and to provide feedback and individual remediation as needed.
- 6 There is the *closure* part of the lesson. Closure involves those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate

Phonics VS Whole Language Reading



Meta-analysis of Grade Retention Research: Implications for Practice in the 21st Century

Shane R. Jimerson
University of California, Santa Barbara

Abstract. Retaining a child at grade level has become increasingly popular, consistent with the emphasis on accountability and standards in elementary education. This article provides a comprehensive review of the research examining the academic and socioemotional outcomes associated with grade retention. Following a brief historical overview of previously published literature reviews, a summary of studies published between 1990 and 1999 is provided. A systematic review and meta-analysis of 20 recent studies includes: outcome variables (i.e., achievement and socioemotional adjustment), age or grade of retained population, matched or controlled for variables in analyses with comparison groups, and the overall conclusion regarding the efficacy of grade retention. Results of recent studies and this meta-analysis are consistent with past literature reviews from the 1970s and 1980s. In addition to a summary of the results, the discussion addresses the disparity between educational practice and converging research regarding grade retention and suggests directions for practice. This review encourages researchers, educational professionals, and legislators to abandon the debate regarding social promotion and grade retention in favor of a more productive course of action in the new millennium.

Grade retention is the practice of requiring a student who has been in a given grade level for a full school year to remain at that level for a subsequent school year (Jackson, 1975). Over the past 25 years, grade retention has been revived as a popular, albeit controversial, method of remediating poor academic performance (Abidin, Golladay, & Howerton, 1971; McCoy & Reynolds, 1999; U.S. Department of Commerce, Bureau of the Census, 1966, 1990). It has been estimated that 5 to 10% of students are retained annually in the United States, representing more than 2.4 million children every year (Dawson, 1998a). There is a concern that rates of retention may increase. For example, as "standards" and "accountability" assumed greater emphasis in education, President Clinton (1998, 1999) called for an end to so-

cial promotion, which many educational professionals interpret as a directive to retain low-achieving students. In addition, educational policies related to legislation aimed at increasing standards and emphasizing accountability are likely to result in increased retention rates (e.g., early elementary grade level reading proficiency tests that must be passed before advancing to the next grade level) (U.S. Department of Education, 1999).

Research published between 1900 and 1989 indicated mixed results regarding the efficacy of grade retention on ameliorating children's socioemotional and achievement needs. Concerns regarding the quality of many past studies of grade retention have been presented in several reviews (Holmes, 1989; Jackson, 1975; Niklason, 1984, 1987; Rose, Medway, Cantrell, & Marus, 1983) and reiter-

Address correspondence and reprint requests to Shane R. Jimerson, University of California, Graduate School of Education, Santa Barbara, CA 93106-9490 or e-mail Jimerson@education.ucsb.edu.

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Research Findings on Retention as an Intervention

- Retention is the Single Most Powerful Predictor of High School Drop Out
- Each Retention Increases the Chances of Dropping Out of School by Approximately 30%
- There are No Differences in Effects Between Students Retained in the Early Grades (kindergarten through 3rd grade) in Comparison to Later Grade Retention
- Any Positive Gains Shown Through Grade Retention Were Lost in 2.5 Years with Bad Effects Still in Place
- Effect Sizes for Retention
 - Overall ES -.31*
 - Academic Achievement ES -.39*
 - Social and Emotional Adjustment ES -.22*

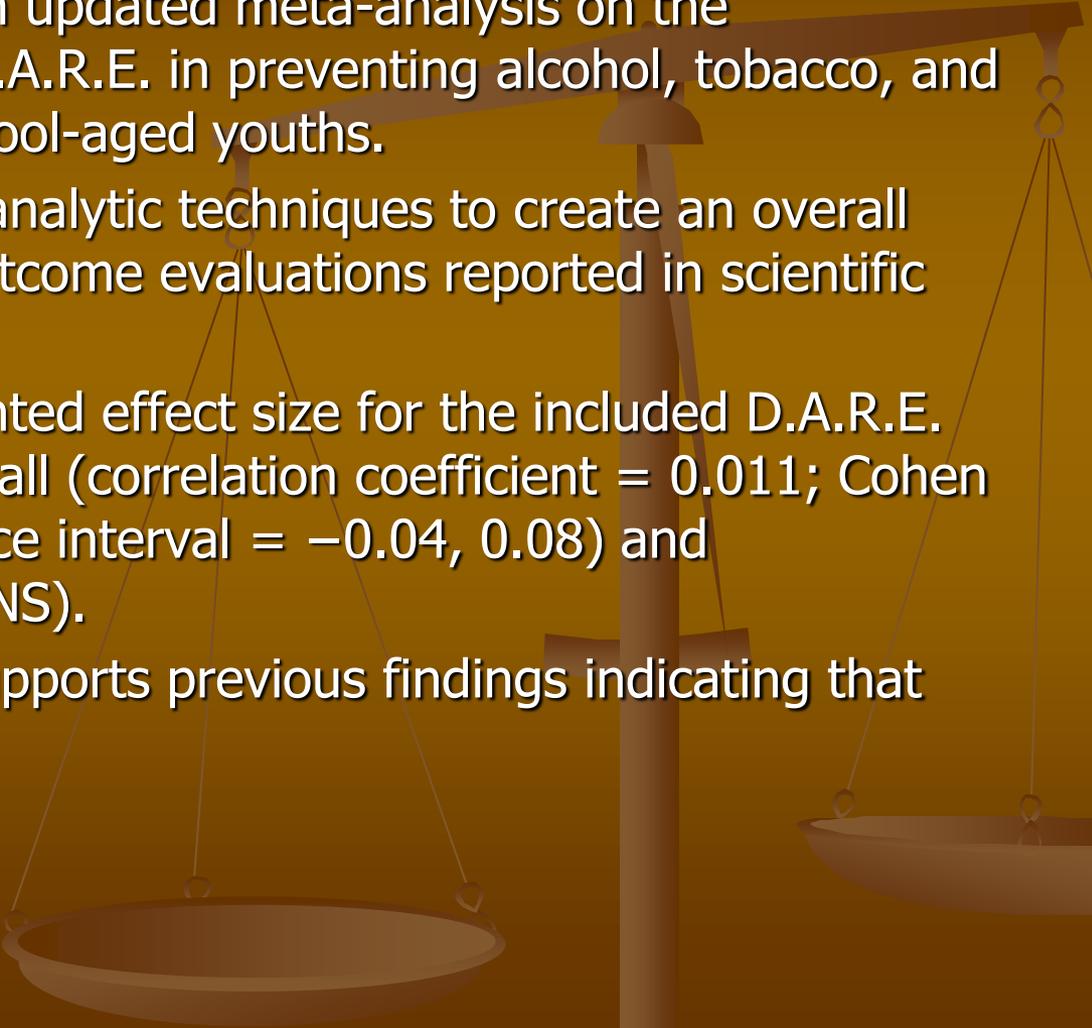
Am J Public Health. 1994 September; 84(9): 1394–1401.

PMCID: PMC1615171

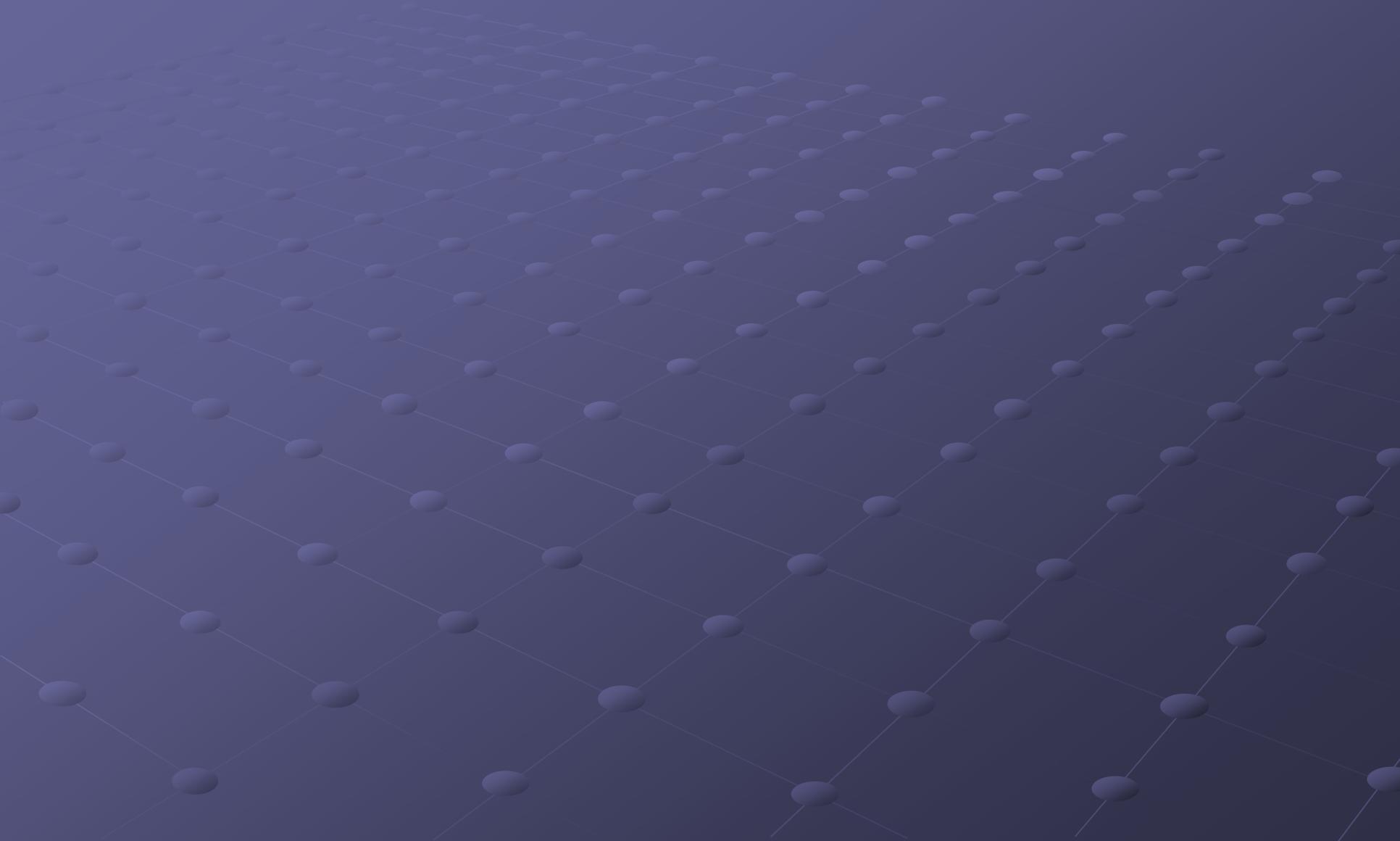
How effective is drug abuse resistance education? A meta-analysis of Project DARE outcome evaluations.

