

## Abstract

The purpose of this action research project is to find out what strategies teachers can use to prevent and/or reduce disruptive behavior in the classroom. In reviewing the literature on disruptive students, I found what strategies worked for other educators, and how important administrative support was. The data was collected in several different ways: field notes from observations, interviews with and questionnaires from teachers, observations in elementary and middle school classrooms, and videos of my own teaching. To interpret the data that was collected I used the constant comparison method of analyzing data. Preliminary conclusions are that the main strategies teachers use to handle disruptive students are proximity, consistency, and student engagement.