

When Behavior Negatively Affects the Student: What Are the Best Practices Teachers Should Use to Reduce the Aggressive Behavior Among Students in Elementary School?

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## Abstract

It is said that teaching is probably the noblest profession in the world. Teachers are the receptacles of information who ensure that knowledge will be passed from one generation to another. Teachers are mold the future generation to be the leaders and innovators of tomorrow. However, there is more to being a teacher. Aside from their initial task of enriching the minds of young people, teachers also need to teach the student moral behavior and ethical standards.

For this paper observed the practices being enforced by three teachers from a Northside elementary school on how they reduce the aggressive behavior of their students. The students are pre-school to grade two students who are aged five to eight years old. The data was collected through prepared and random interviews and observation of the classroom proceedings. Analysis of the data is qualitative depending on the answers of the teachers to the interview questions and what the research has observed. The findings showed that the most senior teacher had the best and most varied techniques in handling any aggressive behavior of the students. Student aggression can range from shouting, hurting others, defiance, throwing tantrums, and breaking things. Four themes were created. First, age of the students can help the teachers devise ways on how to prevent aggression. In this case, younger children are more susceptible to control. Second, early prevention is better than reduction. Third, teachers should be observant. Finally, students tend to display aggressive behavior if they are placed in an unfamiliar environment.

## What are the Best Practices Teachers Should Use to Reduce the Aggressive Behavior Among Students in Elementary School?

Recent data shows that teachers have to do more to ensure that the behaviors of students are based on the morals of the society. Children nowadays are becoming more violent and aggressive and it seems that these children do not know how to handle their problems. Although most of the contributors to the growing violence of children can be said to have come not from the school, but from the simple tasks such as watching violent TV shows, peer pressure and influence, and lack of proper guidance from their parents and guardians, it cannot be argued that teachers still play a big role in ensuring that violence in children, especially those in grade school are controlled and prevented. Hence, teachers need to be more active in finding ways to prevent and reduce the aggressive behavior of their students, especially at the elementary level.

Thus, this paper attempts to outline the best practices that teachers can incorporate into their efforts to reduce the violent attitudes and aggressive behaviors among children in elementary schools. The main purpose of this research is the construction of a framework or a list of strategies in which teachers can have the proper knowledge to address the issues of violence and aggressive behaviors of the students and be trained to prevent bad attitudes. The significance of the research is attributed to the notion that children should be taught early that violence and aggression are never means to solve a problem, and that approaching the problem with calmness and level-headedness are still the most effective ways.

It should be noted that the main research question to be answered in this research is “What are the best practices teachers should use in classroom to reduce students’ aggressive behavior?”

### **Review of Related Literature**

Review of the literatures institute a theoretical framework for the research paper. A quick review of ten research articles that relate to the topic of aggression among students and ways to prevent it by the teachers are discussed.

Inappropriate behaviors of children are often exhibited by students in the primary and secondary levels (Vallaire-Thomas, Hicks, & Growe, 2011). In some cases, students as young as those in the kindergarten are already displaying aggression, violence, and inability to follow simple rules. It is difficult for teachers to manage the aggression behavior of students. These behaviors are extremely difficult to manager and improve by their teachers. Undesirable actions become translate to negativity in the classroom and result in disciplinary action toward the students from the teachers.

The general belief is that children become aggressive because they simply imitate what they see from the grown-ups and the environment where they grow up. This is supported by a study by Warren, Schoppelrey, Moberg, & McDonald (2005) that told that there is a direct correlation between the violent behavior of the students and parental ratings. The article further explained that, “The use of parental ratings of aggressive behavior at 2-year follow-up, rather than teacher ratings, shows that aggressive behavior learned in group settings spills over into very different settings” (p. 289).

Bullying is one of the major examples and causes of aggression among students. Allen (2010) told that bullying has become a rampant problem in the United States and it is mainly due to the harsh punishments in school, low quality classroom instruction, disorganization, and antisocial behaviors of the students. Thus, Allen (2011) suggested that to be able to arrive at the root cause of aggressive behavior among students, both in the primary and secondary levels in the United States, the issue of bullying must be cleared first. She explained that, “Future directions indicate a need for preserve and in-service education on classroom management practices and student bullying” (p. 1) However, it should be noted that bullying in school is not only exclusive to the students. Allen (2010) also noted that bullying can also occur among the teachers as in teachers bullying their students, and students bullying their teachers. All of these contribute to the growing cases of aggression among American schoolchildren in the present period (Allen, 2010).