- **OBJECTIVES.** Project DARE (Drug Abuse Resistance Education) is the most widely used school-based drug use prevention program in the United States, but the findings of rigorous evaluations of its effectiveness have not been considered collectively. **METHODS.** We used meta-analytic techniques to review eight methodologically rigorous DARE evaluations. Weighted effect size means for several short-term outcomes also were compared with means reported for other drug use prevention programs. **RESULTS.** The DARE effect size for drug use behavior ranged from .00 to .11 across the eight studies; the weighted mean for drug use across studies was .06. For all outcomes considered, the DARE effect size means were substantially smaller than those of programs emphasizing social and general competencies and using interactive teaching strategies. **CONCLUSIONS.** DARE's short-term effectiveness for reducing or preventing drug use behavior is small and is less than for interactive prevention programs.

Project D.A.R.E. Outcome Effectiveness Revisited

- *Objectives.* We provide an updated meta-analysis on the effectiveness of Project D.A.R.E. in preventing alcohol, tobacco, and illicit drug use among school-aged youths.
 - *Methods.* We used meta-analytic techniques to create an overall effect size for D.A.R.E. outcome evaluations reported in scientific journals.
 - *Results.* The overall weighted effect size for the included D.A.R.E. studies was extremely small (correlation coefficient = 0.011; Cohen $d = 0.023$; 95% confidence interval = $-0.04, 0.08$) and nonsignificant ($z = 0.73, NS$).
 - *Conclusions.* Our study supports previous findings indicating that D.A.R.E. is ineffective.
- 

Social Skills Training



A Meta-Analysis of Social Skill Interventions for Students with Emotional or Behavioral Disorders

MARY MAGEE QUINN, KENNETH A. KAVALE, SARUP R. MATHUR,
ROBERT B. RUTHERFORD, JR., AND STEVEN R. FORNESS

Children with emotional or behavioral disorders (EBD) typically have a wide range of significant social skill deficits (Walker, Colvin, & Ramsey, 1995). These may involve problems in interacting appropriately with peers or significant adults in their social environment, difficulties in communicating their physical or emotional needs appropriately, inadequate knowledge of social rules or manners, inability to correctly appraise social situations, and even disruptive behavior such as violence or aggression. In fact, many students with EBD are identified and labeled chiefly on the basis of deficits in social competency (Forness & Knitzer, 1992).

Social skill training has become a primary intervention in widespread use with children with EBD (Rutherford, Quinn, & Mathur, 1996). Such training usually involves

- Selecting or prioritizing critical social skills that need to be improved;
- Demonstrating, explaining, or modeling these skills;
- Having the child practice these skills while being coached;
- Providing feedback and reinforcement during practice; and
- Identifying a variety of social situations in which the skill might be useful.

Many programs designed for children and youth with emotional or behavioral disorders (EBD) include a social skill training component. Using quantitative methods of meta-analysis, the findings from 35 studies investigating the effects of social skill interventions for students with EBD were synthesized. The pooled mean effect size (ES) was 0.199, from which the average student with EBD would be expected to gain a modest eight percentile ranks on outcome measures after participating in a social skill training program. Studies were further grouped and analyzed according to different variables (e.g., similarities of the intervention, participants, and assessment procedures). Slightly greater ESs were found for interventions that focused on teaching and measuring specific social skills (e.g., cooperating, or social problem solving) compared to more global interventions. Several pertinent issues for reviewing the results of this research synthesis are addressed.

Some social skill training programs may emphasize generalization procedures, in which the skill is further practiced in natural settings and situations with coaching or other support. Other programs may emphasize video feedback or peer models in simulated situations. Although a wide variety of social skill training procedures exists, descriptions of the specific procedures used are often not sufficiently detailed to determine the actual components of the training or their relative effectiveness (Gresham, 1986; Mathur & Rutherford, 1996).

To determine the effectiveness of interventions, researchers have traditionally conducted extensive narrative reviews of the literature, analyzing a body of research and making a judgement on the overall effectiveness of the intervention. One such review suggests that despite its widespread popularity, social skill training of students with EBD

may have only modest effects (Zaragoza, Vaughn, & McIntosh, 1991).

A method that allows the researcher to review a body of research quantitatively is known as meta-analysis. Meta-analysis provides a synthesis of research that allows a more precise determination of the effectiveness of a given intervention (Kavale, 1984; Kavale & Forness, in press). Research synthesis using quantitative methods is an alternative to traditional narrative methods of summarizing research domains (Glass, 1976). These quantitative methods of meta-analysis have been well described (e.g., Glass, McGaw, & Smith, 1981; Rosenthal, 1991; Wolf, 1986), and a number of advances have served to enhance the objectivity and verifiability of meta-analysis techniques (Cooper & Hedges, 1994; Hedges & Olkin, 1985).

A meta-analysis can be conducted for single-subject studies or for group

SS-ES=.199 (small)

1. Do Not Use Just Pull Out Groups
2. Teach Social Skills Across the Whole School Environment
3. Include an Error Correction Process That Involves Social Skills
4. Combine Social Skills with an All School Management Program
5. Combine Social Skills with Self-Management Intervention

The Definitive Work On Bullying

DISSERTATION

No Bullies Allowed

Understanding Peer Victimization,
the Impacts on Delinquency,
and the Effectiveness of
Prevention Programs

Jennifer S. Wong

This document was submitted as a dissertation in March 2009 in partial fulfillment of the requirements of the doctoral degree in public policy analysis at the Pardee RAND Graduate School. The faculty committee that supervised and approved the dissertation consisted of Peter W. Greenwood (Chair), Matthias Schonlau, M. Rebecca Kilburn, and Rosalie L. Pacula.

 PARDEE RAND GRADUATE SCHOOL



Reported Reduction in
Victimization .188

Reported Bullying of
Others .109

Am J Public Health. 1994 September; 84(9): 1394–1401.

PMCID: PMC1615171

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Am J Public Health. 2004 June; 94(6): 1027–1029.

PMCID: PMC1448384

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- *Conclusions.* Our study supports previous findings indicating that D.A.R.E. is ineffective.

Adopt

JASON BURROW-SÁNCHEZ, PH.D.

ADVANCING DECISION MAKING
AND PROBLEM SOLVING
FOR TEENS



Session #	Session Content
1	Introduction to the ADAPT Program
2	How Do I Solve Problems? 4-Ws Problem-Solving Model
3	Why Do Things Happen to Me? Decision-Making Chains
4	Why Do I Do That? Part I. Mapping and Understanding Problem Behaviors
5	Why Do I Do That? Part I. Mapping Alternative Behaviors
6	What Are Drugs and What Do They Do?
7	How Do I Refuse Drugs? Triggers, Communication, Reasons
8	How Do I Communicate Better With Others? Assertive Communication Skills
9	How Do I Manage My Anger?
10	How Do I Manage My Negative Mood?
11	How Do I Get The Support I Need From Others?
12	Ending the Program and Additional Support



Interventions that Do Work

Behavioral Parent Training as a Treatment for Externalizing Behaviors and Disruptive Behavior Disorders: A Meta-Analysis

Denita R. Maughan
Panama-Buena Vista Union School District

Elizabeth Christiansen, William R. Jenson, Daniel Olympia, and Elaine Clark
University of Utah

Abstract. A meta-analysis examining the effectiveness of Behavioral Parent Training for children and adolescents with externalizing behaviors and disruptive behavior disorders was conducted with 79 outcome studies conducted between 1966 and 2001. Separate analyses were conducted for studies employing between-subjects, within-subjects, and single-subject experimental designs. Single-subject design studies were examined utilizing two meta-analytic techniques, ITSACORR and the *No Assumptions* method. The overall mean weighted effect sizes were .30 for the between-subjects designs and .68 for within-subjects designs. For the single-subject design studies, the overall mean weighted effect size using ITSACORR was .54, and the overall mean weighted effect size using the *No Assumptions* method was 1.56. Results indicated that across each of the experimental designs, the method of intervention appears to be a significant moderator variable. A discussion of the results addresses comparisons with prior Behavioral Parent Training meta-analyses, as well as implications for research and practice.

