

Behaviour interventions

Moderate impact for low cost based on limited evidence

Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.

Implementation cost



Evidence strength



Impact (months)



Subject breakdown

maths: 31
reading: 57
toolkit: 89

School phase breakdown

primary: 55
secondary: 33
toolkit: 89

Technical Appendix

The criteria used to judge the inclusion of studies in the Toolkit are:

- The population sampled involved early years and school age learners from 3-18 learning in their first language.
- The intervention or approach being tested was educational in nature, including named or clearly defined programmes and recognisable approaches classifiable according to the Toolkit strand definitions (e.g. peer tutoring or small group teaching). The intervention or approach is undertaken in a normal educational setting or environment for the learners involved, such as a nursery or school or a typical setting (e.g. an outdoor field centre or museum).
- A valid comparison was made between those receiving the educational intervention or approach and those not receiving it.
- Outcomes include the assessment of educational or cognitive achievement which reports quantitative results from testing of attainment or learning outcomes, such as by standardised tests or other appropriate curriculum assessments or school examinations or appropriate cognitive measures.
- The study design provided a quantitative estimate of the impact of the intervention or approach on the educational attainment of the sample, calculated or estimated in the form of an effect size (standardised mean difference) based on a counterfactual comparison.

Standardised mean differences and confidence intervals for the most appropriate estimates of the impact of the intervention or approach for the Toolkit were extracted from each included study, along with other study variables. These effect sizes were further synthesised into a single pooled effect using a random effects meta-analysis adopting a restricted maximum likelihood (REML) estimation methods.

For the full details of the methodology see the [Protocol and Analysis Plan](#)

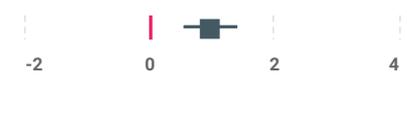
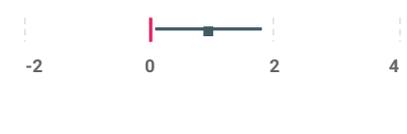
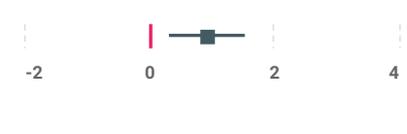
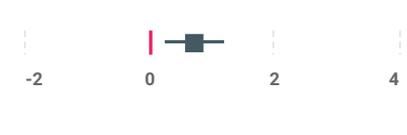
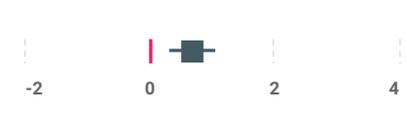
(https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF_Evidence_Database_Protocol_and_Analysis_Plan_June2019.pdf)

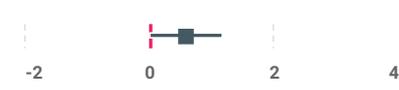
References (89)

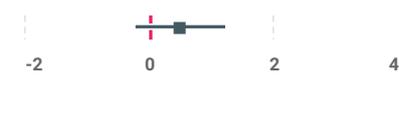
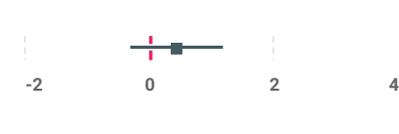
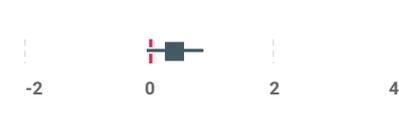
The forest plot below is a graphical representation of the results of all included studies in this Toolkit strand. It shows the effect size and confidence interval of each study, and whether the particular intervention in that study was more or less effective than standard practice or other alternative interventions that the study looked at.

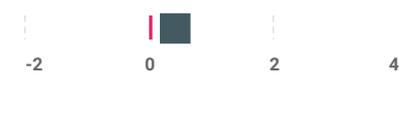
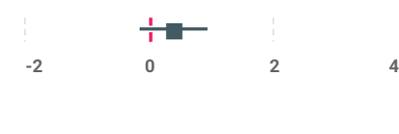
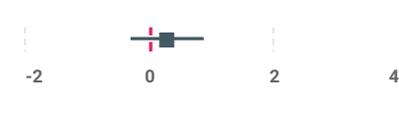
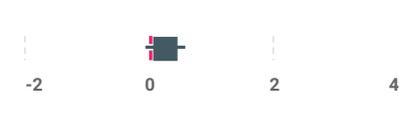
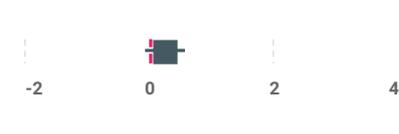
Studies that show an effect size result on the right-hand side of the red vertical red indicate that the particular intervention studied was more effective than standard practice. Studies that show an effect size on the left-hand side of the red vertical indicate that the particular intervention studied was less effective than standard practice.