Violence shown on television has also been considered as a big factor in the increasing displays of aggression among the young children.

Cami (2008) supported the earlier claims that children watching violence on the television are more prone to being violent both in their childhood and when they grow up as young adults. Children who watch, for example, “Might Morphin Power Rangers” would display increased levels of aggression and physical assault to other children during their playtime or in the classroom. Although there is no evidence yet that violence on TV can impact violent crimes in the future, it is noted that children who have been greatly exposed to violence on TV do not only develop aggressive behavior. TV violence can also impact their IQs, how they treat their parents and other adults, how they treat children, and personal judgments. On the other hand, it has also been noted that other factors can also contribute with regards to the aggression of children such as their IQ, parenting, and socio-economic background of the family.

Boxer, Musher-Eizenman, Dubow, Danner, & Heretick (2006) conducted a study about aggression between students in urban and rural schools in the United States. The researchers found that students from the rural schools exhibited lower levels of aggression compared to those from the urban schools who exhibited more aggression. They further explained that the ecology of the school could contribute to the lower aggregate levels of aggression among the school children (Boxer, et al., 2006). Thus, it could be said that the more natural environment surrounding the school premises of rural schools help in making the children to be less aggressive towards their peers. The environment of the children can help in preventing their aggression.

Meanwhile, some would have this assumption that the aggression exhibited by children are honed by their early experiences in the classroom. Hence, it is vital that the early signs of aggression and violence displayed by children must be prevented and addresses as early as possible. Findling (2003) shared these same sentiments. In their study of 4, 179 children from kindergarten to second-grade aged 5 to 8 years old, it was revealed that there are two important features of the aggression displayed by children of this age in their classroom. First is the “classroom context– aggregate peer aggression” and second is the “climates characterized by supportive teacher-student interactions” (p. 5).

Hence, what young students see from their peers is a big contributing factor for children to be also aggressive, while the kind of

atmosphere in the classroom, which the teacher has to be responsible for, plays another crucial role.

Obviously teachers are widely involved in the problems of their students even if these are outside of the classroom. According to Hayes, Hindle, and Withington (2003) “Some teachers highlighted what they felt were levels of very challenging pupil behaviors in the school as well as related family issues” (p. 173). They highlighted their concerns in a process called the Staff Sharing Scheme wherein the teachers and administration convene to talk about the pressing issues regarding their job. Teachers told that the sheer number of students to handle make it difficult for them to approach these children about their negative behavior. Moreover, teachers felt that some students do not care about their teachers’ concern and what they do for them (Hayes, et al., 2003).

Teachers are encouraged to have positive impacts on their children so that these young people will not have bad behavior towards their peers and other people. Teacher efficacy or according to Gebbie, Ceglowski, Taylor, and Miels (2012) the, “...teacher’s perception about his or her ability to have a positive effect on a child’s behavior is a critical aspect to the effectiveness of behavioral interventions in the early childhood classroom” (p. 43). It is important that teachers are given the proper training, practice and social support to ensure their efficacy towards their pupils.

One of the ways to promote teacher’s efficacy in the classroom is to make the teachers more open about their approvals and disapprovals towards their students. In the research of Sazak-Pinar and Yildiz (2013), it was found that teachers concentrate more on their approvals and disapprovals on the academic performance of their students than on their social behaviors in the classroom. Teachers also gave more of these ratings on children with special needs. Thus, from this study it could be said that teachers should take extra attention on the other needs of their students and not just how students fare academically in the classroom.

Manning (no date), on the other hand, provided some other strategies that would encourage children to act based on positive behaviors. He assumed that teachers themselves need to display positive behaviors and attitudes that would be later copied and followed by the students. This is especially true to young children in grade school who are still looking for their models. The first suggestion of Manning (no date) is

for the teachers to display a level of confidence since young people can easily sense if the teacher knows what they are doing and whether they are dedicated to their tasks or not. The next suggestion is for the teachers to adapt to productive time. It should be noted that this productive time should be conformed according to the interests and needs of the students, rather than just making them to be engaged in the classroom and with the lessons (Manning, no date, p. 2).