Estimates of childhood psychopathology range from 6% to 25% of children and adolescents (Flouri, Buchanan, & Bream, 2000). It is those children who exhibit the symptoms externally, however, who are most typically noticed (Short & Brokaw, 1994). The consequences of these externalizing, or disruptive, behaviors can have devastating effects on the child, his or her families, his or her teachers, and society as a whole (Gardner & Ward, 2000; Kazdin, 1987).

Externalizing behaviors include a broad range of activities and are known by a number of different labels in the literature, including

hyperactive, out-of-control, incorrigible, socially deviant, discipline problems, behavior problems, emotionally disturbed or behavior disordered, acting out, conduct problems, delinquency, antisocial behaviors, hard-to-manage, disruptive behaviors, or noncompliant behaviors. When externalizing behaviors become a pattern, or when there is significant impairment in everyday functioning at home or school, or when the behaviors are unmanageable by significant others, the terms all refer to empirically derived clusters of problems in the *Diagnostic and Statistical Manual of Mental Disorders* (4th edition; DSM-IV; Ameri-

Address correspondence regarding this article to Daniel Olympia, Department of Educational Psychology, 1705 Campus Center Drive, MBH 327, University of Utah, Salt Lake City, UT 84112; E-mail: olympia@ed.utah.edu

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The Effectiveness of Behavioral Parent Training to Modify Antisocial Behavior in Children: A Meta-Analysis

WENDY J. SERKETICH

University of Wisconsin-Whitewater

JEAN E. DUMAS

Purdue University

From 117 studies on the outcome of behavioral parent training (BPT) to modify child antisocial behavior, 26 controlled studies met criteria for inclusion in a meta-analysis. Results support the short-term effectiveness of BPT to modify child antisocial behavior at home and school, and to improve parental personal adjustment. However, research still needs to examine if positive changes as a function of BPT are maintained over time, are comparable to changes resulting from other interventions for child antisocial behavior, and are related to important methodological and contextual variables. Findings and directions for future research are discussed in light of the limitations of the current literature on antisocial child behavior.

From its inception in the late 1960's, behavioral parent training (BPT) has rapidly grown to become one of the most widely used therapeutic interventions for children and families. This is evidenced by a considerable popular literature in this area (e.g., Barkley, 1987; Morbout, 1985; Patterson & Forgatch, 1987) and by the general availability of parent training programs in mental health and social services agencies throughout North America and beyond (e.g., Cerezo Jimenez, 1992). It is likely that this popularity reflects not only the documented effectiveness of BPT, but also the fact that BPT can usually be administered by paraprofessionals, is relatively inexpensive, and is generally much shorter than more traditional forms of child psychotherapy (Dumas, 1989; Kazdin, 1987; O'Dell, 1974; Webster-Stratton, 1991).

In one of the first BPT programs to be developed and evaluated, Hanf (1969) used didactic instruction, modeling, and role plays to teach parents to modify their own behavior in order to increase their child's compliance. Although

We gratefully acknowledge Leva Barlow's assistance in coding the studies and Antonio Copeda and Dr. Alice Eagly's assistance in conducting the meta-analysis.

Correspondence concerning this article should be addressed to Dr. Wendy J. Serketicich, Department of Psychology, University of Wisconsin-Whitewater, Whitewater, WI, 53190.

Home to School Notes



"It's a note from Kevin's teacher."

Effective Intervention for Behavior With a Daily Behavior Report Card: A Meta-Analysis

Kimberly J. Vannest, John L. Davis, Cole R. Davis, Benjamin A. Mason,
and Mack D. Burke
Texas A&M University

Abstract. The Daily Behavior Report Card is an intervention showing promise in various formats and in multiple settings. A meta-analysis evaluated the size of effects obtained from Daily Behavior Report Card interventions within single case research designs, investigating six potential moderators of treatment effects: student age, target behavior, home/school collaboration, breadth of use, scale construction, and reliability measure. Effect sizes are based on the improvement rate difference, a new overlap-based summary. Overall, data yielded 48 separate effect sizes from 17 studies. The mean improvement rate difference for all studies was 0.61 with a range of -0.15 to 0.97 . This wide range of scores highlights the need to consider specific aspects of implementation to improve outcomes. High levels of home involvement and broad use throughout the day are associated with stronger intervention outcomes.

Addressing the needs of students with behavior problems is a national priority as the societal costs of problem behavior are in the billions of dollars (National Academy of Sciences, 2009). The Individuals with Disabilities Education Improvement Act (2004) calls for the development and implementation of proactive, evidence-based interventions for students who demonstrate emotional and behavioral problems. Research is available to document effective intervention for school-age children with a Daily Behavior Report Card (DBRC; Burke & Vannest, 2008); however, there is no consensus as to the “active ingredients” that contribute to successful intervention using this method. Directing more atten-

tion to the specific aspects of DBRC is important in promoting it as an evidence-based intervention practice. The present meta-analysis examines specific methodological considerations in the application of DBRCs to improve behavioral outcomes for students.

Initiatives seeking to strengthen the connection between school and a student’s home have long been a priority in educational policy. Title I of the Elementary and Secondary Education Act in 1965 identified specific priorities for increasing the parental role in education by mandating increased consultation and collaboration (McLaughlin, 1975). The American Psychological Association’s Division 16 and the Society for the Study of

This research was funded in part by a grant from the Texas Education Agency. The authors thank Richard I. Parker for his helpful comments on the preparation of the manuscript.

Correspondence regarding this article should be addressed to Kimberly J. Vannest, Texas A&M University, Department of Educational Psychology, MS 4225, College Station, TX 77845; E-mail: kvannest@tamu.edu

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Overall For Effective Techniques for Disruptive Behaviors



A Meta-Analysis of Interventions to Decrease Disruptive Classroom Behavior in Public Education Settings

Scott A. Stage and David R. Quiroz
University of Washington

Abstract: We conducted a meta-analysis of 99 studies that used interventions to decrease disruptive classroom behavior in public education settings. Due to the predominance of single-subject studies, we used the Interrupted Time Series Autocorrelation program (ITSACORR; Crosbie, 1993) which yielded a *t* statistic that was transformed into an effect size. A total of 223 effect sizes yielded a mean effect size of $-.78$, indicating that, on average, 78% of the treated students reduced their disruptive behavior compared to nontreated students. We found that studies using teacher rating scales were less likely to evidence reductions in disruptive classroom behaviors compared to studies using behavioral observation methodologies. We also found that students treated in self-contained classrooms were more likely to evidence a reduction in disruptive classroom behavior compared to students treated in regular classroom settings. With the exclusion of studies using teacher rating scales, comparison of treatment interventions showed no statistically reliable differences due to the large variability in the relative effectiveness for students treated. Overall, results indicate that interventions to reduce disruptive classroom behavior yield comparable results to other meta-analytic studies investigating the effectiveness of psychotherapy for children and adolescents. This indicates that there are efficacious treatments used in public education settings to decrease disruptive classroom behaviors.

Research has shown that well-established disruptive behavioral patterns during early school years dramatically increase the risk for later antisocial behavior (Huesmann, Eron, Lefkowitz, & Walder, 1984; McCord, 1991; Robins, 1966; Tremblay, Pihl, Vitaro, & Dobkin, 1994). Furthermore, disruptive behavior within the classroom setting is predictive of less academic engagement time, lower grades, and a poor performance on standardized tests (Shinn, Ramsey, Walker, Stieber, & O'Neill, 1987; Swift & Spivack, 1969; Wentzel, 1993). Teachers rate disruptive classroom behavior as unacceptable and indicate that it places the student at risk for failure in any classroom setting (Kauffman, Wong, Lloyd, Hung, & Pullen, 1991). Given that many teachers report a lack of training in techniques to manage disruptive behavior (Kauffman & Wong, 1991), school psychologists are apt to be

called for consultation. The typical school psychologist, who spends about 16% of her/his time in problem-solving consultation (Reschly & Wilson, 1995), might deliberate about which type of intervention to recommend.

