| | Classroom |
|-------------------------------|---------------------|
| Teacher Behavior | Disruptive Behavior |
| Other positive – words | 100- |
| | 50- |
| Total positives – frequency | 20- |
| | 10- |
| Total positives – words | 20- |
| | 10- |
| Criticism – frequency | 18 |
| | · ANTA. |
| Criticism – words | 208 |
| | 100- |
| Attention to junk – frequency | -8 |
| | 20- |
| Attention to junk – words | 208 |
| U U | 100- |
| Other negative – frequency | 20- |
| | 10- |
| Other negative – words | 200- |
| | 100- |
| Total negatives – frequency | .8 |
| rear negatives nequency | 40-20- |
| Total negatives – words | 800 |
| i chai negati vel moral | 400- 200- |
| | o- |
| | |

Figure 1. Scatterplots of Teacher Behavior and Correlated Classroom Disruptive Behavior