Ruehle (2012) conducted a case study at Leopard Elementary School in California and took note whether the three rules being implemented by the school had indeed worked in the prevention and reduction of aggression among its elementary students. These three rules are: Be kind, safe, and productive (Ruehle, 2012). It was then revealed in the study that children who were properly and immersed into the culture of non-violence, peace and tolerance according to the three rules given by the school had more possibilities of being reformed from their aggressive behavior.

So, what are the ways in which negative behaviors of children, especially aggression, can be prevented with the help of their teachers? Epstein et al. (2008) were able to give five recommendations in this regard. The first one is to, “Identify the specifics of the problem behavior and the conditions that prompt and reinforce it” ( p. 14). It is important that teachers will be able to know the root cause of the negative behaviors of their students. Next, teachers should also be able to change the classroom learning environment. The next recommendation is with regards to teacher’s efficacy or promoting positive environment and the new positive skills acquired by the students. Another recommendation is to gain support from other people such as from colleagues and families of the students. The last recommendation according to Epstein et al., (2008) is “Assess whether school wide behavior problems warrant adopting school wide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions” ( p. 44).

Hein (2004), on the other hand, states that it is important that teachers will be able to observe any kind of bickering and teasing among the students and stop these immediately. Bickering and teasing are mostly the root causes of aggression and quarrel among students (Hein, 2004). These must be stopped as quickly as possible before the situation gets worse. Hein (2004) also demonstrated that “extraordinary teachers” who



are able to manage and prevent aggression among the students quite well are those who give punishments immediately and know whether to resort to individual or group punishments (p. 74).

On the other hand, most people would think that aggression exhibited by a child would be difficult to change already and would remain with the child as he/she grows up. But Thomas, et al (2011) thought otherwise. They told that the aggregate aggressive behavior of a student is independent to the aggression exhibited in the classroom. They had this conclusion after observing kindergarten students moving up to grade one, and grade one students moving up to grade two. Hence, it could be said that children displaying aggressive behavior should be carefully managed by their teachers and parents since there is still a chance that their negative behavior can be reformed.

Thus, a clear and well-organized management practices by the teachers should be applied. Oliver, Wehby, Reschly, and the Society for Research on Educational Effectiveness (SREE) (2011), revealed that, “Effective classroom management focuses on preventive rather than reactive procedures and establishes a positive classroom environment in which the teacher focuses on students who behave appropriately” (p. 4). Hence, teachers should be able to approach the problem of their students more carefully which is largely based on effective management practices. One way to do this is to lay down rules and regulations to the students and ensure that these rules are followed strictly. Also, the teachers should tell the students at the beginning of the school year her/his expectations towards them, while also telling that she/he would always be available for them.

## **Methodology**

### **Research Design**

The research was qualitative-based. The research design for this paper was inspired by my own interest with teachers who know how to foster positive attitudes among the students and who have the capability to prevent aggressive behavior, violence, and conflict among students from getting worse in the classroom.

Case studies are often used in the field of education to give a more in-depth understanding of a specific situation. On the other hand, the use of a case study helped me to have more than one variable and establish

unique and complex interactions among participants, which is something that cannot be achieved with the use of quantitative methodologies. With the use of a case study through observation, I was able to get a first-hand experience of the various dealings in the classrooms of the teachers. Furthermore, case studies aided me to look through the nuances of the actions that would not be available through mere interviews and surveys.

Case studies helped me to probe the situation more specifically. They are bounded by the topics, situations, and the problems that they create. The variables and the boundaries of this case study were the grade level of that the teachers, their tenure or duration of time that they have taught, gender of the teacher, the characteristics of the student population, and how the teachers implemented their own ways of preventing and handling aggressive behavior with their students.

### **Sampling**

For this research paper, I gathered data from three teachers from an elementary school and involved them in a case study where their behaviors will be observed on how they handled aggressive behavior in groups and with individuals. The data collection instrument of the research went in the natural setting. There were no experiments or created situations to provide the needed observation for the research.