A school psychologist who examines the research on interventions for disruptive behavior in the classroom, however, may find the literature more confusing than helpful in making her/his decision. Different methods and varied research populations and settings make it difficult to determine which interventions are more effective at reducing disruptive behavior in the public education classroom and whether we can be confident that widely used interventions are, in fact, effective in our schools. The purpose of this study was to separate the myth that disruptive classroom behavior cannot be effectively managed in public ed-

Disruptive Classroom Behavior

Table 2
Overall Effect Size and Effect Size by Intervention, Educational or Clinical Category,
Grade Level, Setting, Contingency, Design, and Instrument

	No. of Effect Sizes	Mean Effect Size	SD
Overall Effect Size	223	-.78	.58
<i>Effect Size by Intervention</i>			
Teacher Behavior	24	-.77	.46
Punishment	3	-.58	.13
Token Economies	7	-.90	.40
Differential Reinforcement	26	-.95	.52
Response Cost	15	-.53	.67
Group Contingency	25	-1.02	.63
Peer Management	16	-.79	.43
Home-Based Contingency	6	-.55	.47
Stimulus Cue	11	-.83	.48
Functional Assessment	11	-.51	.36
Self-Management	30	-.97	.64
Cognitive-Behavioral	16	-.36	.41
Individual Counseling	3	-.31	.23
Parent Training	3	-.60	.23
Multimodal Interventions ^a	20	-.82	.79
Exercise Program	7	-.72	.60

Large

Group Conting -1.02

Self-Manage -.97

Diff. Reinf. -.95

Token Econ. -.90

Stimulus Que -.83

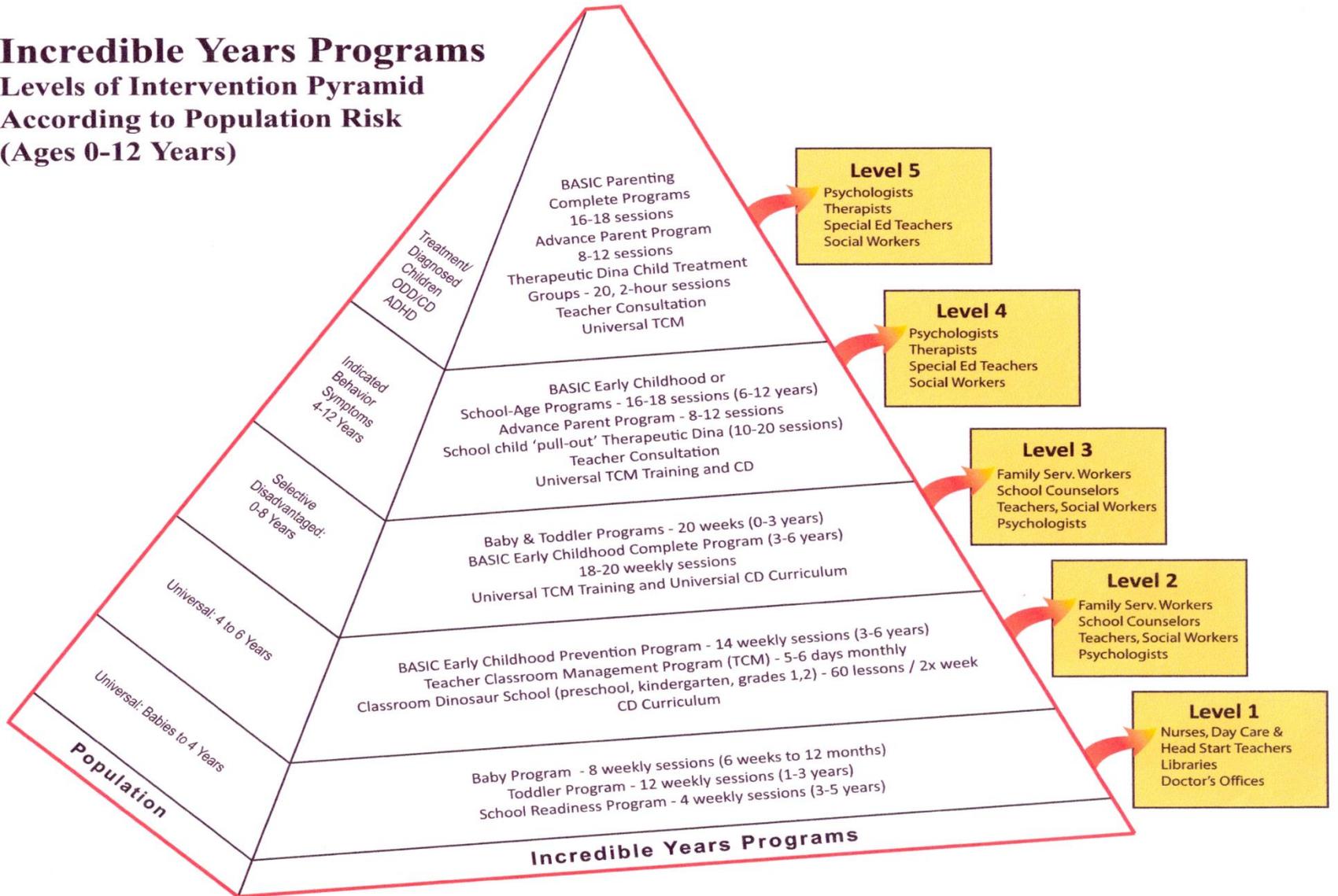
Other Approaches that Appear to Work

- Social Skills Programs that Work
- Behavior Tracking Programs-Supervision
- All School Positive Behavior and Intervention Supports
- Positive Group Contingency Interventions

Incredible Years Programs

Levels of Intervention Pyramid

According to Population Risk (Ages 0-12 Years)



Treating Conduct Problems and Strengthening Social and Emotional Competence in Young Children: The Dina Dinosaur Treatment Program

CAROLYN WEBSTER-STRATTON AND M. JAMILA REID

OVERALL, NATIONAL surveys have suggested that the prevalence of problem behaviors in preschool and young children is about 10% to 25% for low-income children (Webster-Stratton & Henker, 2000). Without early intervention, these behavioral problems (e.g., oppositional behavior, conduct problems) may become patterns of behavior by age 8, beginning a trajectory of academic problems, school suspension, abuse, delinquency (Snyder, 2001; Tremblay & Vitaro, 1996). Clearly, aggressive behavior in its most severe form prior to age 8, and thus in its most persistent form, is of considerable concern for families and society.

Parent training programs have been shown to be the single most successful approach for reducing oppositional defiant disorder (ODD) and conduct disorder (CD) in young children (Brestan & Eyberg, 1998). (Hereafter in this study these ODD/CD problems will be referred to as conduct problems because although most young children with behavior problems

are boys, approximately one-third of young children who are treated for these problems (for reviews, see Brestan & Eyberg, 1998; Taylor & Biglan, 1998). These experimental studies provided evidence supporting the social learning theories that highlight the crucial role that parenting style and discipline

have indicated that although parent training results in predictable improvements in child behavior at home, it does not necessarily result in improvements at school and with peers (Taylor & Biglan, 1998). In our own studies, teacher reports indicated that approximately one third of the



at high risk for developing treatment problems prior to school entry. This article describes the Dina Dinosaur Child Training Program, a social skills training program for young children with conduct problems, and cognitive-behavioral training for parents. The program teaches children social and communication skills that are taught by the Dina Dinosaur puppets.

terminating child behavior problems (b) reduction of teacher reports (Dutton, De

of the effectiveness of the treatment approach. Some of the studies

Boy's Town Social Skills Program



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Education Programs

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In 1917, Father Edward J. Flanagan, a Roman Catholic Priest and an Irish immigrant, founded a home for troubled boys in downtown Omaha, Nebraska. Since then, Boys Town has provided food, clothing, shelter, education, spiritual guidance, and medical care to homeless, neglected and abused boys. In 1979, the program extended this care to girls. Approximately 60 percent of the children and youth are boys and 40 percent are girls. About 40 percent are children of color.

Boys Town, Inc. is an incorporated village in Nebraska with 76 family homes, a U.S. post office, fire and police departments, chapels, two schools, and a working farm. Boys Town accepts "troubled children" from across the country who are neglected or abused. Ranging in ages from 9 to 19, the program's main caveat when accepting children is that the children must *want* to come to Boys Town. While the founder was a Catholic priest, Boys Town holds no religious affiliation and merely encourages spiritual growth in the children.

Programs

Boys Town offers a wide range of programs to children and their families:

- Long-term residential care
- Emergency services (short-term emergency care for run-aways)
- Family preservation services (intensive in-home treatment)
- Treatment foster family services (foster parents recruited and trained by Boys Town in effective treatment methods for troubled youth)
- Common Sense Parenting (parent training sessions)
- Boys Town National Hotline (1-800-448-3000)
- National Resource and Training Center
- Boys Town National Research Hospital
- Boys Town Reading Center
- Program Planning, Research, and Evaluation (PPRE)
- Boys Town Press

While the National Historic Landmark Village of Boys Town is headquartered in Nebraska, there are numerous locations throughout the United States, including Southern California, New England and Florida.

