

SPED Teachers' Practices in Supporting On-Task Behavior and Self-Management Skills: Evidence from Parent Assessments

Jonessa Mae M. Denaque

Western Colleges, Inc.

jonsey989@gmail.com

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Corresponding Email:

jonsey989@gmail.com

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SPED learners, on-task behavior, self-management skills, classroom structure, behavioral support, parent assessment, special education

Abstract. This study examined parent-respondents' assessments of special education (SPED) teachers' practices in providing structures for on-task behavior and supporting self-management skills. It also determined whether the two practice domains were significantly related and whether parent assessments differed according to age, sex, and role in the family. A descriptive survey design with correlational and comparative analyses was used. The respondents were 30 parents of elementary school learners from the Schools Division of Cavite. Data were gathered through a researcher-developed questionnaire that underwent expert, colleague, graduate-school, and proposal-defense review. The four-point instrument assessed practices related to classroom structure and learner self-management. Frequency, percentage, weighted mean, standard deviation, Kendall's tau with the reported chi-square statistic, and Kruskal-Wallis testing were used at the 0.05 significance level. Parent assessments were generally positive, with an overall mean of 3.26 (SD = 0.44), interpreted as "Always True of the Teachers of My Child." Providing structures for on-task behavior obtained $M = 3.27$ (SD = 0.45), while supporting self-management skills obtained $M = 3.25$ (SD = 0.43). The relationship between the two domains was very weak and not statistically significant ($\tau = 0.011$, $p = 0.564$). No significant differences were found in assessments when respondents were grouped according to age, sex, or role in the family. The findings indicate that classroom structure and self-management support may be implemented as parallel practices rather than as an intentionally integrated process.

Introduction

Maintaining learners' engagement in instruction is a central concern in special education because attention, participation, behavior regulation, and task completion are closely connected with access to learning. The study builds upon on-task behavior as behavior directed toward the assigned learning activity and identifies structured classroom practices as a practical means of helping learners sustain engagement. Such structure includes predictable routines, organized learning spaces, visual schedules, task sequencing, physical cues, and positive reinforcement. These supports are particularly relevant when learners have trouble sustaining attention, organizing materials, responding to directions, or regulating behavior during academic tasks.

The concern is not limited to whether a learner can remain seated or appear attentive. On-task behavior represents engagement with the learning task and may include listening, orienting toward the teacher or activity, following directions, seeking appropriate assistance, and actively completing assigned work. Off-task behavior can take verbal, motor, and passive forms and can reduce instructional opportunities. Owen et al. (2016) reported a positive association between physical activity and school engagement, while Daly-Smith et al. (2018) synthesized evidence showing that classroom movement approaches can influence classroom behavior and learning-related outcomes. These findings reinforce the broader point that the learning environment and the organization of classroom activity can affect students' opportunities to engage.

A second concern addressed in the study is the development of self-management. Self-management is treated as a multidimensional capacity involving the regulation of emotions, thoughts, and behavior in pursuit of personal and academic goals. CASEL (2018) places self-management among core social and emotional learning competencies, while Park et al. (2017) describe character-related competencies as involving intrapersonal, interpersonal, and intellectual dimensions.

Duckworth et al. (2019) further connect self-control with academic achievement and emphasize the importance of regulating responses when immediate temptations compete with valued goals. In a school setting, self-management therefore extends beyond compliance: it involves helping learners recognize expectations, monitor their own performance, regulate responses, persist with tasks, and make corrections.

The distinction between environmental structure and self-management is important. A structured classroom can reduce ambiguity and make expectations visible, but structure alone does not necessarily teach a learner how to regulate behavior independently. Conversely, self-management strategies can help a learner monitor performance and make decisions, but these strategies are more likely to be useful when the surrounding environment provides clear expectations, consistent routines, and accessible cues. Digiacomio and Chen (2016) demonstrated the value of embedding self-regulatory skills within instruction, while Pandey et al. (2018), through a systematic review and meta-analysis, reported evidence supporting universal self-regulation-based interventions for children and adolescents. The implication is that external supports and internal regulation should be viewed as complementary instructional concerns.