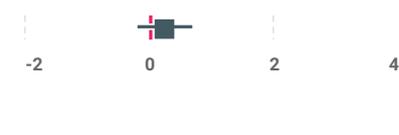
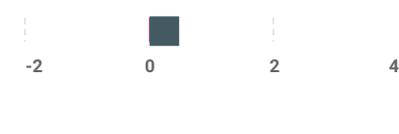
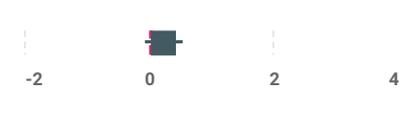
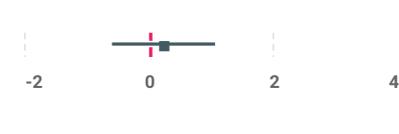
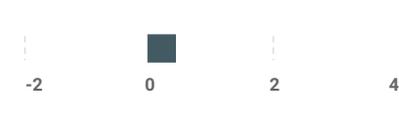
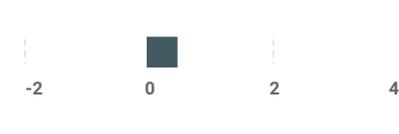
Author	Title	Effect Size	Effect Size (Graph)
Block 1 (1978) 1_1	Effects of rational-emotive mental health program on poorly achieving, disruptive high school students (<i>Journal of Counseling Psychology</i>)	Effect Size: 2.235 LCI: 1.14 UCI: 3.33 Weight: 0.345 Standard error: 0.559	
Rickel (1979)	Description and evaluation of a preventive mental health program for preschoolers (<i>Journal of Abnormal Child Psychology</i>)	Effect Size: 1.438 LCI: 0.885 UCI: 1.991 Weight: 0.891 Standard error: 0.282	
Friedman (1977)	Within-school generalization of the Preparation through Responsive Educational Programs (PREP) academic project (<i>Behavior Therapy</i>)	Effect Size: 1.31 LCI: 0.492 UCI: 2.129 Weight: 0.542 Standard error: 0.417	
Olexa (1984)	Effects of social problem-solving training on classroom behavior of urban disadvantaged students (<i>Journal of School Psychology</i>)	Effect Size: 1.288 LCI: 0.517 UCI: 2.058 Weight: 0.59 Standard error: 0.393	
Mannarino (1982)	Evaluation of social competence training in the schools (<i>Journal of School Psychology</i>)	Effect Size: 1.202 LCI: 0.667 UCI: 1.738 Weight: 0.924 Standard error: 0.273	
Horner (2009)	A Randomized, Wait-List Controlled Effectiveness Trial Assessing School-Wide Positive Behavior Support in Elementary Schools (<i>Journal of Positive Behavior Interventions</i>)	Effect Size: 1.088 LCI: 0.533 UCI: 1.643 Weight: 0.888 Standard error: 0.283	