Boys Town Educational Model (BTEM)

The BTEM is the modern version of a program used by Boys Town in the 1970's, called the Teaching Family Model (TFM). The TFM was used to emphasize social skills and positive interaction amongst the children and youth living in the family-style homes. With the success of the in-home program, Boys Town expanded the TFM to be used in middle and high schools. The premise of the program was incorporated into the Boys Town curriculum and helped to improve communication between parents and teachers, as well as to improve student behavior. Currently, many public school programs request training in the BTEM and use the model throughout their school districts. The BTEM has four components:

1. *Social Skills Curriculum* - 16 basic skills which are important for effective adult relations, peer relations, and classroom and school activities
2. *Teacher Interaction* - Proactive teaching, corrective teaching, and crisis teaching
3. *Administrative Intervention* - Consistent and supportive response to serious

discipline problems

4. *Motivation System* - Positive motivation and empowerment

By providing teachers with the tools to teach prosocial behavior to students, the BTEM has greatly improved discipline and student behavior, as well as teacher satisfaction. The Boys Town Educational Model is an effective social skills building program which is used throughout the country in many local schools.

Does the Boys Town Model Work in School Settings?

Boys Town, Inc. serves about 850 children and youth every year, with each child averaging a 20 month stay. In 1996, Boys Town cared for 29,000 children, directly assisted nearly 380,000 on the hotline, and indirectly assisted over 750,000 through outreach and training. Additional outcome data from Boys Town Educational Model include:

- Students' on-task behavior increased by 10 percent after the first year of BTEM and 17 percent after the second year.
- Teachers were significantly more satisfied with the effectiveness of the BTEM approach to classroom discipline and the social behavior of their students (p. < .0001) than they were before the program was implemented.
- There were significantly fewer office referrals for both verbal and physical violence in elementary schools studied (p. < .01).
- There was a 58 percent decrease in the number of office referrals in middle schools studied.

The entire Boys Town, Inc. program has stringent evaluation efforts both for their own programs and for outside endeavors. Their systematic evaluation efforts are part of their commitment to continuous improvement and refinement. The Boys Town National Resource and Training Center (NRTC) provides all training services and is the primary link between Boys Town and other child and youth care organizations. Boys Town serves as an important resource to local communities and organizations to help children and their families grow and prosper.

To Contact Information for Boys Town USA

[Back To Main Page](#)

© 2001 The CECP is part of the American Institutes for Research (AIR), and is funded under a cooperative agreement with the Office of Special Education Programs (OSEP), U.S. Department of Education (ED), with supplemental funding from the Center for Mental Health Services (CMHS), U.S. Department of Health and Human Services (HHS).

Boys Town Social Skills

There are 16 basic Boys Town Social Skills that are taught, demonstrated, and expected of students at Bryant. Each morning the "Skill of the Week" is announced over the intercom. Students are taught the steps of each social skill and expected to demonstrate them with their peer relations and adult interactions. Below are the 16 Boys Town Social Skills...

1. Introducing Yourself
2. Following Instructions
3. Accepting a Criticism
4. Accepting "No"
5. Greeting Others
6. Getting the Teacher's Attention
7. Asking For What You Want
8. Disagreeing
9. Giving a Criticism
10. Saying "No"
11. Saying You're Sorry
12. Talking With Others
13. Giving Compliments
14. Accepting Compliments
15. Offering to Help
16. Reporting to the Teacher

Below, you will find the social skills we work on every day at Bryant.
Please use these at home!

Behavior Tracking Programs- Supervision



THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

RESPONDING
TO
PROBLEM
BEHAVIOR
IN SCHOOLS

THE BEHAVIOR EDUCATION PROGRAM

Deanne A. Crone

Robert H. Horner

Leanne S. Hawken

Check and Connect: University of Minnesota- Dr. Sandy Christensen

The screenshot shows a web browser window displaying the homepage of the Check & Connect program. The browser's address bar shows 'checkandconnect.umn.edu'. The website header includes 'Institute on Community Integration' and 'CEHD | College of Education + Human Development'. A navigation menu lists: ABOUT CHECK & CONNECT, RESEARCH, TRAINING & CONSULTATION, IMPLEMENTATION, ONLINE RESOURCES, and CONTACT US. The main content area features a large image of graduates and a section titled 'Check & Connect: A Comprehensive Student Engagement Intervention'. This section describes the program's goal to enhance student engagement for marginalized students. A callout box states: 'Of the dropout prevention interventions reviewed by the U.S. Department of Education's What Works Clearinghouse, Check & Connect is the only program found to have strong evidence of positive effects on staying in school.' To the right, there is a '25th Anniversary' logo and information about the 'C&C National Conference October 7-8, 2015 • Minneapolis'. A video player is partially visible at the bottom right with the title 'Check & Connect: A comprehensive st...'. The browser interface includes standard navigation buttons and a search bar.

File Edit View History Bookmarks Tools Help

Check & Connect Student ... x +

checkandconnect.umn.edu Search

Institute on Community Integration CEHD | College of Education + Human Development

Check & Connect

The Institute's research-based intervention model to increase student engagement at school and with learning

ABOUT CHECK & CONNECT RESEARCH TRAINING & CONSULTATION IMPLEMENTATION ONLINE RESOURCES CONTACT US

Check & Connect: A Comprehensive Student Engagement Intervention

Check & Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence.

Check & Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school.

Of the dropout prevention interventions reviewed by the U.S. Department of Education's [What Works Clearinghouse](#), Check & Connect is the only program found to have strong evidence of positive effects on staying in school.

C&C National Conference

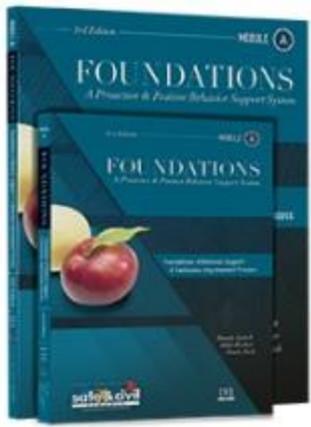
October 7-8, 2015 • Minneapolis

What is Check & Connect?

Check & Connect: A comprehensive st...

Whole School Positive Behavior Intervention and Support Programs PBIS

- Horner's University of Oregon's Program
- Sprick's Safe and Civil Schools



Ward, B., & Gersten, R. (2013). A randomized evaluation of the Safe & Civil Schools model for positive behavioral interventions and supports (PBIS) at elementary schools in a large urban school district. *School Psychology Review*, 42(3), 317–333.

The Principal's 200 Club: An All Positive Program for PBIS Schools



Interventions Corner

Good Behavior Pool:

A Positive, Whole-School Discipline Program

— by William R. Jenson, Debra Andrews, and Ken Reavi

"Now I caught you behaving - Get to the principal's office!"

Ever bet on a basketball game or play bingo even if it were just for a soda? It's fun, and it can be used to manage behavior in schools where the students bet their good behavior. This is how the program works. Most schools have a glassed-in central office. The windows to the office are needed to display a poster with about 150 to 200 squares. Each square on the poster is numbered 1 to 200 and the squares are big enough to write one student's name in each box (it helps to laminate the poster). The poster is attached to the window so that the squares face out and the students can see them as they pass the office. A piece of tape should run along the bottom of the poster to act as a hinge, and a small piece of tape should be placed at the top to act as a fastener for the poster.

Pennies or plastic poker chips are also needed for the program. You should have as many pennies as there are squares on the poster. Each penny is number (1 to 200- it helps to engrave the pennies because magic maker

numbering will rub off). The pennies are kept by the principle or secretary in an opaque container in the office.

Also, an Office or Principal's Mystery Motivator is needed. This is simply an envelop with a slip of paper in it that has a reward written on it (i.e., pizza for lunch, soda, "prince" cancels your homework for the day, small treats, etc.). The Principal's Mystery Motivator is hung on his or her door with a big question mark on it. Reference

to the reward or hints can be given by the principal randomly over the school's intercom to increase anticipation in the students.

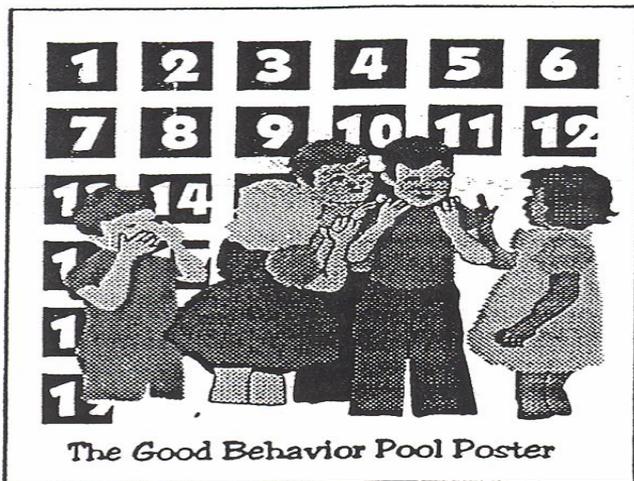
School rules are needed to run the program. Approximately 5 rules that are posted in the halls, on the doors, and near the Behavior Pool Poster. When

students are caught following the school rules, they are sent down to the Principal's office. Under supervision, they are asked to close their eyes and pick a penny randomly from the container. Then the poster is unhooked from the top and the student writes (with a water based pen if the poster is laminated so it can be used repeatedly) his or her name in the numbered square that corresponds to the penny's number. The poster is then re-taped and the student goes back to class. The penny that was picked is not replaced in the container.