The special education context makes this distinction particularly consequential. Mitchell (2017) discussed the consequences of excluding students whose behavioral health conditions are interpreted primarily through disruptive or antisocial behavior. Behavioral support should not be reduced to punishment or removal. Instead, learners need explicit instruction and supportive environments that enable them to participate successfully. Cole et al. (2023) similarly addressed the relationship between special education placement and later educational outcomes, reinforcing the importance of examining how educational arrangements affect learners' opportunities.

The study also situates classroom behavior within the working conditions of teachers. The study notes that disruptive behavior and classroom-management concerns can contribute to teacher strain. Arnup and Bowles (2016) examined resilience as a protective factor in teachers' intentions to leave, while Billingsley and Bettini (2019) reviewed the literature on special education teacher attrition and retention. These perspectives support the practical importance of effective classroom structures: strategies that help learners remain engaged may also contribute to a more manageable instructional environment for teachers.

Against this background, the present study examines two related but analytically distinct domains: providing structures for on-task behavior and supporting self-management skills. Parent assessments are used to describe how these practices are perceived in the school setting. The study further examines whether the two domains are statistically related and whether parent perceptions vary across demographic characteristics.

On-task behavior is an observable expression of engagement with a learning activity. The underlying idea is straightforward: learners cannot benefit fully from instruction when attention and behavior are persistently directed away from the learning task. For SPED learners, however, maintaining engagement may require deliberate environmental and instructional supports. The study identifies clear schedules, designated work areas, task segmentation, physical cues, frequent reinforcement, sensory considerations, and consistent routines as practical structures that may reduce competing demands on attention.

Classroom structure is therefore more than classroom arrangement. It includes the organization of time, space, materials, transitions, and expectations. A predictable routine can help a learner anticipate what comes next; a designated work area can reduce unnecessary distractions; a visual schedule can externalize the sequence of activities; and a checklist can make completion criteria visible. These supports can be especially useful for learners who have difficulty shifting attention, organizing materials, or independently initiating a task. The study's treatment of structured classrooms emphasizes that predictability can support engagement, behavior management, communication, and social functioning.

The literature also provides a broader basis for considering activity and movement as part of engagement support. Owen et al. (2016) synthesized evidence concerning physical activity and school engagement among youth. Watson et al. (2017) reviewed classroom-based physical activity interventions and their academic and physical activity outcomes. Daly-Smith et al. (2018) further examined physically active learning and classroom movement breaks, identifying design features that influence outcomes. Beemer et al. (2018) reported on the feasibility of the InPACT intervention to enhance movement and learning in the classroom. These studies do not establish that movement breaks alone explain the present findings, but they reinforce the broader view that classroom conditions can be organized to support engagement.

Positive reinforcement is another structural element because it communicates what successful participation looks like and provides immediate feedback about appropriate behavior. Eaves et al. (2020) examined group contingencies involving teachers' use of behavior-specific praise. The relevance to the present study lies in the proactive orientation of such practices: rather than waiting for errors to accumulate and then responding punitively, teachers can identify appropriate

behavior and reinforce it. The proposed steps in this study therefore include positive reinforcement as a mechanism for strengthening corrective behavior and sustaining engagement.

The teacher's ability to implement these practices also matters. Researches discuss concerns about behavior-management preparation and the practical challenges teachers face when disruptive behaviors compete with instructional demands. EAB Global, Inc. (2019) reported concerns from school districts regarding classroom disruption and preparedness for behavior management. Billingsley and Bettini (2019) highlighted the distinctive retention and attrition concerns within special education. Taken together, these studies indicate that classroom structure has both learner-facing and teacher-facing implications. A practical intervention must be usable within ordinary classroom conditions rather than depend entirely on intensive or highly specialized procedures.

