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📄 **A Meta-analysis of Interventions to Decrease Disruptive Classroom Behavior in Public Education**

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Stage, S.A., & Quiroz, D.R. (1997). A Meta-Analysis of Interventions to Decrease Disruptive Classroom Behavior in Public Education. School Psychology Review, 26(3), 333-368.

Abstract :
Literature has shown that students with disruptive classroom behaviour reduce their chances of success because they spend less time on schoolwork. Several types of intervention were developed in an attempt to reduce behavioural problems in the classroom.

But what types of intervention are the most effective and appropriate? Are interventions conducted within school as effective as those conducted outside school (e.g., psychotherapy)? To answer these questions and provide better guidance to school support resources when making choices, the authors of this article conducted a meta-analysis.

Different Types of Intervention
Several types of intervention have been developed and used in school to support students exhibiting disruptive behaviour:
(1) Behavioural interventions (e.g., positive reinforcement, individual differentiated reinforcement, control of the environment, self-management strategies, group reinforcement);
(2) Cognitive-behavioural interventions (e.g., relaxation techniques, anger control techniques, peer mediation);
(3) Individual counselling given by teachers;
(4) Parent training (e.g., behaviour management, communication);
(5) Multimodal interventions (several of these interventions combined).

Methodology
The authors conducted a meta-analysis involving studies selected from the PsycINFO database. Initially, 310 studies were drawn from this database and subjected to four selection criteria. To be chosen, the studies had to include an empirical measure of behavioural problems, be conducted on school premises, provide adequate and sufficient statistical information, and include a control group or an initial time of measure. Overall, 99 studies involving 5057 students were selected.

Main Results
Overall, results revealed that interventions conducted on school premises and analyzed as part of this meta-analysis helped to reduce disruptive behaviour among 78% of students concerned, in comparison to students exhibiting the same behaviour who did not benefit from any intervention. This result is not unlike success rates obtained with interventions conducted outside school.

The results also revealed that problem behaviour diminished significantly in studies based on direct observation of behaviour compared with studies based on teacher-rated evaluation, a method of evaluating the effect of interventions seemingly less sensitive to changes.

In addition, interventions conducted in adapted classrooms yielded a better success rate than those conducted in regular classrooms. Interventions conducted on school premises also appeared more effective in reducing emotional disorders, compared with oppositional disorders or aggressive behaviour. Lastly, the three interventions that seemed to yield the best results were self-management strategies, group reinforcement strategies and differentiated reinforcement techniques.

These results are instrumental in that they confirm the relevance and effectiveness of actions undertaken at school with an aim to reduce disruptive behaviour exhibited by students.

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Key Words :
Behavioural Disorders, Disruptive Behaviour, Types of Intervention, Meta-analysis, Newsletter10

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