When any row, column, diagonal of squares is completed by adding the last student name, those students are called down to the office over the school intercom to be rewarded by the principal. Only the students in the winning row, column, or diagonal win. The Principal's Mystery motivator is opened and the winning students immediately get the reward that was written on the piece of paper. The board is then erased and the process is started all over again.

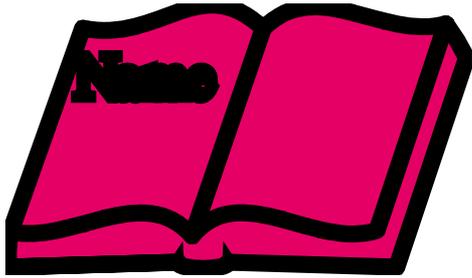
The major advantages of this system is that it is very positive. Kids are sent to the office for following rules and directions. In addition, names of students who follow rules are advertised on the poster for other students to see. The system is random which increases the suspense and anticipation, plus it cost very little to run. Reluctant teachers can be assigned to catch a student being good and send them to the office for behaving. However, Good Behavior Pool requires objective and specific school rules. You can get a rules chart and examples of good and poor rules from the BEST Project.

With this program you can send, with flair, a student to the office for behaving. "Now I caught you following the school rules! Get to the principal's office and play Good Behavior Pool! I might even call your parent about this incident. You are acting far too good - but I like it".



THE 200 CLUB

Celebrity Book



1	2	3	4	5	6	7	8	9
	Mary Peters							Ana Cotton
					Kim Freund			
					ROLAND E			
		Maddie Autry						

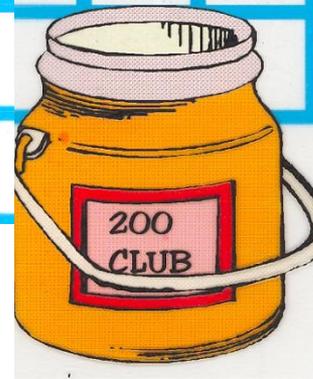
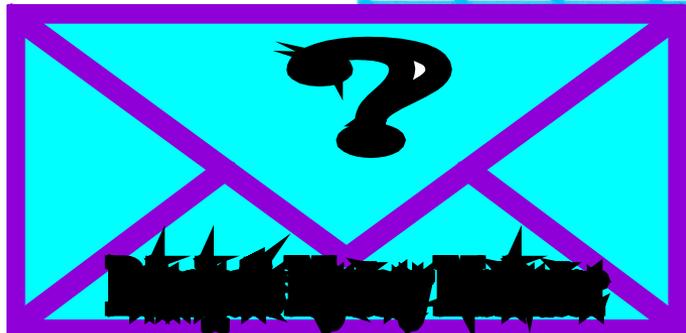


200 Club Coupon

Name: _____

Date: _____

Staff: _____

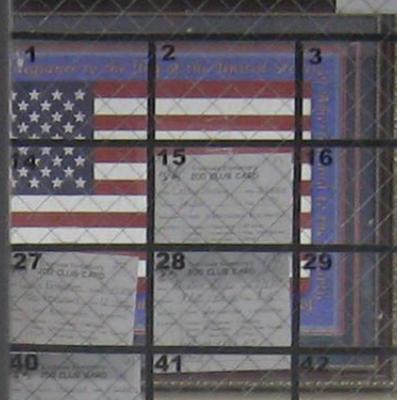


Principal's 200 Club

CLUB

8	9	10	11	12	13
21	22	23	24	25	26
34	35	36	37	38	39
47	48	49	50	51	52
60	61	62	63	64	65
73	74	75	76	77	78
86	87	88	89	90	91
99	100	101	102	103	104
112	113	114	115	116	117
125	126	127	128	129	130
138	139	140	141	142	143
151	152	153	154	155	156
164	165	166	167	168	169

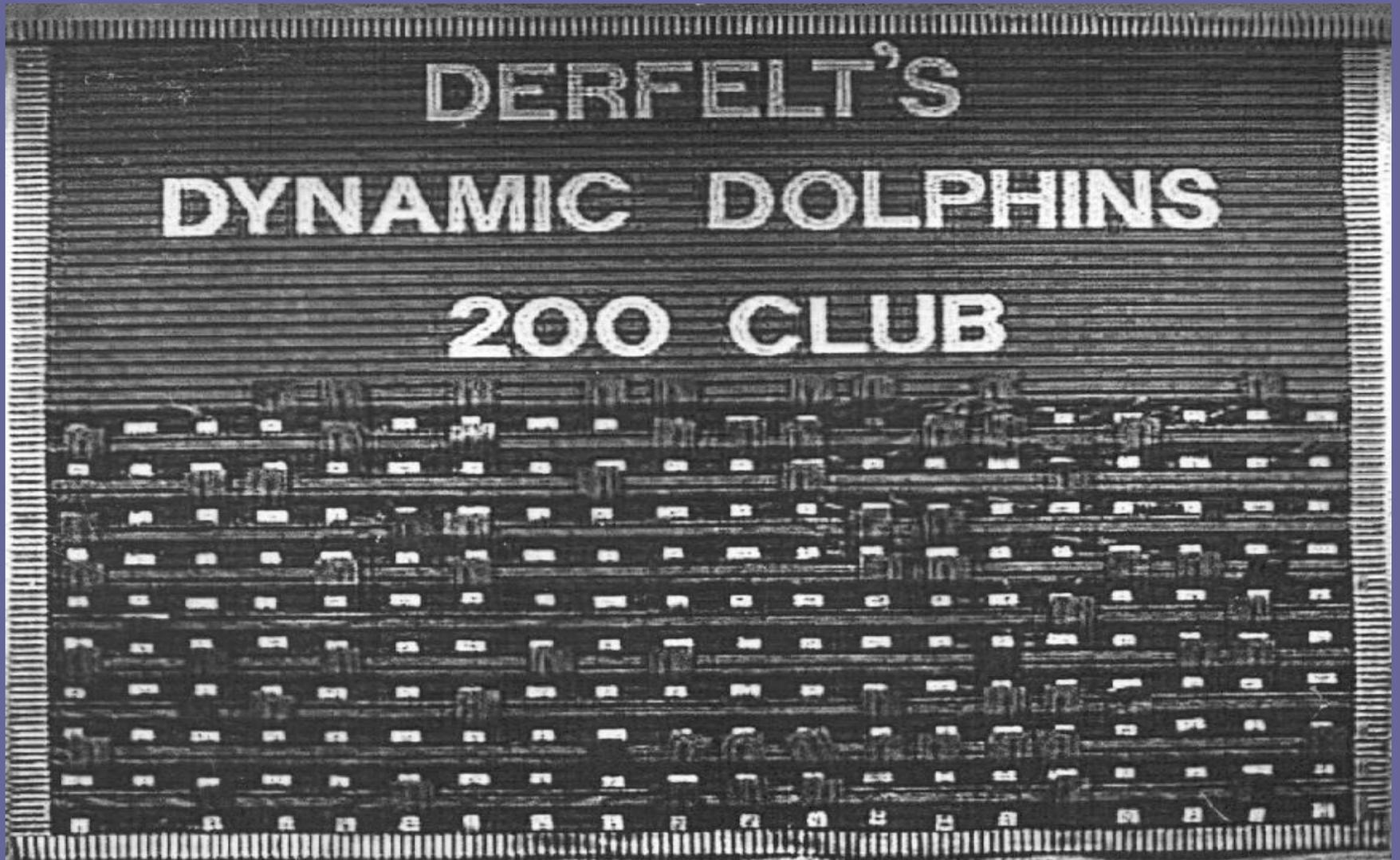
1	2	3	4	5
14	15	16	17	18
27	28	29	30	31
40	41	42	43	44
53	54	55	56	57
66	67	68	69	70
79	80	81	82	83
92	93	94	95	96
105	106	107	108	109
118	119	120	121	122
131	132	133	134	135
144	145	146	147	148
157	158	159	160	161
170	171	172	173	174



Princip
Club
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Quilted 200 Matrix



PRINCIPAL'S

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

200 CLUB

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200



Panther PeaceBuilders Club

1	2 Ayesha Toussaint	3 Carlton Li	4	5	6 Alton De Kromm	7	8 Samantha Wells	9 Malika Stacy	10 Lexi Schubert
11	12 Amy Dorland	13	14 Leah Haskin	15	16 Dalila Buck	17	18	19	20 Asha Zwart
21	22	23 Roxana D	24 Scott Johnson	25	26	27	28	29	30
31	32 Ayar Aval	33 Emma Wright	34	35	36 Charles Ferguson	37 Savannah Anglin	38 Fredy	39 Isabella K	40 Marc Wender
41 Mariah Benson	42 Taylor Tcha	43	44 Madala Bernera	45 Elise Dexter	46	47	48 Taylor Benson	49 Taylor Lafont	50 Lyndee Scratch
51	52 Capital Linder	53	54 Justin Cordes	55	56 Victoria Mullikin	57 Veronica Brennes	58 Nicole Avala	59	60
61	62 Bailey De Kromm	63 Isabella Bly	64 Rachel Dough	65 Emory Meyers	66 Isabella Bly	67	68 David Swartz	69 Taylor Dorland	70 Lexie Bly
71 Taylor Hacker	72	73 Oriana Rata	74 Rachel	75	76	77 Shelby Caudwell	78	79	80 Abby Lynn
81	82	83	84	85 PJ Lafont	86	87	88 Olivia Hawthorn	89	90 Allison Jamb
91	92 Crystal Vezquez	93	94	95	96	97	98	99 Taylor Lafont	100 Katie Li

