Review of the Literature

The body of evidence as reflected in the research literature.

All of the programs in the *Safe & Civil Schools* anthology are firmly grounded in sound theory and best practice as reflected in past and current research. This is a bibliography of the research literature for *Discipline in the Secondary Classroom.*

Discipline in the Secondary Classroom

Alberto, P. A., & Troutman, A. C. (2003). *Applied behavior analysis for teachers* (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Archer, A., & Gleason, M. (2003). *Advanced skills for school success: Modules 1 through 4.* North Billerica, MA: Curriculum Associates.

Archer, A., Gleason, M., & Vachon, V. (2005). *REWARDS (Reading excellence: Word attack and rate development strategies).* Longmont, CO: Sopris West.

Assor, A., & Connell, J. P. (1992). The validity of students' self-reports as measures of performance-affecting self-appraisals. In D. H. Schunk & J. Meece (Eds.), *Student perceptions in the classroom* (pp. 25–46). Mahwah, NJ: Erlbaum.

Baer, D. M. (1999). *How to plan for generalization.* Austin, TX: Pro-Ed.

Baron, E. B. (1992). *Discipline strategies for teachers.* Bloomington, IN: Phi Delta Kappa.

Beck, R. (1997). Project RIDE: Responding to individual differences in education. Longmont, CO: Sopris West.

Becker, W. C., & Engelmann, S. (1971). *Teaching: A course in applied psychology.* Columbus, OH: Science Research Associates.

Bell, K. (1998). In the big inning: Teacher created a positive learning environment. *Teaching Elementary Physical Education, 9,* 12–14.

Biglan, A. (1995). Translating what we know about the context of antisocial behavior into a lower prevalence of such behavior. *Journal of Applied Behavior Analysis, 28,* 479–492.

Brophy, J. (1983). Conceptualizing student motivation. *Educational Psychologist, 18,* 200–215.

Brophy, J. (1998). *Failure syndrome students.* Champaign, IL: University of Illinois, ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED419625)

Brophy, J., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Whitrock (Ed.), *Handbook of Research on Teaching* (3rd ed., pp. 328–375). New York: Macmillan.

Burnette, J. (1999). *Critical behaviors and strategies for teaching culturally diverse students.* Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (ERIC Document Reproduction Service No. ED435147)

Cameron, J., Banko, K. M., & Pierce, W. D. (2001). Pervasive negative effects of rewards on intrinsic motivation: The myth continues. *Behavior Analyst, 24,* 1–44.

Chance, P. (1998). *First course in applied behavior analysis.* Belmont, CA: Brooks/Cole.

Colvin, G., & Sugai, G. (1988). Proactive strategies for managing social behavior problems: An instructional approach. *Education and Treatment of Children, 11,* 341–348.

Cotton, K. (1999). *Research you can use to improve results* (4th ed.). Alexandra, VA: Association for Supervision and Curriculum Development.

Council for Exceptional Children. (1987). *Academy for effective instruction: Working with mildly handicapped students*. Reston, VA: Author.

Covington, M. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology, 51,* 171–200.

Dawson-Rodrigues, K., Lavay, B., Butt, K., & Lacourse, M. (1997). A plan to reduce transition time in physical education. *Journal of Physical Education, Recreation and Dance, 68,* 30–34.

Deno, S. (1985). The importance of goal ambitiousness and goal mastery to student achievement. *Exceptional Children, 52,* 63–71.

Deno, S. L., Espin, C. A., & Fuchs, L. S. (2002). Evaluation strategies for preventing and remediating basic skill deficits. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches.* Bethesda, MD: National Association of School Psychologists.

Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B.J. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice, 16*(2), 96–108.

Detrich, R. (1999). Increasing treatment fidelity by matching interventions to contextual variables within the educational setting. *School Psychology Review, 28,* 608–620.

Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2002). *Classroom management for secondary teachers* (6th ed.). Needham Heights, MA: Allyn & Bacon.

Feather, N. T. (Ed.). (1982). *Expectations and actions.* Mahwah, NJ: Erlbaum.

Fisher, C., Berliner, D., Filby, N., Marliave, R., Cahen, L., & Dishaw, M. (1980). Teaching behaviors, academic learning time, and student achievement: An overview. In C. Denham & A. Lieberman (Eds.), *Time to learn.* Washington, DC: National Institute of Education.

Gunter, P., Hummel, J., & Venn, M. (1998). Are effective academic practices used to teach students with behavior disorders? *Beyond Behavior, 9,* 5–11.

Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72,* 652–638.

Harlan, J. C. (2002). *Behavior management strategies for teachers: Achieving instructional effectiveness, student success, and student motivation—every teacher and any student can!* Springfield, IL: Charles C Thomas.

Harniss, M. K., Stein, M., & Carnine, D. (2002). Promoting mathematics achievement. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 571–587). Bethesda, MD: National Association of School Psychologists.

Henderson, H. S., Jenson, W. R., & Erken, N. (1986). Variable internal reinforcement for increasing on-task behavior in classrooms. *Education and Treatment of Children, 9,* 250–263.

