Spring 2016

Determining Whether Classroom Dojo Will Decrease the Number of Behavior Referrals

Venessa Martinez
Governors State University

Follow this and additional works at: http://opus.govst.edu/capstones
Part of the Educational Methods Commons, and the Special Education and Teaching Commons

Recommended Citation
Martinez, Venessa, "Determining Whether Classroom Dojo Will Decrease the Number of Behavior Referrals" (2016). All Capstone Projects. Paper 185.

For more information about the academic degree, extended learning, and certificate programs of Governors State University, go to http://www.govst.edu/Academics/Degree_Programs_and_Certifications/

Visit the Governors State Multicategorical Special Education Department
This Project Summary is brought to you for free and open access by the Student Capstone Projects at OPUS Open Portal to University Scholarship. It has been accepted for inclusion in All Capstone Projects by an authorized administrator of OPUS Open Portal to University Scholarship. For more information, please contact opus@govst.edu.
Table of Contents

Acknowledgements i
Table of Contents ii
List of Tables iv
List of Figures v
Title Page 1
Abstract 2
Chapter 1: Introduction 3
Statement of the Program 3
Purpose of the Study 4
Questions of the Study 5
Assumptions and Limitations 5
Significance of Study 6
Definition of Terms 7
Chapter Summary 10
Chapter II: Review of Literature 11
Legislation 11
IDEA 11
Referral Process 15
Emotional Disability 17
Causes of ED 18
Assessment Measures 19
Functional Behavior Assessment 19
List of Tables.

Table 1. Categories of disability under IDEA 13
Table 2. Common assessment strategies for students with emotional disorders 20
Table 3. Designing schoolwide systems for student success 26
Table 4. Self-management interventions 26
Table 5: Slope, PDN, and MBD 39
Table 6: Percentage data non-overlapping 39
List of Figures

Figure 1. Student A behavior referrals 36
Figure 2. Student B behavior referrals 37
Acknowledgments

I would first like to thank my parents, they have always encouraged me and supported me throughout my life. They have made sacrifices that I can only learn appreciate now that I am older and have a better understanding of how difficult it can be a good, dedicated parent. A quality education has been a large part of my life as I was growing up, and I credit them for achieving all of my goals.

I would like to thank my daughter Makenzie. She has been the greatest achievement of my life. I believe that you learn from observation, and I strive to be the best role model for my daughter as I possibly can so she knows that she can be anything she wants to be. It is important that my daughter knows what hard work and dedication can do. I want her to reach for the stars, and know that anything is possible.

I would like to acknowledge my professors from all of the college and universities that I attended throughout the years. They have supported me through my undergraduate degree and through my graduate level classes. I appreciate all of the extra help and encouragement throughout the past few years.
Determining Whether Classroom Dojo Will Decrease the Number of Behavior Referrals

Venessa Martinez

Prepared in Partial Fulfillment of the
Masters of Arts Degree in Multicategorical Special Education
Governors State University
Spring 2016
Abstract

This is a quantitative study that uses A-B design to determine whether the use of classroom management behavior intervention Classroom Dojo would decrease the amount of behavior referrals. This intervention was implemented in a special education classroom in the south suburbs of Chicago with 8th grade students that attend an alternative school for behavior issues that were exhibited while at their district school. All of the students were exposed to the intervention while two students with the highest number of behavior referrals were progress monitored on a weekly basis using a data collection system called SWIS Data. This data collection system tracks behavior referrals and breaks that information down into the type of infraction, time of day, and person writing the referral. That information is then used to look for a pattern in behavior and to assist with intervention ideas. Classroom Dojo is a computer-based behavior management intervention that allows instant feedback regarding inappropriate behavior. Students can lose a point for inappropriate behavior exhibited within the classroom. There is also a parental component that can be utilized to allow parents to have automatic notification if their child loses a point for inappropriate behavior. After a period of six weeks the students with the highest number of behavior referrals showed a significant decrease in behavior referrals with the implementation of Classroom Dojo. This occurred without the parental component included.

Key Words: Classroom Dojo, classroom management, behavior referrals, SWIS Data, Positive Behavior Intervention System (PBIS), emotional disability (ED)
Chapter I

Introduction

Teachers tend to struggle with classroom management at all levels, regardless of years of teaching experience. "Classroom management is often noted as one of the most influential factors in determining success for first-year teachers and as the most influential factor in students' academic success" (Marzano & Marzano, 2003, ¶ 2). Classroom management is not something that educators come into the field innately knowing. While prospective educators take methods classes that prepare them for their future classrooms, no classes can prepare them for actual classroom experience (Weiner, 2003).

