

Example 1:

The literature reviewed in this study portrayed three overall themes related to elementary attendance. First, there is an array of reasons why students become chronically absent. Second, clearly researched effects of chronic absenteeism show negative outcomes for students. Third, interventions need to be in place to address students and families who start to display a pattern of chronic absenteeism.

Example 2:

The literature revealed three overall themes. Non-compliant or defiant behavior in the classroom identified as a legitimate problem with the potential to undermine the learning capability of an entire classroom. This behavior can be minimized using proactive, positive behavioral support interventions. These interventions include clearly stating expectations, teaching explicitly how to reach said expectations, and praising students for achievement. When incidents occur that result in the demonstration of non-compliant or defiant behavior, teachers are most likely to minimize the effects of this behavior by speaking in calm and concise language, providing options, and seizing the moment as an opportunity for a student to learn.

Example 3:

The literature included in this review had three overall themes. Non-compliant or defiant behavior in the classroom was identified as a legit problem with the potential to undermine the learning capability of an entire classroom. This behavior can be minimized using proactive, positive behavioral support interventions. These interventions include clearly stating expectations, teaching explicitly how to reach said expectations, and praising students for

achievement. When incidents occur that result in the demonstration of non-compliant or defiant behavior, teachers are most likely to minimize the effects of this behavior by speaking in calm and concise language, providing options, and seizing the moment as an opportunity for a student to learn.