Author	Title	Effect Size	Effect Size (Graph)
Durlak (1977)	Description and evaluation of a behaviorally oriented school-based preventive mental health program. <i>(Journal of Consulting and Clinical Psychology)</i>	Effect Size: 0.968 LCI: 0.521 UCI: 1.414 Weight: 1.101 Standard error: 0.228	
Silvern (1979)	Effects of a Developmental Model of Perspective Taking Training <i>(Child Development)</i>	Effect Size: 0.937 LCI: 0.066 UCI: 1.807 Weight: 0.495 Standard error: 0.444	
Ridley (1982)	Interpersonal problem solving: An intervention program for preschool children <i>(Journal of Applied Developmental Psychology)</i>	Effect Size: 0.92 LCI: 0.225 UCI: 1.615 Weight: 0.679 Standard error: 0.354	
Larson (1989)	Task-Related and Interpersonal Problem-Solving Training for Increasing School Success in High-Risk Young Adolescents <i>(Remedial and Special Education)</i>	Effect Size: 0.911 LCI: 0.288 UCI: 1.533 Weight: 0.779 Standard error: 0.318	
Stevahn (1997)	Effects on High School Students of Conflict Resolution Training Integrated Into English Literature <i>(The Journal of Social Psychology)</i>	Effect Size: 0.853 LCI: 0.203 UCI: 1.504 Weight: 0.738 Standard error: 0.332	
Rickel (1981)	A two-year follow-up study of a preventive mental health program for preschoolers <i>(Journal of Abnormal Child Psychology)</i>	Effect Size: 0.71 LCI: 0.22 UCI: 1.2 Weight: 1.01 Standard error: 0.25	
Stevahn (1996)	Effects on high school students of integrating conflict resolution and peer mediation training into an academic unit <i>(Mediation Quarterly)</i>	Effect Size: 0.71 LCI: 0.085 UCI: 1.336 Weight: 0.774 Standard error: 0.319	
Arbuthnot (1986)	Behavioral and Cognitive Effects of a Moral Reasoning Development Intervention for High-Risk Behavior-Disordered Adolescents <i>(Journal of Consulting and Clinical Psychology)</i>	Effect Size: 0.676 LCI: 0.058 UCI: 1.295 Weight: 0.785 Standard error: 0.316	
Shure (1993)	Interpersonal Problem Solving and Prevention in Urban School Children <i>(NA)</i>	Effect Size: 0.675 LCI: 0.292 UCI: 1.059 Weight: 1.243 Standard error: 0.196	

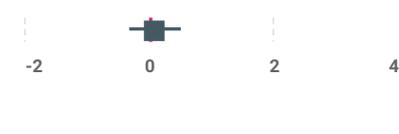
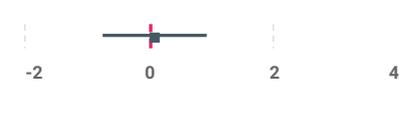
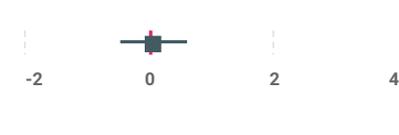
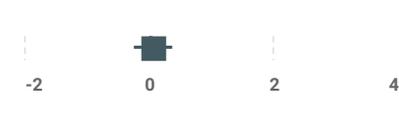
Author	Title	Effect Size	Effect Size (Graph)
Glavin (1971)	An Experimental Resource Room for Behavior Problem Children <i>(Exceptional Children)</i>	Effect Size: 0.659 LCI: 0.111 UCI: 1.208 Weight: 0.899 Standard error: 0.28	
Flay (2001)	Effects of the positive action program on achievement and discipline: Two matched-control comparisons <i>(Prevention Science)</i>	Effect Size: 0.635 LCI: 0.613 UCI: 0.656 Weight: 1.951 Standard error: 0.011	
Snyder (2010)	Impact of a social-emotional and character development program on school-level indicators of academic achievement, absenteeism, and disciplinary outcomes: A matched-pair, cluster-randomized, controlled trial <i>(Journal of Research on Educational Effectiveness)</i>	Effect Size: 0.603 LCI: 0.563 UCI: 0.644 Weight: 1.942 Standard error: 0.021	
Newton (1994)	A study of the effectiveness of using collegiate mentors to reduce violent behavior, improve self-concept, and increase academic success in an urban middle school <i>(ProQuest Dissertations and Theses)</i>	Effect Size: 0.576 LCI: -0.007 UCI: 1.159 Weight: 0.841 Standard error: 0.297	
Sandler (1975)	Effectiveness of an early secondary prevention program in an inner-city elementary school <i>(American Journal of Community Psychology)</i>	Effect Size: 0.564 LCI: -0.353 UCI: 1.481 Weight: 0.457 Standard error: 0.468	
Dolan (1993) 1_4	The short-term impact of two classroom-based preventive interventions on aggressive and shy behaviors and poor achievement <i>(Journal of Applied Developmental Psychology)</i>	Effect Size: 0.548 LCI: 0.275 UCI: 0.821 Weight: 1.515 Standard error: 0.139	
Shelton (1997)	An analysis of the impact of an at-risk treatment program on self-esteem and its effects on attitudes toward study skills, attendance, academic achievement and behavior of entering ninth-grade students <i>(NA)</i>	Effect Size: 0.54 LCI: 0.089 UCI: 0.991 Weight: 1.091 Standard error: 0.23	
Dolan (1993) 1_3	The short-term impact of two classroom-based preventive interventions on aggressive and shy behaviors and poor achievement <i>(Journal of Applied Developmental Psychology)</i>	Effect Size: 0.529 LCI: 0.25 UCI: 0.808 Weight: 1.499 Standard error: 0.142	
Blackburn (2007)	Social constructivist counseling groups as a means to affect school performance and behaviors in middle school students reading below grade level <i>(ProQuest Dissertations and Theses)</i>	Effect Size: 0.512 LCI: 0.199 UCI: 0.826 Weight: 1.414 Standard error: 0.16	