Statement of the Problem

Unfortunately, the classroom management struggle is not just felt by new teachers in the field, this is a barrier that is felt by teachers from all ranks (Charles, 1996). For many teachers, the struggle with classroom management is the number one reason for leaving the profession (Weiner, 2002). If a classroom is chaotic, it is impossible to be an effective teacher (Weiner, 2003). Classroom management has the potential to hinder the learning process of the classroom and cause academic progress to stop in its tracks (Steinberg & Knitzer, 1992). Some states have mandated programs for new teachers to allow them to grow and feel comfortable with their new position (Mullen, 2005). An example of once such program is a mentor program that most states have required for new teachers (Mullen, 2005).

The mentor guides the new teacher through lesson plans, questions about routine, procedures of the building, etc. these types of relationships are an excellent way to help direct a first year teacher through, it provides a sense of support and stability (Feimannemster, 1996; Portner, 2002; North Carolina Department of Public Instruction, 2007).
Purpose of the Study

Since classroom management is such a key factor to academic success, one of the key factors is to figure out a way for new and veteran teachers to maintain an environment that promotes learning. There are programs available that offer to aide teachers, one such program is called Classroom Dojo. This program allows an educator in a classroom to upload all of their students to a virtual classroom.

- Points are taken from students according to infraction
- The program shows notification of point loss
- Parents that downloaded the app will get notification of point loss
- Communication can be made between teacher and parent

This information can be displayed on the QumoBoard or classroom computer for constant monitoring (Classtwist Inc, n.d.)

The purpose of this study is to determine whether or not this program is effective in the classroom with the management of behaviors. Students with frequent behavior referrals will be referred to this program, this will be used as an intervention tool to help manage maladaptive behaviors that the student exhibits. Data will be collected prior, during, and after the intervention to determine success.
Questions of the Study

As a special education teacher that works with students that have been labeled with having a behavioral and emotional disorder (ED), how effective such programs would be for my students. I have designed a single case study to examine the effectiveness of this program. The study will monitor two students that have a significant amount of behavior referrals. The study will focus on answering the following questions: 1. Will students buy into this program? 2. Can this program decrease the number of behavior referrals for students? The use of Classroom Dojo will be an intervention for two students that are considered to be tier two students for behavior. Data will be examined to determine if the amount of behavior referrals decreased with the implementation of this intervention.

Assumptions and Limitations

One of the assumptions that is made in this study is that the amount of behavior referrals will decrease once the intervention has been put in place. Another assumption that is made is that parents will be a key factor in the drop of behavior referrals. The instant notification option for parents will let the students not only know that their parents will know what they are doing in school, but it will notify them as soon as the student does something good or bad. There are several limitations to this study. One of the limitations is that the data gathered is subject to human error. There are two deans assistants in our program and one of them is in charge of logging all of the data in the system for the entire program. This is a large responsibility for one person, it seems to be overwhelming at times and referrals tend to get lost in the shuffle of things. Another limitation is that the students that will be examined in this study have several teachers throughout the day. Due to the high turnover rate in our program will influence the knowledge that the teachers have of behavior referral need. Some teacher are not familiar with
the program and the system and therefore do not write referrals on a regular basis. This can hinder the validity of the data collected during the study. The last limitation is the time restraints for this study. This is a Graduate Seminar and allows for data collection for about 10 weeks.

Significance of the Study

Identifying classroom management as an important factor for learning to take place within a classroom is a fact many educators recognize (Chen & Weikart, 2004). The way in which an educator achieves classroom management is not clear. Many educators, those new to the field or veteran teachers, struggle to obtain (Charles, 1996). There are programs available for teachers to help with this process. It is important for teachers to utilize the time within the classroom for learning rather than for redirecting behaviors. One of the programs that is available as a resource for classroom teachers is Classroom Dojo. This program is free and can be used to deter behavior referrals for students.
Definition of Terms

This is a list of terms that are important to the understanding of the material for this study.

The following are a list of words that are found within this paper.