Self-management is broader than simply following directions. CASEL (2018) defines it within the context of regulating emotions, thoughts, and behavior while working toward goals. Self-management is presented as a multidimensional construct that overlaps with self-control, self-regulation, discipline, and inhibitory control. Park et al. (2017) provide a useful conceptual basis by distinguishing intrapersonal, interpersonal, and intellectual competencies. In classroom practice, these competencies can be expressed through persistence, attention, emotional regulation, organization, goal setting, self-monitoring, and appropriate decision making.

The academic significance of self-management is also emphasized in the literature. Claro and Loeb (2019) examined self-management skills in relation to student achievement gains, while Duckworth et al. (2019) synthesized evidence concerning self-control and academic achievement. Galla et al. (2019) further examined the roles of self-regulation and cognitive ability in predicting on-time college graduation through high school grades. Although these studies differ in population and design, they collectively support the relevance of self-regulatory capacities to educational functioning. The present study does not measure achievement directly; rather, it examines teacher practices perceived by parents as supporting the development of these capacities.

A key component of self-management is self-monitoring. Self-monitoring is described as observing one's own behavior and recording it over a defined period. The instructional logic is that learners first need to know what behavior is expected, then need a practical mechanism for noticing whether their behavior matches the expectation. The teacher may provide a checklist, behavior log, visual cue, or other unobtrusive prompt. Over time, the learner is expected to assume more responsibility for noticing, evaluating, and correcting performance.

Goal setting provides a related mechanism. A learner who understands the target behavior can identify a short-term objective, monitor progress, and evaluate whether the objective has been achieved. Goal setting is linked with motivation and accountability. This is consistent with the broader self-regulation literature retained in the study, in which regulation is understood as goal-directed rather than simply reactive. The practical significance is that correction can be reframed from "the teacher fixes the mistake" to "the learner identifies the mistake, understands the expected response, and practices a better response with appropriate support."

Self-management also requires attention to emotional regulation. Mistakes can trigger frustration, avoidance, impulsive responses, or withdrawal. A correction procedure that focuses only on accuracy may overlook the emotional conditions under which learning occurs. The study therefore includes emotional regulation among the practices associated with self-management. Jones and Doolittle (2017) emphasize the role of social and emotional learning in educational contexts, while Pandey et al. (2018) provide evidence that self-regulation-based interventions can be implemented systematically across children and adolescents.

For learners with disabilities, self-management has an additional independence dimension. When learners acquire self-management skills, they can become less dependent on adults or peers for behavioral control and decision making. Gevsek (2016) examined self-management strategies in teaching skills to individuals with intellectual disabilities, providing a disability-specific basis for considering self-management as an instructional strategy rather than a presumed learner trait. The present study therefore treats self-management support as a teacher practice that should be intentionally planned, taught, practiced, and monitored.

Research Questions

1. What is the profile of the parent-respondents in terms of age, sex, and role in the family?
2. How do the parent-respondents assess SPED teachers' practices in providing structures for on-task behavior and supporting self-management skills?
3. Is there a significant relationship between providing structures for on-task behavior and supporting self-management skills?

4. Are there significant differences in the parent-respondents' assessments when grouped according to age, sex, and role in the family?

Hypothesis of the Study

There are significant differences in the parent-respondents' assessments when grouped according to age, sex, and role in the family.

Methodology

Research Design

The study employed a descriptive survey approach with correlational and comparative analyses. The descriptive component summarized parent-respondents' characteristics and their assessments of SPED teachers' practices. The correlational component examined whether providing structures for on-task behavior was significantly related to supporting self-management skills. The comparative component examined whether assessments differed when respondents were grouped according to age, sex, and role in the family. This design was appropriate to the stated purpose because the study sought to describe existing perceptions rather than manipulate classroom conditions.

Respondents and Locale

The respondents were 30 parents of elementary school learners from the Schools Division of Cavite. The locale was selected because of the perceived need to develop learners' self-management skills. The parent perspective was used as the basis for assessment of SPED teachers' practices. The resulting sample represents the perceptions of the participating parents and should therefore be interpreted within the specific school context rather than treated as a representative sample of all SPED parents or schools.