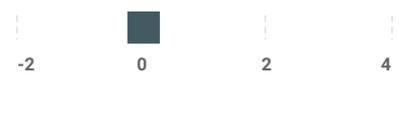
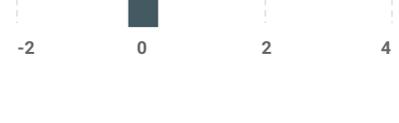
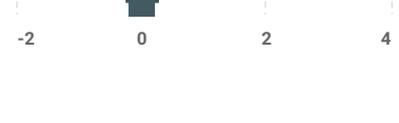
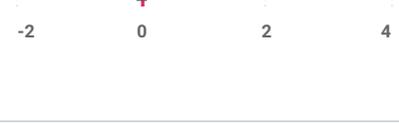
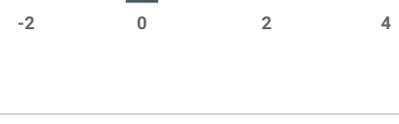
Author	Title	Effect Size	Effect Size (Graph)
Downing (1977)	Teaching children behavior change techniques (<i>Elementary School Guidance & Counseling</i>)	Effect Size: 0.484 LCI: -0.25 UCI: 1.218 Weight: 0.63 Standard error: 0.375	
Kaplewicz (1999)	Effects of group play therapy on reading achievement and emotional symptoms among remedial readers (<i>NA</i>)	Effect Size: 0.46 LCI: -0.304 UCI: 1.224 Weight: 0.597 Standard error: 0.39	
Coie (1984)	Effects of Academic Tutoring on the Social Status of Low-Achieving, Socially Rejected Children (<i>Child Development</i>)	Effect Size: 0.452 LCI: -0.438 UCI: 1.342 Weight: 0.478 Standard error: 0.454	
Gordon (2009)	Mentoring urban black middle school male students: Implications for academic achievement (<i>Journal of Negro Education</i>)	Effect Size: 0.446 LCI: -0.063 UCI: 0.955 Weight: 0.972 Standard error: 0.26	
Kendall (1982) 1_2	Cognitive-behavioral self-control therapy for children: A components analysis (<i>Journal of Consulting and Clinical Psychology</i>)	Effect Size: 0.44 LCI: -0.498 UCI: 1.378 Weight: 0.441 Standard error: 0.479	
Twemlow (2001)	Creating a peaceful school learning environment: A controlled study of an elementary school intervention to reduce violence (<i>American Journal of Psychiatry</i>)	Effect Size: 0.438 LCI: 0.054 UCI: 0.821 Weight: 1.243 Standard error: 0.196	
White (1996) 1_1	A two year comparative study of participants and nonparticipants in a peer mediation program at model school (<i>NA</i>)	Effect Size: 0.429 LCI: 0.026 UCI: 0.833 Weight: 1.196 Standard error: 0.206	
Friesen (1984) 1_1	The outcomes of three models of counselling and consulting (<i>International Journal for the Advancement of Counselling</i>)	Effect Size: 0.424 LCI: -0.333 UCI: 1.181 Weight: 0.605 Standard error: 0.386	
Burcham (2002)	Impact of school-based social problem-solving training on middle school students with disruptive behavior (<i>NA</i>)	Effect Size: 0.4 LCI: -0.07 UCI: 0.87 Weight: 1.05 Standard error: 0.24	