Behavior intervention plan (BIP). The Illinois Board of Education states this is a summary of the FBA, and identifies the function of the behavior. It lists strengths of the student, what replacement behaviors are being taught, and additional supports that will be provided for individual students (Illinois State Department of Education, 2009).

Emergency licensed. Some states have passed provisions to the act that allow teachers to test out of taking the appropriate classes necessary to be qualified as highly qualified. Those teachers have to demonstrate content and pedagogical competence by passing standardized tests rather than completing the teacher preparation program (Sutherland, Denny, & Gunter, 2005).

Emotional disability. Significant problems in the social-emotional area to a degree that learning is negatively affected (Friend & Bursuck, 2009).

Every Student Succeeds Act (ESSA). The U.S. Department of Education states this law is a new version of No Child Left Behind (NCLB) and gives more responsibility to individual state governments in regards to special education (United States Department of Education, 2010).
Fully licensed. The Education Act of 2001 guarantees that all students in America’s schools will be taught by teachers who are “highly qualified”. This means that teachers in content areas in different academic areas have more academic time in the classroom focusing on those individual subjects (Sutherland, Denny, & Gunter, 2005).

Functional behavior analysis (FBA). The Illinois Board of Education states this a process to improve understanding of problem behavior in order to identify what skills need to be taught, and to develop a better behavior plan (Illinois State Department of Education, 2009).

Individualized education plan (IEP). According to the U.S. Department of Education, an IEP is a legal document that details the individualized educational plan that will be used for a specific student. Every student that receives special education services is required by law to have an IEP (United States Department of Education, 2010).

Individuals with Disabilities Act (IDEA). Assures that all children with disabilities have available to them. A free public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights with children with disabilities and their parents or guardians are protected, to assist states and localities to provide for the education of all children with disabilities, and to assess and assure the effectiveness of efforts to educate children with disabilities. (IDEA, 20, U.S.C. 1400 (c))

Intellectual disability (ID). Significant limitations in intellectual ability and adaptive behavior; this disability occurs in a range of severity (Friend & Bursuck, 2009).
Positive behaviors interventions and supports (PBIS). School-wide systems of support for behavior. This approach uses proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment (PBIS, 2016).


Specific learning disability (SLD). A disorder related to processing information that leads to difficulties in reading, writing, and computing; the most common disability, accounting for half of all students receiving special education (Friend & Bursuck, 2009).

SWIS data. This is a data collection service that collects, summarizes, and stores this information for decision making. This is a progress monitoring program that assists school systems track students’ behavioral progress or lack of progress.
Chapter Summary

The study was a classroom intervention to determine whether or not the use of a classroom management program, Classroom Dojo, is effective in decreasing the amount of behavior referrals. Educators struggle with classroom management, this is a problem for new teachers entering the field as well as for veteran teachers in the field. Providing an environment where learning takes place is a key factor in the academic success of students. This is a single case study design that examined data on two students that had a high percentage of behavior referrals and was implemented as an intervention and data was observed over the course of several weeks to determine the effectiveness of this program.
Chapter II
Review of the Literature

Legislation History

Prior to 1970, individuals that may have suffered from any disability were not given rights in any public service, least of which was education. Most of those individuals were given some instruction within a classroom or facility (Patterson, 2005). The Americans with Disability Act (ADA) was passed by President Nixon and mandated people with disabilities to have the same rights as nondisabled peers. This legislation mandates that people with disabilities have the same opportunities in employment, transportation, public, accommodations, communications, and government activities (Taylor, 2010).

IDEA

The Individual’s with Disabilities Education Act (IDEA) states that all students have the right to a FAPE (Rothstein, 2000). This legislation states that students should be educated in the least restrictive environment possible (Patterson, 2005). According to the legislation students with disabilities should be in a general education classroom with their peers. Students are placed in an academic setting based on their individual academic needs as well as any necessary behavioral needs that they may have. Students that are placed in special education classes are eligible for support services based on their individual needs, and those students are guaranteed to have the same opportunities given to their regular education peers to the fullest extent possible by individual school districts (Patterson, 2005).