### **Data Collection Procedures**

The purpose of the gathering of data was to identify the strategies that teachers should use to reduce aggressive behavior among students in elementary school from preschool to third grade.

The data collection for the research involved multiple tasks for the researcher. The three teachers came from an elementary school in the Northside district. The first task was comprehensive and in-depth initial interviews with the three teachers. A request letter was given to the teachers beforehand. They were given the two options to answer the prepared interview questions either orally or written through email. They preferred to be interviewed written by email. They were free to discuss the answers of the questions as much as possible. The prepared interview questions are attached in the appendix section. The questions for the teachers were:

1. What is the nature of the relationship between teachers' practices that they use in classroom and students aggressive behavior?
2. What are the best practices teachers should use to reduce student aggressive behavior?
3. How do the teachers identify aggression?
4. What do the teachers do to intervene when aggressive behavior is displayed by the students?

The next data collection method were informal interviews where I asked questions to the teacher depending on what I have observed and I recorded. The other research methods were observations of the classroom and observation of the students and teachers.

### **Analysis Techniques**

The analysis was based on the data and information that were gathered. The interviews of the teachers and the observations of the students and the classroom were transcribed by me to create a thorough and in-depth description of the teachers. As has been earlier said in the previous section, the answers of the teachers to the informal interview were recorded with consent from the teachers, which I later transcribed into written form. This was shown to the teacher so that I knew if the information and the observation that were transcribed are accurate. Proper transcription of the verbal interview is needed so that the details and data to be used in the research would be ensured to be accurate.

It should be noted that the research question was the moving force of the research from which collecting and analyzing the data would be based. Broad categories were created first and then again when the information was collected. Then I coded wherein the data can be grouped and categorized by strategies used to reduce aggressive behavior in the classroom. Hence, the movement of the categories was from the broad to the specific. I decided it this way so that there would be a more organized approach in categorizing the information that had been gathered. Initial gathering of the information from interviews and observation overwhelmed me at first because of their vast amount; hence, I thought of a more proper way of organizing them. For example, there was the broad category of rewards and the other broad category of punishments. Strategies that the teachers had told regarding this were placed in each

broad category; for example, praise and giving out a star sticker for the reward and the 'time out' strategy for punishment.

### *Ethical Issues*

I avoided any impact that may cause stress or anxiety for the teachers or students. I believed that research procedures must never harm children, physically or psychologically. Students and their families, as well as the teachers, have the right to full information about the research in which they may contribute, including possible dangers and benefits. I answered any questions about the research that came from the teachers or students. Also, the participants had the right to hide their names or say it. In addition, they would get the research results and feedbacks when the research was completed.

### **Research Findings**

The findings here came from two areas of data collection. The first one are the interviews I had with the teachers; second are my own observation of their classroom and students. (Copies of the interviews are provided in the appendix section) To be able to better discuss the findings from the research, this section would be broken down into two sections, the interview part and the observation part.

#### *Answers to the Interview Questions*

With regards to the relationship between teachers' practices that they use in classroom and students aggressive behavior, Miss Davidson noted that using the Love & Logic strategies. In here, the students need to be taught that every action that they do entails responsibility, especially if the action is directed towards other people. The teacher told that students should, "...learn strategies that help them to make good choices, so they can have positive outcomes." It should be noted that this strategy is not something that was devised by the teacher herself, but a strategy being implemented in the entire campus.

On the other hand, Miss Gillette said that being able to control and reduce the aggression of students entails practice. This ability is also dependent on the flexibility of the teacher explaining that, "Each student and situation is different and if you try to fit every student into the same discipline mold you will not be successful."

Miss Williams seemed to repeat the opinion of the Miss Gillette by saying that a preventive classroom is a more effective means of handling the classroom than a reactive one. Preventive means the teacher anticipated any negative behaviors of the students, while the reactive classroom tends to only 'react' to the situation when it is already there. Preventive also follows a more scheduled and familiar sets of task, while the reactive is more free-flowing.