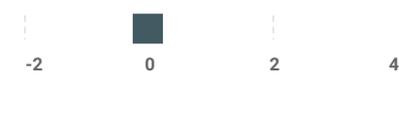
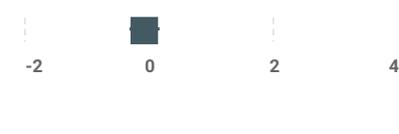
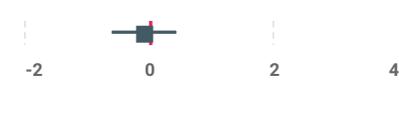
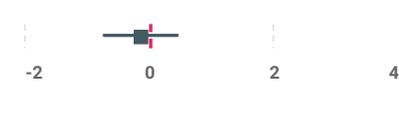
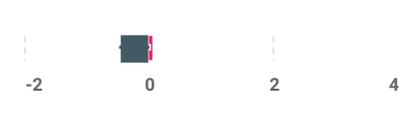
Author	Title	Effect Size	Effect Size (Graph)
Eron (2002) 1_3	A cognitive-ecological approach to preventing aggression in urban settings: Initial outcomes for high-risk children (<i>Journal of Consulting and Clinical Psychology</i>)	Effect Size: 0.4 LCI: 0.224 UCI: 0.575 Weight: 1.745 Standard error: 0.09	
Tobias (1999)	A peer facilitator-led intervention with middle school problem-behavior students (<i>Professional School Counseling</i>)	Effect Size: 0.376 LCI: -0.184 UCI: 0.935 Weight: 0.881 Standard error: 0.286	
Quay (1972)	The modification of problem behavior and academic achievement in a resource room (<i>Journal of School Psychology</i>)	Effect Size: 0.352 LCI: -0.021 UCI: 0.726 Weight: 1.266 Standard error: 0.191	
Glenwick (1979) 1_1	Training Impulsive Children in Verbal Self-Control By Use of Natural Change Agents' (<i>The Journal of Special Education</i>)	Effect Size: 0.323 LCI: -0.665 UCI: 1.312 Weight: 0.407 Standard error: 0.504	
Bar-Lev (1976)	The effectiveness of parent training programs on their children's motivation, classroom behavior, and achievement (<i>NA</i>)	Effect Size: 0.271 LCI: -0.331 UCI: 0.874 Weight: 0.809 Standard error: 0.308	
Henderson (1982) B1	The effects of affective education on nonacademic, academic, and behavioral characteristics of fifth and sixth graders (<i>ProQuest Dissertations and Theses</i>)	Effect Size: 0.262 LCI: -0.106 UCI: 0.629 Weight: 1.281 Standard error: 0.188	
Slavin (1984) 1_2	Combining Cooperative Learning and Individualized Instruction: Effects on Student Mathematics Achievement, Attitudes, and Behaviors (<i>NA</i>)	Effect Size: 0.25 LCI: 0.015 UCI: 0.485 Weight: 1.608 Standard error: 0.12	
Pipal (1991)	Effects of an intervention program on the academic performance, school attendance, and school behavior of high school students (<i>NA</i>)	Effect Size: 0.243 LCI: -0.091 UCI: 0.577 Weight: 1.363 Standard error: 0.17	
Hawkins (1988)	Changing Teaching Practices in Mainstream Classrooms to Improve Bonding and Behavior of Low Achievers (<i>American Educational Research Journal</i>)	Effect Size: 0.237 LCI: -0.097 UCI: 0.571 Weight: 1.363 Standard error: 0.17	