Hintze, J. M., Volpe, R. J., & Shapiro, E. S. (2002). Best practices in the systematic direct observation of student behavior. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV.* Washington, DC: National Association of School Psychologists.

Horner, R. H., Vaughn, B. J., Day, H. M., & Ard, W. R. (1996). The relationship between setting events and problem behavior: Expanding our understanding of behavioral support. In L. Koegel, R. L. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 381–402). Baltimore, MD: Paul Brookes.

Iwata, B. A., Smith, R. G., & Michael, J. (2000). Current research on the influence of establishing operations on behavior in applied settings. *Journal of Applied Behavior Analysis, 33,* 411–418.

Jones, V., & Jones, L. (2004). *Comprehensive classroom management: Creating positive learning environments and solving problems* (7th ed.). Needham Heights, MA: Allyn & Bacon.

Kame'enui, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C., & Coyne, M. D. (2002). Introduction. In *Effective teaching strategies that accommodate diverse learners* (2nd ed., pp. 203–215). Upper Saddle River, NJ: Merrill Prentice Hall.

Kame'enui, E. J., & Simmons, D. C. (1990). *Designing instructional strategies: The prevention of academic learning problems.* Columbus, OH: Merrill.

Lalli, J. S., Vollmer, T. R., Progar, P. R., Wright, C., Borrero, J., Daniel, D., Hoffner Bartohold, C., Tocco, K., & May, W. (1999). Competition between positive and negative reinforcement in the treatment of escape behavior. *Journal of Applied Behavior Analysis, 32,* 285–296.

Lam, T.C.M. (1995). *Fairness in performance assessment.* Greensboro, NC: ERIC Clearinghouse on Counseling and Student Services. (ERIC Document Reproduction Service No. ED391982)

Langland, S., Lewis-Palmer, T., & Sugai, G. (1998). Teaching respect in the classroom: An instructional approach. *Journal of Behavioral Education, 8,* 245–262.

Laraway, S., Snycerski, S., Michael, J., & Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. *Journal of Applied Behavior Analysis, 36,* 407–414.

Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive schoolwide management. *Focus on Exceptional Children, 31*(6), 1–24.

Lovitt, T. C. (1978). *Managing inappropriate behaviors in the classroom.* Reston, VA: Council for Exceptional Children.

Lynn, S. K. (1994). Create an effective learning environment. *Strategies, 7,* 14–17.

Ma, X., & Willms, J. D. (2004). School disciplinary climate: Characteristics and effects on eighth grade achievement. *Alberta Journal of Educational Research, 50,* 169–188.

Malone, B. G., & Tietjens, C. L. (2000). Re-examination of classroom rules: The need for clarity and specified behavior. *Special Services in the Schools, 16,* 159–170.

Martens, B. K., Lochner, D. G., & Kelly, S. Q. (1992). The effects of variable-interval reinforcement on academic engagement: A demonstration of matching theory. *Journal of Applied Behavior Analysis, 25,* 143–151.

Martin, D. V. (1989). *Transition management: The student teacher's Achilles heel.* Paper presented at the annual meeting of the Association of Teacher Educators, St. Louis, MO.

Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.

McCloud, S. (2005). From chaos to consistency: When one urban elementary school changed its culture from rowdy to calm, student achievement fell into place. *Educational Leadership, 62*(5), 46–49.

McLean, E. (1993). Tips for beginners: Steps to better homework. *Mathematics Teacher, 86,* 212.

McLeod, J. Fischer, J., & Hoover, G. (2003). *The key elements of classroom management: Managing time and space, student behavior, and instructional strategies.* Alexandria, VA: Association for Supervision and Curriculum Development.

McNeely, C. A., Nonnemaker, J. A., & Blum, R. W. (2002). Promoting school connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health, 72*(4), 138–146.

Meece, J. L., Blumenfield, P. C., & Hoyle, R. H. (1988). Students' goal orientations and cognitive engagement in classroom activities. *Journal of Educational Psychology, 80,* 514–523.

Mendler, A. N., & Curwin, R. L. (1999). *Discipline with dignity for challenging youth.* Bloomington, IN: National Educational Service.

Metzger, M. (2002). Learning to discipline. *Phi Delta Kappan, 84,* 77–84.

Moran, C., Stobbe, J., Baron, W., Miller, J., & Moir, E. (2000). *Keys to the classroom: A teacher's guide to the first month of school.* Thousand Oaks, CA: Corwin Press.

National Research Council. (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.

Nelson, R. (1996). Designing schools to meet the needs of students who exhibit disruptive behavior. *Journal of Emotional and Behavioral Disorders, 4,* 147–161.

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprague, J. R., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Orange, C. (2005). *Smart strategies for avoiding classroom mistakes.* Thousand Oaks, CA: Corwin Press.

Paine, S. C., Radicchi, J., Rosellini, L. C., Deutchman, L., & Darch, C. B. (1983). *Structuring your classroom for academic success.* Champaign, IL: Research Press.

Patrick, H., Turner, J. C., Meyer, D. K., & Midgley, C. (2003). How teachers establish psychological environments during the first days of school: Associations with avoidance in mathematics. *Teachers College Record, 105,* 1521–1558.