Therefore, the teachers were able to cite the specific strategies that they implement in the classroom to reduce aggression and violence from the students. Davidson said that the de-escalation techniques wherein the "Teachers need to understand and be aware of antecedents that trigger certain behaviors. Once a teacher understands the root of the aggression, they can begin implementing techniques that help the student cope with their behaviors."

On the other hand, Miss Gillette gives a more personal approach by sending out questionnaires to the parents. She explained that gaining more insights to the lives of the students outside the school enables her to understand the personality of the student much better and maybe to anticipate future untoward behavior. She also stressed the importance of communication between parents and teachers. Furthermore, she explained, "When I have aggressive students I have a time out or cool off area where they can go and get themselves together. In group time if I have an aggressive student I will assign roles to help prevent it. I also will use teacher proximity if I see a student is being aggressive."

Miss Williams with regards to the specific strategies, did not particularly told actions and strategies, yet affirmed that teachers should be able to implement an effective classroom management and foster a positive atmosphere. Again, she noted that familiarity and routine are very important to lessen the likelihood that students would be aggressive.

On the other aspect, there are also various ways that teachers can adapt to when identifying aggression. Miss Davidson said, "In special education, we identify a behavior when it negatively affects the student's educational experience. We complete a Functional Behavior Assessment to determine if the behavior negatively affects their learning." Hence, a behavior that influences in a negative manner the academic performance of a student could lead to later aggression. Meanwhile, Miss Gillette said

that a keen eye is something that each teacher should possess. She told that she only depends on her observations which are always 'dependable.' She told that probable aggression of students could be better observed during group works and recess time.

Moreover, Miss Williams said that aggression can be easily identified if the action digresses from the code of conduct given by the school. The teacher said, "If the student acts out of these parameters, they could be identified as aggressive. Aggressive behaviors could be directed toward another student, teacher, or the student themselves."

Finally, there is this question of what teachers do to intervene when aggressive behavior is displayed by the students. Miss Davidson introduced the Behavior Intervention Plan or Independent Education Plan. She was suggesting that aggression itself cannot be totally eradicated; hence, the teachers should be able to make some adjustments and modifications when these aggressions are indeed exhibited by the students.

On the other hand, Miss Williams assured of the effectiveness of time out or cool down strategy, wherein it is not only the student that should adapt to this but also the teacher herself. She also noted that it is significant that teachers should be able to give themselves proximity from the student or from the situation.

The last teacher Miss Gillette told that intervention should only be an option when there is a risk of the student hurting him/herself and other people. However, if the behavior is not that threatening, the teacher can implement a time-out strategy. She reiterated, "Sometimes if you see it coming you can intervene ahead of time and see if they need to take a break. He or she could step out and go to the restroom or get a drink. Knowing your student is key to preventing, reducing, or de-escalating aggression. It is important to know what can calm the student."

### *Observations of the Teachers' Strategies and Classroom Proceedings*

From the three teachers themselves, they told that the nature of the relationship between teachers' practices that they use in classroom and students' aggressive behavior should be about how the teacher runs the classroom. When a teacher knows how to handle the classroom and students well, less aggression is observed. The first teacher Miss Williams is the most senior of the three and has been teaching the preschool students for twenty years. Hence, it could be said that she has

the most amount of experience in handling unruly behaviors of young students. Miss Davidson the youngest and has been teaching for only three years, this is her first year to teach first grade students. She previously taught children from nursery and kindergarten. The third teacher Miss Gillette has been teaching for eight years. She has been teaching in grade two for five years. She was previously assigned in grade one before.

Miss Williams said that she had seen all forms of aggressive behavior from students. From bullying others, shouting back at their peers, throwing tantrums and hurting themselves, throwing things around the room and breaking them, and even shouting back and threatening to hurt the teachers. Miss Williams explained that it is important for teachers to observe the behavior of their students and see if the child has the tendency to be aggressive. This should be done regardless of the years of teaching of the teacher since the aggression displayed by children should be prevented early on.

I observed that Miss Williams handles the unruly behavior of her students by giving them time out wherein the students will be asked to stay in one place away from his or her peers. This proved to be very effective. On the other hand, Miss Davidson is still taking time to master the art of handling her class as her students tended to run around the room. She admitted that it was easy for her to point out the “difficult ones” in the class, but it is not that easy to reform them. She also uses the same “time out” punishment method like Miss Williams does with her students. The difference with the class of Miss Davidson is that there seemed to not to have a long-term influence on the children the time-out punishment as the same students would often display the aggressive and unruly behavior.