Research Instrument

Data were gathered through a researcher-developed questionnaire based on an extensive reading of related literature and studies. Moreover, the instrument underwent validation by experts and colleagues, was reviewed with assistance from former graduate-school professors and was further revised in response to comments raised during proposal defense. The questionnaire used a four-point response scale and included statements describing SPED teachers' practices in two domains: providing structures for on-task behavior and supporting self-management skills.

The first domain included practices such as creating workstations, using physical barriers or organized classroom arrangements, setting consistent routines, and establishing individualized supports. The second domain included practices associated with behavior plans, functional assessment, goal setting, self-monitoring, and emotional regulation. The instrument therefore translated the study's conceptual distinction into observable teacher practices that parents could assess.

Ethical Considerations

The study included an informed-consent form indicating that participation was voluntary and that ethical standards and confidentiality were to be observed. The journal version does not add ethical procedures beyond those documented in the study. No institutional ethics approval number or separate ethics committee statement was provided in the manuscript and therefore none is inferred here.

Data Analysis

Frequency and percentage were used to describe the profile of parent-respondents. Weighted mean and standard deviation were used to summarize responses to the practice statements. The relationship between providing structures for on-task behavior and supporting self-management skills was examined using Kendall's tau with the reported chi-square statistic. The Kruskal-Wallis test was used to examine differences in assessments across age, sex, and role in the family. The significance criterion was set at $p < .05$.

Results and Discussion

Table 1 shows that the largest age group was 30–34 years, representing 47% of the respondents. This was followed by the 25–29 group at 23%, while the remaining respondents were distributed across the 35–39, 40–44, and 45–49 age groups.

No respondent was reported in the 50–54 or 55-and-above categories. The distribution therefore reflects a predominantly young-to-middle-aged parent group.

Female respondents represented 93% of the sample, while males represented 7%. In terms of family role, 80% identified as parents, 13% as grandparents, and 7% as guardians. This pattern indicates that the assessment of SPED teacher practices was largely provided by direct family caregivers. The study does not establish that caregiver sex or family role causes differences in perceptions; these characteristics are presented only as grouping variables for the comparative analysis.

Profile	Category	f	%
Age	25–29	7	23
	30–34	14	47
	35–39	5	17
	40–44	3	10
	45–49	1	3
	50–54	0	0
	55 and above	0	0
Sex	Total	30	100
	Male	2	7
	Female	28	93
	Total	30	100
Role in the family	Parent	24	80
	Grandparent	4	13
	Guardian	2	7
Total		30	100

Table No. 1. Demographic Profile of the Parent Respondents

The overall mean of 3.26 (SD = 0.44) indicates that the parent-respondents generally perceived the listed practices as “Always True of the Teachers of My Child.” Providing structures for on-task behavior obtained a slightly higher mean of 3.27, while supporting self-management skills obtained 3.25. The closeness of the two means suggests that parents perceived both domains as consistently present in the practices of SPED teachers.

Within the on-task domain, the study reports particularly high ratings for creating workstations and establishing consistent routines. These practices directly address the organization and predictability of the learning environment. Within the self-management domain, creating behavior plans and conducting functional assessments were among the highest-rated practices. These results indicate that parents recognized both environmental planning and individualized behavioral support as visible components of SPED practice.

The findings are compatible with the literature retained for the study. Casel (2018) emphasizes self-management as a school-relevant competency, while Digiacoio and Chen (2016) support the value of embedding self-regulatory skills in instruction. The strong ratings for classroom structure also correspond with the study’s broader discussion of organized routines and proactive support. Importantly, the ratings describe perceived practice frequency or consistency; they do not constitute direct observational evidence of learner behavior or intervention effectiveness.