Author	Title	Effect Size	Effect Size (Graph)
Barkley (2000)	Multi-method psycho-educational intervention for preschool children with disruptive behavior: Preliminary results at post-treatment. <i>(Journal of Child Psychology and Psychiatry)</i>	Effect Size: 0.236 LCI: -0.218 UCI: 0.69 Weight: 1.085 Standard error: 0.232	
Rimm-Kaufman (2007)	The contribution of the Responsive Classroom Approach on children's academic achievement: Results from a three year longitudinal study <i>(Journal of School Psychology)</i>	Effect Size: 0.229 LCI: 0.026 UCI: 0.432 Weight: 1.685 Standard error: 0.103	
Tomlin (1995) 1_1	A mentor program for improving the academic attainment of black adolescent males <i>(NA)</i>	Effect Size: 0.224 LCI: -0.407 UCI: 0.854 Weight: 0.767 Standard error: 0.322	
Weinstein (1991)	Expectations and high school change: Teacher-researcher collaboration to prevent school failure <i>(American Journal of Community Psychology)</i>	Effect Size: 0.223 LCI: 0.001 UCI: 0.446 Weight: 1.638 Standard error: 0.114	
Tomlin (1995) 1_2	A mentor program for improving the academic attainment of black adolescent males <i>(NA)</i>	Effect Size: 0.22 LCI: -0.41 UCI: 0.85 Weight: 0.768 Standard error: 0.321	
Group (2002) BI	A cognitive-ecological approach to preventing aggression in urban settings Initial outcomes for high-risk children <i>(Journal of Consulting and Clinical Psychology)</i>	Effect Size: 0.218 LCI: -0.098 UCI: 0.535 Weight: 1.407 Standard error: 0.161	
Friesen (1984) 1_2	The outcomes of three models of counselling and consulting <i>(International Journal for the Advancement of Counselling)</i>	Effect Size: 0.214 LCI: -0.628 UCI: 1.055 Weight: 0.52 Standard error: 0.429	
Slavin (1984) 1_1	Combining Cooperative Learning and Individualized Instruction: Effects on Student Mathematics Achievement, Attitudes, and Behaviors <i>(NA)</i>	Effect Size: 0.195 LCI: -0.038 UCI: 0.427 Weight: 1.615 Standard error: 0.119	
Eron (2002) 1_2	A cognitive-ecological approach to preventing aggression in urban settings: Initial outcomes for high-risk children <i>(Journal of Consulting and Clinical Psychology)</i>	Effect Size: 0.192 LCI: 0.022 UCI: 0.363 Weight: 1.756 Standard error: 0.087	

Author	Title	Effect Size	Effect Size (Graph)
Bestland (1967)	A controlled experiment utilizing group counselling in four secondary schools in the Milwaukee public schools (<i>Dissertations (1962 - 2010) Access via Proquest Digital Dissertations</i>)	Effect Size: 0.181 LCI: -0.274 UCI: 0.636 Weight: 1.083 Standard error: 0.232	
Freiden (2005)	GAME: A clinical intervention to reduce adolescent violence in schools (<i>ProQuest Dissertations and Theses</i>)	Effect Size: 0.177 LCI: -0.296 UCI: 0.651 Weight: 1.044 Standard error: 0.242	
Eron (2002) 1_1	A cognitive-ecological approach to preventing aggression in urban settings: Initial outcomes for high-risk children. (<i>Journal of Consulting and Clinical Psychology</i>)	Effect Size: 0.175 LCI: 0.009 UCI: 0.342 Weight: 1.765 Standard error: 0.085	
Dolan (1993) 1_1	The short-term impact of two classroom-based preventive interventions on aggressive and shy behaviors and poor achievement (<i>Journal of Applied Developmental Psychology</i>)	Effect Size: 0.172 LCI: -0.126 UCI: 0.471 Weight: 1.45 Standard error: 0.152	
Webb (2005)	Linking School Counselors and Student Success: A Replication of the Student Success Skills Approach Targeting the Academic and Social Competence of Students (<i>Professional School Counseling</i>)	Effect Size: 0.152 LCI: -0.04 UCI: 0.344 Weight: 1.709 Standard error: 0.098	
Hoover (1985)	The effect of verbal self-instruction training on the cognitive styles of impulsive elementary school students (<i>NA</i>)	Effect Size: 0.118 LCI: -0.386 UCI: 0.622 Weight: 0.982 Standard error: 0.257	
Suter (1988)	Evaluation of the Primary Mental Health Project Model of Early Identification and Prevention of School Adjustment Problems (<i>Special Services in the Schools</i>)	Effect Size: 0.106 LCI: -0.666 UCI: 0.878 Weight: 0.589 Standard error: 0.394	
Dolan (1993) 1_2	The short-term impact of two classroom-based preventive interventions on aggressive and shy behaviors and poor achievement (<i>Journal of Applied Developmental Psychology</i>)	Effect Size: 0.095 LCI: -0.195 UCI: 0.386 Weight: 1.471 Standard error: 0.148	
Ialongo (1999) 1_1	Proximal impact of two first-grade preventive interventions on the early risk behaviors for later substance abuse, depression, and antisocial behavior (<i>American Journal of Community Psychology</i>)	Effect Size: 0.081 LCI: -0.115 UCI: 0.278 Weight: 1.699 Standard error: 0.1	