Miss Gillette combines both the time-out method and proper one-on-one talking with the students. She told that if the aggressive behavior of the student does not change within a week, she does not hesitate to call for the parents for a meeting. She asserted that parental involvement in school is important to reduce and prevent aggression among young children.

When it comes to what I found from the interviews and observations, the three teachers were focusing on three themes. Prevention is the first theme it comes from Miss Gillette and Miss

Davidson viewpoint also from my own observation of their classroom. Prevention techniques is when teachers were aware of what is the cause of aggressive behavior in their classrooms and try to solve it before it become worst. The Second theme is scheduled routine times; this practice is used in Miss Williams classroom when students follow clear instructions and suitable routine. That will lead them to spend their time in activities and will not have free time that my cause aggressive behavior. However, that can be seen clearly in her classroom. The third theme also comes from Miss Williams' perspective. She has believe that children aggressive behaviors in the early age are easy to get change. So, teachers should observe their classrooms and find solutions for any aggressive behaviors from the beginning.

In the next section I give more explanation for each theme and my own reflection.

## **Discussion**

The discussion proper combines the findings that were related above and the answers of the teachers to the prepared in-depth interviews. It should be noted that the themes of the discussion would revolve on the main question of: "What are the best practices teachers should use in classroom to reduce students' aggressive behavior? On the other hand, another concern for this discussion is the clarification that the research aims only to determine the specific strategies and techniques that teachers of preschool to grade two levels implement in their classrooms and not which among these strategies are the most effective. However, the latter aspect could be a good topic for more comprehensive research in the future.

The best practice that come from the three teachers in north district school and it can use to reduce the aggressive behavior of the students is to employ prevention techniques. Prevention is still the better cure than reduction since it is more appropriate to stop the worsening of aggression than resolve it when it has already been taken out of control. Prevention should start with the guidelines that the teacher should strictly impose. It should be remembered that the students are from 5 to 8 years old. These are children who may appear to be difficult to control, but an adult who knows how to talk to them and firm with his or her rules would notice that these ages are actually the easiest to control.



Prevention would come from the ability of the teachers to recognize an impending negative behavior. In this idea, the experience of the teacher and her innate ability to observe and identify aggressive behaviors would be the key. On the other hand, prevention can also be attributed from personally knowing the students. The teachers can research on the familiar background of the students. Communication with the parents is also important as this would not only give to the capability of the teacher to know the background of the student, but also relay to the parents any harsh behaviors that their children are exhibiting.

Thus, it could be said, that although it is proper to responded immediately to any untoward aggressive behavior; in the long run, what is important is to know the root cause of the problem. These children are very young and their reasons for aggression could be simple; for example, a fight over a toy, name-calling, pushing someone on the line, getting others' things without borrowing, and others. Hence, the teacher would have a much better perspective of the problem since children of these ages become aggressive because of simple reasons. The teachers can also immediately find a solution because they have experiences.

The scheduled routine times and transitions throughout the day will enable the students to follow a strict sets of rules and prevent them from a having a chance to do something undesirable. From the observations of the children who display aggression, they did it when there has been a change in schedule, a lapse of attention from the teacher, or when the child has been given too much free time to do what he or she wants. For example, a fight would occur when children were given too much playing time, the teacher went out of the room, or when there had been abrupt change in the supposed schedule that the child did not like or accept well (hence, throwing tantrums).

A reactive classroom or a class that does not follow a consistent schedule can only be applied if the class had run chaotic and the teacher cannot really handle the class. Hence, when it comes to preventing and handling aggression in the classroom, the best approach is still sticking to the schedule. This is needed because it benefits both the teacher and the students. The teacher can better implement classroom management when scheduled routines and programs are followed. On the other hand, students like this better because they can expect something and there is

more probability that their expectations can be met. It is crucial that teachers are observant enough to decipher the aggression of the students. This is regardless of to whom the aggression is directed, to his/her classmates, to the teachers, and to him/herself.