Mustang 200 Club

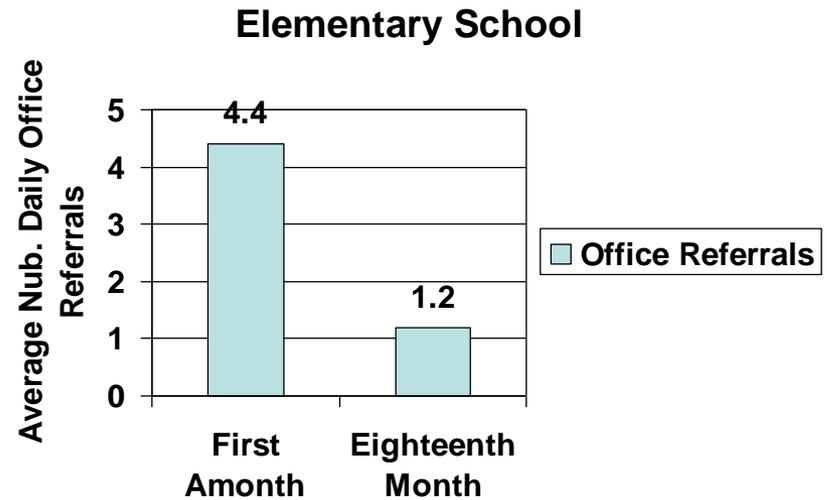
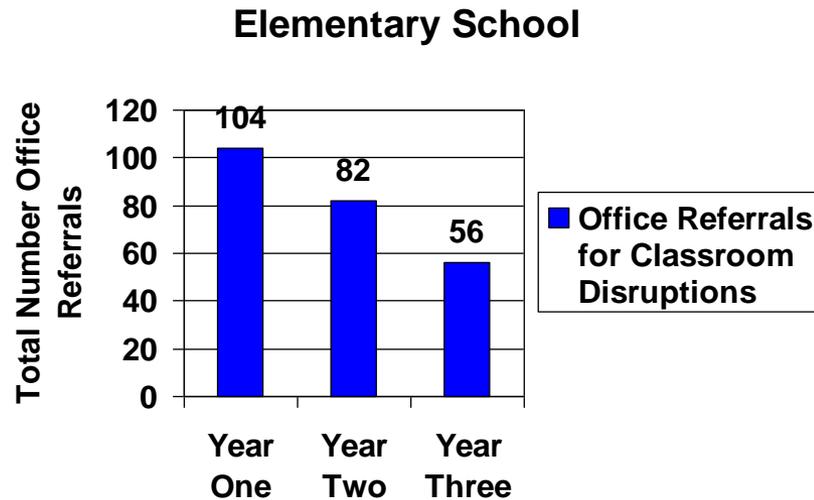
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21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200





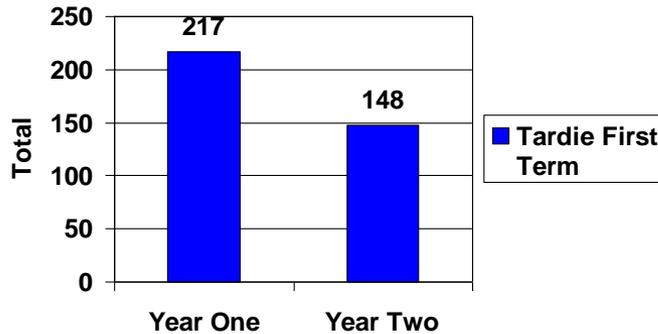


Principal's 200 Club School Elementary Data

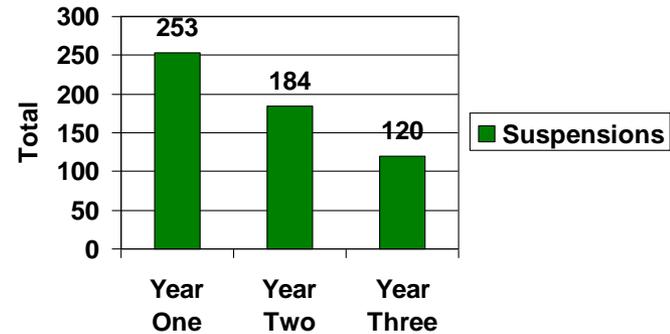


Principal's 200 Club School Junior High Data

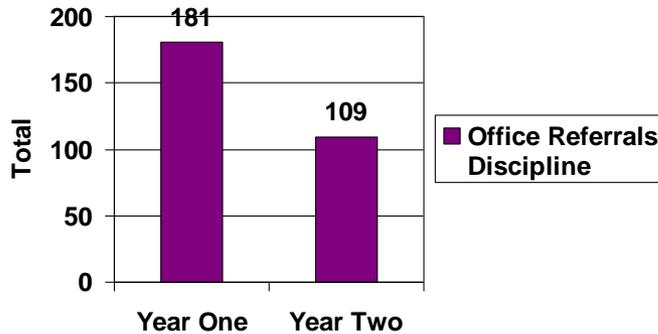
Junior High Tardies



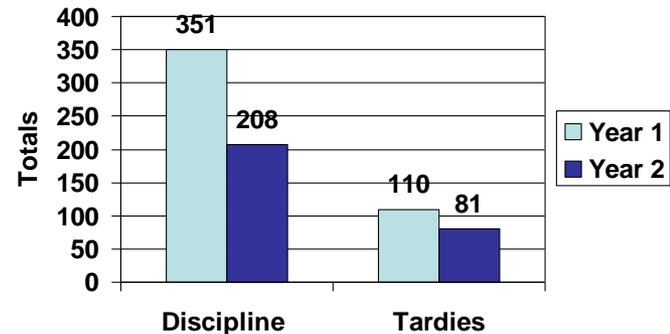
Junior High



Junior High

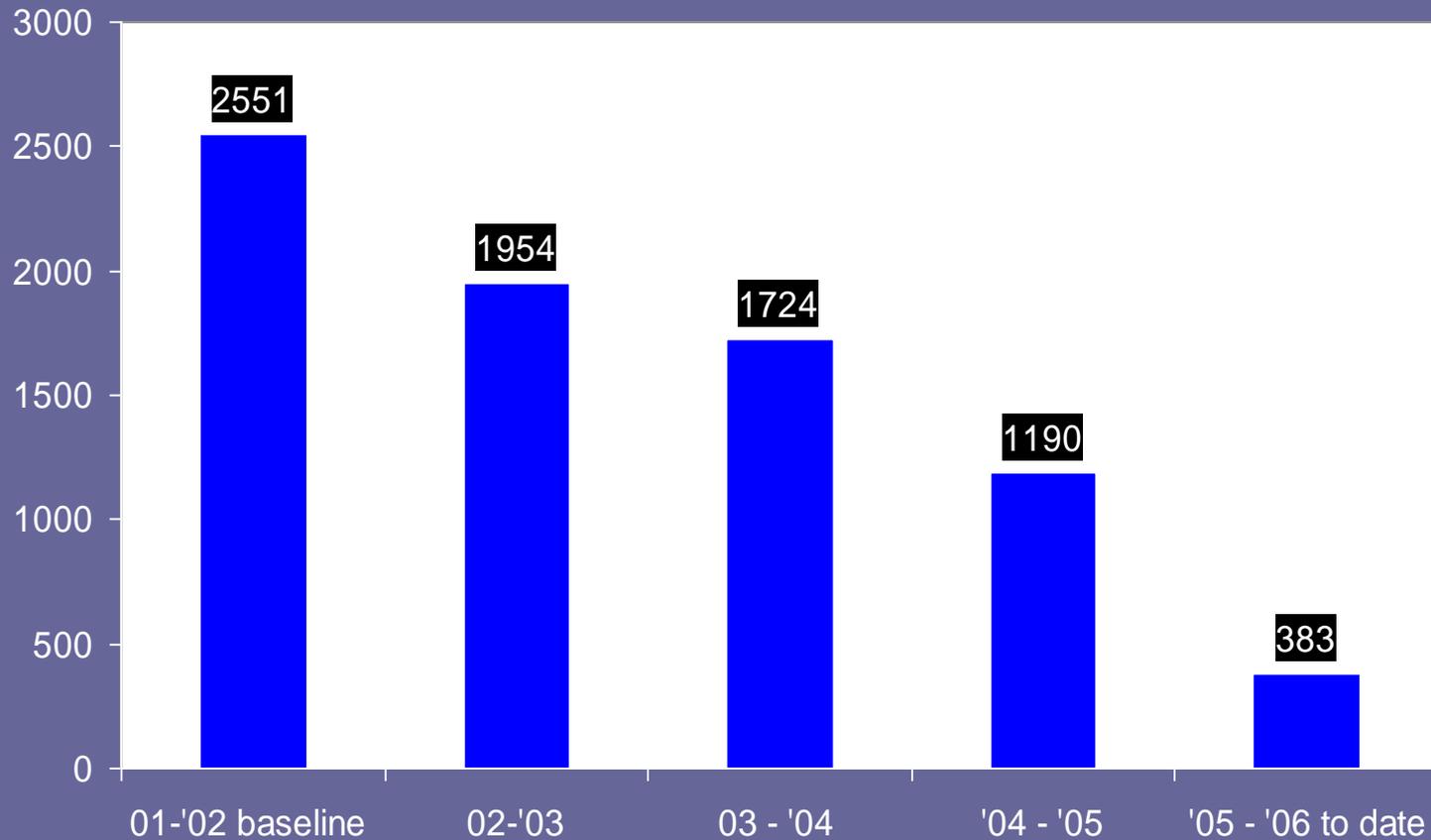


Junior High School Referrals



Is it working? See for yourself!