Author	Title	Effect Size	Effect Size (Graph)
Grossman (1998)	Does Mentoring Work? (<i>Evaluation Review</i>)	Effect Size: 0.08 LCI: -0.008 UCI: 0.168 Weight: 1.897 Standard error: 0.045	
Nickerson (2003)	Anger in adolescents: The effectiveness of a brief cognitive-behavioral anger management training program for reducing attitudinal and behavioral expressions of anger (<i>NA</i>)	Effect Size: 0.077 LCI: -0.351 UCI: 0.505 Weight: 1.141 Standard error: 0.218	
Kendall (1982) 1_1	Cognitive-behavioral self-control therapy for children: A components analysis (<i>Journal of Consulting and Clinical Psychology</i>)	Effect Size: 0.074 LCI: -0.851 UCI: 0.998 Weight: 0.452 Standard error: 0.472	
Block (1978) 1_2	Effects of rational-emotive mental health program on poorly achieving, disruptive high school students (<i>Journal of Counseling Psychology</i>)	Effect Size: 0.072 LCI: -0.777 UCI: 0.921 Weight: 0.513 Standard error: 0.433	
Conduct (2002)	Evaluation of the first 3 years of the fast track prevention trial with children at high risk for adolescent conduct problems (<i>Journal of Abnormal Child Psychology</i>)	Effect Size: 0.07 LCI: -0.062 UCI: 0.201 Weight: 1.832 Standard error: 0.067	
Poynton (2006)	Evaluation of an Innovative Approach to Improving Middle School Students' Academic Achievement (<i>Professional School Counseling</i>)	Effect Size: 0.055 LCI: -0.494 UCI: 0.605 Weight: 0.899 Standard error: 0.28	
D'Elio (1982) 1_2	An investigation of the effectiveness of intervention strategies on juvenile anti-social behaviors (<i>NA</i>)	Effect Size: 0.05 LCI: -0.205 UCI: 0.304 Weight: 1.561 Standard error: 0.13	
Garaigordobil (1995)	Assessment of a Peer-Helping Game Program on Children's Development (<i>Journal of Research in Childhood Education</i>)	Effect Size: 0.046 LCI: -0.276 UCI: 0.367 Weight: 1.394 Standard error: 0.164	
Gottfredson (1986)	An Assessment of a Delinquency Prevention Demonstration with Both Individual and Environmental Interventions. Report No. 361. (<i>NA</i>)	Effect Size: 0.04 LCI: -0.111 UCI: 0.19 Weight: 1.797 Standard error: 0.077	

Author	Title	Effect Size	Effect Size (Graph)
Humphrey (2018)	Good Behaviour Game: Evaluation report and executive summary (NA)	Effect Size: 0.03 LCI: -0.09 UCI: 0.15 Weight: 1.851 Standard error: 0.061	
Gottfredson (1986)	An empirical test of school-based environmental and individual interventions to reduce the risk of delinquent behavior (Criminology)	Effect Size: 0.029 LCI: -0.118 UCI: 0.175 Weight: 1.805 Standard error: 0.075	
Ialongo (1999) 1_2	Proximal impact of two first-grade preventive interventions on the early risk behaviors for later substance abuse, depression, and antisocial behavior (American Journal of Community Psychology)	Effect Size: 0.024 LCI: -0.172 UCI: 0.221 Weight: 1.699 Standard error: 0.1	
Gottfredson (2002)	Implementation and evaluation of a cognitive-behavioral intervention to prevent problem behavior in a disorganized school (Prevention Science)	Effect Size: 0 LCI: -0.281 UCI: 0.281 Weight: 1.494 Standard error: 0.144	
Camp (1977)	"Think Aloud": A program for developing self-control in young aggressive boys (Journal of Abnormal Child Psychology)	Effect Size: 0 LCI: -0.839 UCI: 0.839 Weight: 0.522 Standard error: 0.428	
McPartland (1991)	Using Community Adults as Advocates or Mentors for At-Risk Middle School Students: A Two-Year Evaluation of Project RAISE (American Journal of Education)	Effect Size: -0.006 LCI: -0.129 UCI: 0.118 Weight: 1.846 Standard error: 0.063	
Wigelsworth (2018)	FRIENDS for life - Evaluation report and executive summary (NA)	Effect Size: -0.013 LCI: -0.084 UCI: 0.058 Weight: 1.918 Standard error: 0.036	
Conduct (1999)	Initial impact of the Fast Track prevention trial for conduct problems: II. Classroom effects (Journal of Consulting and Clinical Psychology)	Effect Size: -0.037 LCI: -0.082 UCI: 0.008 Weight: 1.94 Standard error: 0.023	
Friedman (1992)	An evaluation of the integrated cognitive-behavioral model for improving mathematics performance and attentional behavior of adolescents with learning disabilities and attention-deficit hyperactivity disorders (Order Number)	Effect Size: -0.039 LCI: -0.78 UCI: 0.702 Weight: 0.623 Standard error: 0.378	