The discussion of aggression among young children as stated in the literature review section of this paper stated that aggression among children, especially those in the kindergarten, is the result of what they see from the adults and on TV. However, in this study, it is difficult to point the specific reasons that made children to be aggressive since I was not able to fully observe the children outside of the classroom. Yet, it seemed that bullying was the primary reason for aggression among the students that I had observed in the three classrooms. As Allen (2010) has pointed out, bullying in the United States has become more rampant due to the inability of the teachers themselves to implement a more organized framework for better classroom management and instruction. Allen (2010) also noted that students could be also bullied by their own teachers, but in this case study, none of the teachers displayed such undesirable acts. However, the school is in Northside of San Antonio and it is setting in an urban area. That could not be argued that because of the limitations of space, the classrooms and the school grounds are not that big. If we take into account the argument made by Boxer, Musher-Eizenman, Dubow, Danner, & Heretick (2006) stated that rural schools have less incidence of aggression among students because of their bigger spaces and the children have more areas to freely roam and explore. However, then it be said that the school setting of the school that had been observed is one of influences to aggression exhibited by some of the students. Although it should be noted that no concrete fact could show that the incident rate in the said school is high.

The results of the research supported the notions put forth in the literature review, especially those of Hayes, Hindle, and Withington (2003), that teachers should also be involved with the problems of their students outside of the classroom. One of the teachers in this case study writes notes to the parents, while the other affirms to the importance of parental involvement in their children's education, as well as the free communication between the teacher and the parents.

The three teachers that were observed have varying years of experience in teaching children aged 5 to 8 years. Years of experience by

the teachers have a lot to contribute to how they are able to reduce further aggression and prevent them from happening. Teachers have different techniques on how to approach the aggression of their students; however, the most preferred way is still the “time-out” strategy wherein the child will be asked to stay in one place. He or she can be told to face the wall or stand in one corner for some time.

There are four key areas that need to be looked at when determining the best practices that teachers can adapt to when reducing the aggression displayed by young students. First is the age of the students. Children from preschool to grade two have the natural tendency to be rowdy and unruly. However, these ages have also the biggest chance to be controlled since children of these ages are able to recognize authority, follow what older people do, and believe in what they say. Hence, teachers of these ages can better attune to the aggressive behavior of the students and can create a variety of techniques to handle their aggression; for example, telling them to write something on the paper for many times, making them sit in one place far from other children, or not giving them a reward. However, it should be noted that these techniques would not work if there is no accompanied heart-to-heart talk from the teacher.

The second theme is early prevention. Indeed, I have realized that reduction is not the proper term in this research but prevention. Reduction means that aggression has been acted out already by the child or the technique of the teacher was not effective enough. Signs of aggressive behavior can be marked early if the teachers are observant enough on how to distinguish a supposed aggressive behavior from the child. Known signs of aggressive behavior are shouting demeaning words, not following instructions from the teacher, drawing violent images, and breaking things.

Hence, the third theme is the proper observation of the teachers. Of course, it will not be easy to observe all the children in class, but it is easy to pick out an aggressive behavior since this is no uncommon and undesirable. A message should be relayed to the student that he or she is always being observed; hence, he or she should not do anything that breaks the rules of the school.

I think all the three teachers help me to find best practices that could reduce children aggressive behaviors. I also believe that familiar

environment to the children is important. As has been earlier said in the discussion, familiarity and following a consistent schedule helps students to be swayed from doing wrong things. It can also be said that veering away from a familiar environment gives stress to the students that could lead to their defiance of rules. Their disappointment over something that they expect can also be the cause.

I recognize that there are some limitations to the research. Most of these are due to time constraints and resources.

The first limitation is the number of resources. There were only three teachers that were interviewed. Although the teachers were able to give the strategies and techniques that implement in their classrooms, and they were also able to explain them well, the three teachers were only a fraction of the population of the entire school system, or even the targeted population of the research which were classrooms from preschool to grade two levels.

Next, there has also been limitation on the observation that I have done with the classroom. I was only able to observe the three classes for one day each and I admit that this is not an appropriate representation of the everyday events in the classroom I think it will be better to if I have 3 to 4 months.

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