The No Child Left Behind (NCLB) Education Act of 2001 guarantees that all students that are in America’s schools will be taught by teachers who are highly qualified (Sutherland, Denny & Gunter, 2005). Teachers must be knowledgeable in content areas in order to effectively teach
the information to students. In some states, however provisions have been made to this act that allowed teachers to test out of the necessary course work for content area knowledge (Sutherland, Denny, & Gunter, 2005). This test would allow those teachers to take state-based assessments to qualify for highly qualified status in a specific content area (Sutherland, Denny and Gunter 2005). The new legislation is now called Every Single Student Act (ESSA) (United States Department of Education, 2010). The new form of legislation places more responsibilities on the state level and less on the federal level (United States Department of Education, 2010).

**IDEA categories.** Under IDEA, the law recognizes 13 different eligibility categories for special education (Rothstein, 2000). Those categories are (a) autism, (b) deaf/blindness, (c) deafness, (d) emotional disturbance, (e) hearing impairment, (f) intellectual disability, (g) multiple disabilities, (h) orthopedic impairment, (i) specific learning disability, (j) speech/language impairment, (k) traumatic brain injury, and (l) visual impairment (Friend & Bursuck, 2009). If a child is to receive special education services, he or she must be diagnosed with one of the disabilities listed above. If a student does not meet the criteria for the previously mentioned disabilities, he or she may qualify for services under Section 504 (Zirkel, 2012). Section 504 is a piece that falls under IDEA that gives students modifications for those who have impairments but do not qualify for special education services under one of the 13 listed categories (Taylor, 2010). The impairment must be severe enough to be considered life-changing. The 504 Plan requires students to receive FAPE, meeting those needs for students that do not qualify for special education services under one of the 13 categories, but require related services to be successful academically and to ensure they have the same opportunities as their general education peers (Zirkel, 2012).
Table 1

*Categories of disability under IDEA*

<table>
<thead>
<tr>
<th>Federal Disability Term</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Learning Disability (LD)</td>
<td>A disorder related to processing information that leads to difficulties in reading, writing, and computing; the most common disability, accounting for half of all students receiving special education.</td>
</tr>
<tr>
<td>Speech or language impairment</td>
<td>A disorder related to accurately producing the sounds of language or meaningfully using language to communicate.</td>
</tr>
<tr>
<td>Intellectual disability</td>
<td>Significant limitations in intellectual ability and adaptive behavior; this disability occurs in a range of severity.</td>
</tr>
<tr>
<td>Emotional disturbance</td>
<td>Significant problems in the social-emotional area to a degree that learning is negatively affected.</td>
</tr>
<tr>
<td>Autism</td>
<td>A disorder characterized by extraordinary difficulty in social responsiveness; this disability occurs in many different forms and may be mild or significant.</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>A partial or complete loss of hearing.</td>
</tr>
<tr>
<td>Visual impairment, including blindness</td>
<td>A partial or complete loss of vision.</td>
</tr>
<tr>
<td>Deaf-blindness</td>
<td>A simultaneous significant hearing loss and significant vision loss.</td>
</tr>
<tr>
<td>Federal Disability Term</td>
<td>Brief Description</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Orthopedic impairment</td>
<td>A significant physical limitation that impairs the ability to move or complete motor activities</td>
</tr>
<tr>
<td>Traumatic brain injury (TBI)</td>
<td>A medical condition denoting a serious brain injury that occurs as a result of an accident or injury; the impact of this disability varies widely but may affect learning, behavior, social skills, and language.</td>
</tr>
<tr>
<td>Other health impairment (OHI)</td>
<td>A disease or health disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes</td>
</tr>
<tr>
<td>Multiple disabilities</td>
<td>The simultaneous presence of two or more disabilities such that none can be identified as the primary disability; the most common example is the occurrence of mental retardation and physical disabilities.</td>
</tr>
<tr>
<td>Deafness</td>
<td>A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.</td>
</tr>
</tbody>
</table>

Referral Process

According to federal law, there is a process that must be followed in order for students to qualify for special education services. Individual school districts are responsible for locating, identifying, and referring possible students for special education services (Friend & Bursuck, 2009). Every school district is obligated to identify and locate students that may qualify for special education services from ages birth through the age of 21. This statement holds true regardless if the student is in a private school or a public school. If the student lives within its district, that district is responsible for that student (U.S. Department of Education, 2010).