Practice Domain	Mean	SD	Interpretation
Providing structures for on-task behavior	3.27	0.45	Always True
Supporting self-management skills	3.25	0.43	Always True
Overall	3.26	0.44	Always True

Table No. 2. Assessment of the parent-respondents on the SPED Teachers’ practices in providing structures for on-task behavior and supporting self-management skills

The analysis produced a Kendall’s tau coefficient of 0.011 with a p-value of 0.564. Because $p > .05$, the relationship between providing structures for on-task behavior and supporting self-management skills is not statistically significant. The

coefficient indicates a very weak positive association, but its magnitude is too small, and its probability value is too large to support the conclusion that one domain is systematically associated with the other in this sample.

The result is theoretically meaningful because it prevents the two high descriptive ratings from being interpreted as evidence that the domains automatically operate together. Parents may simultaneously observe organized classrooms and strong self-management support, yet the variation in one domain does not necessarily correspond to variation in the other. In practice, a teacher may be highly consistent in organizing routines while using self-monitoring or goal-setting practices less systematically or may provide individualized behavioral support even when broader environmental structures vary.

This interpretation is consistent with the conceptual distinction developed in the study. Environmental structure provides external organization, whereas self-management requires learners to acquire and use regulatory processes. Duckworth et al. (2019) and Claro and Loeb (2019) emphasize the educational importance of self-control and self-management, while Pandey et al. (2018) show that self-regulation can be intentionally supported through interventions. Thus, the absence of a significant relationship can be read as a practical prompt to integrate the two domains more deliberately rather than as evidence that they are unrelated in theory.

Variable	N	Mean Rank	Kendall's τ	p	Decision
Providing structures for on-task behavior	30	1.55	0.011	0.564	Not significant
Supporting self-management skills	30	1.45			

Table No. 3. Relationship between providing structures for on-task behavior and support for self-management skills

The Kruskal-Wallis results show no significant differences in parent assessments of either practice domain when respondents were grouped by age, sex, or role in the family. All p-values were greater than .05. Accordingly, the null hypothesis concerning group differences is retained. Within this sample, the perception that SPED teachers consistently provide classroom structure, and self-management support was broadly similar across the demographic categories examined.

The result should be interpreted narrowly. It does not demonstrate that demographic characteristics can never influence perceptions, nor does it establish equivalence across larger populations. Rather, it indicates that the 30 respondents in this study did not show statistically detectable differences in their assessments across the specified grouping variables. The consistency may be useful for school-level planning because it suggests that the recommended corrective steps need not be designed differently for each demographic group represented in the sample.

Domain	Grouping Variable	df	H	p	Decision
Providing structures	Age	4	2.48	0.649	Not significant
	Sex	1	0.409	0.522	Not significant
	Family role	2	0.116	0.943	Not significant
Supporting self-management	Age	4	2.93	0.570	Not significant
	Sex	1	0.000	1.000	Not significant
	Family role	2	1.103	0.576	Not significant

Table No. 4. Difference in the assessment of the parent-respondents on the SPED Teachers' practices in providing structures for on-task behavior and supporting self-management skills

Conclusion and Recommendations

The study concludes that parents generally perceived SPED teachers as consistently implementing practices that provide structure for on-task behavior and support self-management skills. The overall mean of 3.26 indicates a highly favorable assessment, with only a small difference between the two domains. The findings therefore suggest that both environmental organization and learner-oriented behavioral support are visible features of the practices assessed by the respondents.

At the same time, the two domains were not significantly related ($\tau = 0.011$, $p = 0.564$). The result indicates that strong implementation of one domain should not be assumed to guarantee strong implementation of the other. The most useful implication is therefore integration: teachers can deliberately embed self-monitoring, goal setting, reflection, and reinforcement within the routines and structures already used to support on-task behavior.

No significant differences were found across age, sex, or role in the family. The study consequently supports a broadly consistent approach to the proposed corrective steps within the participating school. However, the findings are limited to 30 parent-respondents from one school and rely on parent assessment rather than direct observation or learner outcome measures. The conclusions should therefore be understood as school-context findings that warrant further investigation.

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Competing Interests Statement

The author declares that she have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.