Discipline Office Referrals



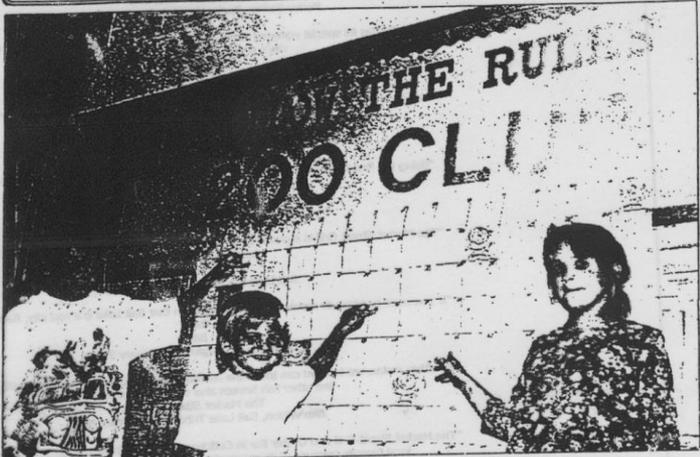
Time Cost for ODR's

- 2001-2002
 - $2551 \times 15 \text{ min. (conservative estimate)} = 38,265 = 637.75 \text{ hrs.} = 106.33 \text{ days @ } 6 \text{ hrs/day}$
- 2002 – 2003
 - $1954 \times 15 \text{ min.} = 29,310 \text{ min.} = 488.5 \text{ hrs.} = 81.4 \text{ days @ } 6 \text{ hrs/day}$
- 2003-2004
 - $1724 \times 15 \text{ min.} = 25,860 \text{ min.} = 431 \text{ hrs.} = 71.8 \text{ days @ } 6 \text{ hrs/day}$
- **2004 -2005**
 - **$1190 \times 15 \text{ min.} = 17850 \text{ min.} = 297 \text{ hrs.} = 49 \text{ days @ } 6 \text{ hrs/day}$**
- **Administrative time saved**
 - **$57 \text{ days @ } 6 \text{ hrs/day}$**

News Coverage

THE GREEN SHEET • Thursday, Sept. 9, 1993

SCHO



ON THE BOARD . . . West Kearns Elementary students Jonas Kunz, Chris Myers and Danika Daniels point out the location of their names, as members of the school's 'I Follow The Rules' 200 Club.

DL

Students Join 'I Follow Rules' Club

KEARNS. West Kearns Elementary is emphasizing the positive as it encourages students to follow the new school-wide ruler, according to Dr. Nancy Sorensen, principal.

Teachers are praising more, making an effort to encourage and recognize even the smallest good behaviors as well as giving rewards as the school implements a plan to make a safe, orderly learning environment, she explained.

Teachers and PTA members met several times during the summer to develop school rules. The desire was for quiet and orderly halls, a safe and supervised playground, a calm and efficient lunchroom and courteous, respectful assemblies.

The general school rules include: follow directions; keep hands, feet and objects to yourself; do not bother or hurt others; use appropriate language and voice level and leave food, guns and toys at home.

Good behavior is encouraged by praise and recognition, said the principal. Some programs include Royal Lion Tickets with drawings for prizes, Personal Success Awards; postcards mailed to homes with personalized, positive comments about students at the 'I Follow the Rules' 200 Club.

Students who are "caught" being especially good rule followers are given a 200 Club card and invited to sign their name on a big chart displayed in the school hall. Andrea Miller, the school's new social worker, is managing the program. Students love the recognition. They are also invited to sign a permanent poster of names in a special book.

"It is exciting to get the comments from parents and teachers about the new atmosphere in the school," said Dr. Sorensen. "There's a really up-beat feeling at West Kearns this year."

Schools reward positive behavior

BY BRUCE BECK
bruce.beck@amarillo.com

"IT'S AMAZING TO ME THAT SOME WHO'VE BEEN BEHAVIOR PROBLEMS ARE NOW TEACHERS' HELPERS."

Marilyn Jackson

The first report cards have gone out, measuring students' achievements for the first six-weeks grading period.

But at Amarillo middle schools, faculty and administration are measuring progress on another front.

At Bowie Middle School, students caught exhibiting positive traits get a chance at prizes.

"It's a schoolwide effort to reward positive behavior all the time," said principal Marilyn Jackson.

"And all nine middle schools have this program in place."

The Bowie Pride Tribe has established the principles and placed them on posters around campus: Be respectful, be safe, be successful and be responsible, she said.

"We tried not to be too cluttered," Jackson said. "We've been teaching what (all) this means: Do they know what 'respectful' means?"

Each school day, administrators draw 10 names of faculty and staff members and give them one red ticket.

"We rotate so kids in all areas get to be considered," Jackson said. "They give out a ticket for anything positive they see."

"When a kid gets a ticket, he signs the Pride Tribe Book, draws a number

and puts his name and the teacher's name who gave him the ticket on the board," she said. "When we get 10 in a row, these 10 win Mystery Motivators."

Mystery Motivators can be anything from lunch off campus to movie tickets, Jackson said. In addition, all 10 get Bowie Pride Tribe T-shirts and bracelets.

"One of our Partners in Education is the Big Texan," she said. "We're going to try to get their big ol' limousine to come pick up all 10 and take them to eat."

In addition to rewarding the children for positive behavior, Bowie's faculty also contacts the parents to let them know about their child's good behavior, Jackson said. And they make sure they get through to the parents.

"We try to call parents about the red tickets, but if we can't get them by phone, we'll send out a postcard," she said.

The effects of the Bowie Pride Tribe on schoolwide behavior is noticeable, Jackson said.

"It's amazing to me that some who've been behavior problems are now teachers' helpers," she said. "The numbers in (In-School Suspension) have gone down."

"Referrals to the office have gone down. We feel it's been a real positive step."

"We're trying to accentuate the positive and not reward negative attention. We want them in class."

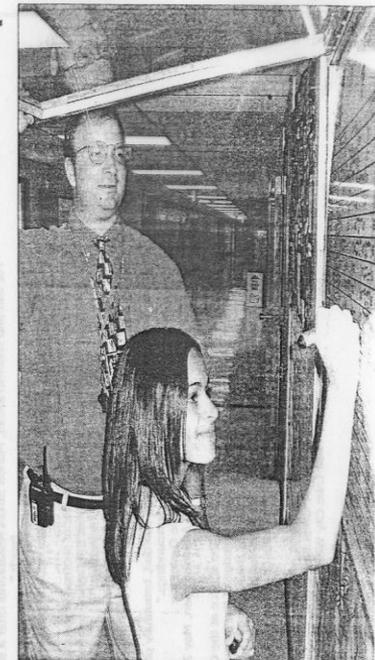
Bonham has three programs that rewards students for positive behavior, said Assistant Principal Heather Wright.

"We have the Magnificent Mustangs, which honors two students per team per six weeks; the seventh-grade Crack-jack Awards; and teachers recognize kids individually," she said.

"They're recognized for taking care of business, working hard, doing what they're supposed to do."

"We try to catch the kids doing the right thing, like if someone drops their books, stopping to help pick them up."

Positive behavior is also being rewarded through Austin's Bear Club; Crockett Crew; Fannin's Panther 200 Club; de Zavala; Houston's Strive for Five; Mann's Buffalo Bucks Club; and Travis' Pride Team.



BRUCE BECK / BRUCE.BECK@AMARILLO.COM
PRIDE TRIBE: Jackie Navarez, a Bowie Middle School eighth-grader adds her name to the Bowie Pride Tribe board with the help of Assistant Principal Chris Baloglou.

Top Ten Issues for Treatment and Interventions

- Behavioral excess and deficit definition
- Keystone behaviors-Noncompliance and On-task
- Managed not cured
- Understanding causes: Chicken and Egg
- Supervision
- Positive Interventions work best
- The importance of reading
- Working with parents as partners
- Peer management when grouping students
- Whole school Positive Behavior Supports and Interventions (PBIS)