Reddy, R., Rhodes, J. E., & Mulhall, P. (2003). The influence of teacher support on student adjustment in the middle school years: A latent growth curve study. *Development and Psychopathology, 15,* 119–138.

Ridley, D. S., & Walther, B. (1995). *Creating responsible learners: The role of a positive classroom environment.* Washington DC: American Psychological Association.

Rosenshine, B., & Stevens, R. (1986). Teacher behavior and student achievement. In M. C. Whitrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 376–391). New York: Macmillan.

Royer, J. M., Cisero, C. A., & Carlo, M. S. (1993). Techniques and procedures for assessing cognitive skills. *Review of Educational Research, 63,* 201–243.

Scarborough, H. S., & Parker, J. D. (2003). Matthew effects in children with learning disabilities: Development of reading, IQ, and psychosocial problems from grade 2 to grade 8. *Annals of Dyslexia, 53,* 47–71.

Schell, L. M., & Burden, P. R. (1985). Working with beginning teachers. *Small School Forum, 7,* 13–15.

Schumaker, J. B., Deshler, D. D., & McKnight, P. (2002). Ensuring success in the secondary general education curriculum through the use of teaching routines. In M. A. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 791–823). Bethesda, MD: National Association of School Psychologists.

Silva, F. J., Yuille, R., & Peters, L. K. (2000). A method for illustrating the continuity of behavior during schedules of reinforcement. *Teaching of Psychology, 27,* 145–148.

Simola, R. (1996). *Teaching in the real world.* Englewood, CO: Teacher Ideas Press.

Skiba, R., & Peterson, R. (2003). Teaching the social curriculum: School discipline as instruction. *Preventing School Failure, 47,* 66–73.

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology, 85,* 571–581.

Spaulding, R. L. (1978). Control of deviancy in the classroom as a consequence of ego-enhancing behavior management techniques. *Journal of Research and Development in Education, 11,* 39–52.

Sponder, B. (1993). Twenty golden opportunities to enhance student learning: Use them or lose them. *Teaching and Learning, 15,* 18–24.

Sprick, R. S. (1994). *Cafeteria discipline: Positive techniques for lunchroom supervision* [Video program]. Eugene, OR: Pacific Northwest Publishing.

Sprick, R. S. (2004). *START on time! Safe transitions and reduced tardiness* [Multimedia program]. Eugene, OR: Pacific Northwest Publishing.

Sprick, R. S., Borgmeier, C., & Nolet, V. (2002) In M. A. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 373–402). Bethesda, MD: National Association of School Psychologists.

Sprick, R. S., Garrison, M., & Howard, L. (1998). *CHAMPs: A proactive and positive approach to classroom management.* Eugene, OR: Pacific Northwest Publishing.

Sprick, R. S., & Howard, L. (1995). *The teacher's encyclopedia of behavior management: 100 problems, 500 plans.* Eugene, OR: Pacific Northwest Publishing.

Sprick, R. S., Howard, L., Wise, B. J., Marcum, K., & Haykin, M. (1998). *Administrator's desk reference of behavior management* (Vol. 1). Eugene, OR: Pacific Northwest Publishing.

Sprick, R. S., Sprick, M. S., & Garrison, M. (1993). *Interventions: Collaborative planning for high risk students.* Eugene, OR: Pacific Northwest Publishing.

Sprick, R. S., Sprick, M. S., & Garrison, M. (2002). *Foundations: Establishing positive discipline policies* [Video program]. Eugene, OR, Pacific Northwest Publishing,

Sterling-Turner, H. E., Robinson, S. L., & Wilcznyski, S. M. (2001). Functional assessment of distracting and disruptive behaviors in the school setting. *School Psychology Review, 30,* 211–226.

Stone, R. (2002). *Best practices for high school classrooms: What award-winning secondary teachers do.* Thousand Oaks, CA: Corwin Press.

Stronge, J. H. (2002). *Qualities of effective teachers.* Alexandria, VA: Association for Supervision and Curriculum Development.

Sugai, G. M., & Tindal, G. A. (1993). *Effective school consultation: An interactive approach.* Pacific Grove, CA: Brooks/Cole.

Tanner, B. M., Bottoms, G., Caro, F., & Bearman, A. (2003). *Instructional strategies: How teachers teach matters.* Atlanta, GA: Southern Regional Educational Board.

Teachers favor standards, consequences . . . and a helping hand. (1996). *American Educator, 20,* 18–21.

Wolf, D., Bixby, J., Glenn, J., & Gardner, H. (1990). To use their minds well: Investigating new forms of student assessment. *Review of Research in Education, 17,* 31–74.

Wolfgang, C. H., & Glickman, C. D. (1986). *Solving discipline problems: Strategies for classroom teachers* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Woodward, J. (2001). Using grades to assess student performance. *Journal of School Improvement, 2,* 44–45.

Ysseldyke, J. E., & Christenson, S. L. (1987). Evaluating students' instructional environments. *RASE, 8,* 17–24.