Author	Title	Effect Size	Effect Size (Graph)
Murray (2009)	A multimedia educational program that increases science achievement among inner-city non-Asian minority middle-school students <i>(Academic Medicine)</i>	Effect Size: -0.047 LCI: -0.237 UCI: 0.142 Weight: 1.715 Standard error: 0.097	
D'Elio (1982) 1_1	An investigation of the effectiveness of intervention strategies on juvenile anti-social behaviors <i>(NA)</i>	Effect Size: -0.092 LCI: -0.347 UCI: 0.164 Weight: 1.559 Standard error: 0.13	
Coleman (2009)	The role of specialized intervention programs in improving academic performance outcomes in at-risk middle school students <i>(ProQuest Dissertations and Theses)</i>	Effect Size: -0.099 LCI: -0.632 UCI: 0.434 Weight: 0.928 Standard error: 0.272	
Orlov (1972)	An experimental study of the effects of group counseling with behavior problem children at the elementary school level <i>(NA)</i>	Effect Size: -0.153 LCI: -0.774 UCI: 0.467 Weight: 0.782 Standard error: 0.317	
Matthews (1972)	The effects of reality therapy on reported self-concept, social adjustment, reading achievement, and discipline of fourth-graders and fifth-graders in two elementary schools <i>(ProQuest Dissertations and Theses)</i>	Effect Size: -0.169 LCI: -0.433 UCI: 0.096 Weight: 1.536 Standard error: 0.135	
Glenwick (1979) 1_3	Training Impulsive Children in Verbal Self-Control By Use of Natural Change Agents' <i>(The Journal of Special Education)</i>	Effect Size: -0.2 LCI: -1.183 UCI: 0.783 Weight: 0.41 Standard error: 0.502	
Glenwick (1979) 1_2	Training Impulsive Children in Verbal Self-Control By Use of Natural Change Agents' <i>(The Journal of Special Education)</i>	Effect Size: -0.211 LCI: -1.194 UCI: 0.773 Weight: 0.41 Standard error: 0.502	
D'Elio (1982) 1_3	An investigation of the effectiveness of intervention strategies on juvenile anti-social behaviors <i>(NA)</i>	Effect Size: -0.256 LCI: -0.512 UCI: 0 Weight: 1.558 Standard error: 0.13	
Johnson (1974)	A study of the effect of a juvenile court program on the attendance, academic achievement and school department of disadvantaged elementary children <i>(NA)</i>	Effect Size: -0.459 LCI: -1.088 UCI: 0.17 Weight: 0.769 Standard error: 0.321	

Author	Title	Effect Size	Effect Size (Graph)
Glenwick (1979) 1_4	Training Impulsive Children in Verbal Self-Control By Use of Natural Change Agents' <i>(The Journal of Special Education)</i>	Effect Size: -0.487 LCI: -1.486 UCI: 0.512 Weight: 0.4 Standard error: 0.51	
Friesen (1984) 1_3	The outcomes of three models of counselling and consulting <i>(International Journal for the Advancement of Counselling)</i>	Effect Size: -0.794 LCI: -1.807 UCI: 0.22 Weight: 0.391 Standard error: 0.517	