Child find. Child find is a part of IDEA that locates, identifies, and refers children with disabilities to an early intervention program. As cited in Patterson 2005, all school districts have an obligation to identify and locate students that may need support services. While any professional can identify individual students for special educational services, this is mainly left up to early education teachers within the classroom (Patterson, 2005). According to Gargiulo 2003 the very first step in the eligibility process for special education and related services is to identify students that may be struggling academically or behaviorally. Once the child is identified, the school district will send a request for permission to parents or guardians to evaluate the child for special education services (Gargiulo, 2003). Parents can also request an evaluation for their child through their local school district. As cited in Rothstein (2000), school districts have 60 days to evaluate the child once consent has been given by the parents or guardian.

Evaluation. The second step is the evaluation itself. According to Patterson 2005, the actual evaluation must be individual which means the child must be tested on an individual basis. The evaluation must test all the areas related to the suspected disability. The results will be used
to decide what services, if any, each child will be eligible for on an individual basis (Patterson, 2005). If parents or guardians disagree with the results, they can request an outside Independent Educational Evaluation (IEE) (Rothstein, 2000).

**Eligibility.** If the child is found to be eligible for services, an Individual Education Plan meeting (IEP) is scheduled (Patterson, 2005). This meeting must be set up within 30 days of the evaluation (Friend & Bursuck, 2009). During the IEP meeting, the team (made up of parents, teachers, administrators, social workers, the student, and any professional the parents have invited to the meeting) gathers and decisions are made regarding the child’s education (Rothstein, 2000). According to Patterson (2005) placement and related services for the child are determined at this time (Patterson, 2005). Services can include, but are not limited to: assistive technology, modifications, and any supports that will be provided. Goals are then written to individualized education for each student to help them reach their maximum potential (Friend & Bursuck, 2009).

**Over identification.** Since IDEA was mandated, special education and categorization became known as just a labeling process (Gold & Richards, 2012). Likewise, the process of labeling students for specific disabilities has been a topic of debate for many different professional groups (Gold & Richards, 2012). This seems to be consistent in regards to race, language, and socioeconomic status (Sullivan & Bal, 2013). The results of a study by Sullivan and Bal in 2013 state that males and students that received free and reduced lunch were at an elevated risk for special education identification. It also states that racial-minorities demonstrated the greatest risk of being identified as requiring needing special education services. The categories that were highlighted are: (a) SLD, (b) ID, and (c) ED (Sullivan & Bal, 2013).
Emotional Disability

One of the categories that is covered under IDEA is emotional disability. An emotional disability is considered when significant problems in the socio-emotional area affect learning in a negative way (Friend & Bursuck, 2009). According to Gargiulo (2003), “The U.S. Department of Education (2000) reports that during the 1998-1999 school year, 463,262 students ages 6-21 were receiving a special education and related services because of an emotional disturbance” (p. 275, ¶. 1). “This number represents 8.4 percent of the total number of students served in special education, making this the fourth largest disability category” (p. 275, ¶. 1). Merrell and Walker state early interventions for students that are suspected of having an emotional or behavioral disorder is a crucial aspect of student academic success. This shapes how educators will plan for initial interventions for this population of students (Merrell & Walker, 2004). Some students may have several disabilities that are hindering their academic success; and having a full picture of each individual child will help educators to plan for possible successful interventions which do not hinder the academic progress of each student (Marder, 2009).

While there seems to be a dispute among health care professionals on the over-identification of students with a disability, some mental health care professionals are concerned that there is an under-identification issue for students that have an emotional or behavioral disability (Gargiulo, 2003). Gargiulo (2003) states “Numerous reasons have been offered for the under-identification of students with emotional or behavioral disorders” (p. 275, ¶. 3). One major reason is the marked variability across states in identifying pupils with emotional or behavioral disorders (Gargiulo, p. 275).

Unfortunately, there is not any one universal definition of what an emotional or behavioral disability is and how it presents itself (Gargiulo, 2003). All children act differently when placed
in different environments or situations; this makes measuring an emotional or behavior disability more complex (Gargiulo, 2003). There is also an issue with the wide array of terms that are used when discussing students in this category (a) emotionally disturbed, (b) behaviorally disordered, (c) emotionally disordered, and (d) socially impaired, along with many other terms are used among professionals (Gold & Richards, 2012). According to Gold and Richards (2012), the variety of terms that different professionals use when paired with each of those individual’s interpretation on what the word normal behavior actually means, causes confusion in every aspect (Gold & Richards, 2012.)

Professionals in this field have been able to come to an agreement on at least four dimensions of behavior (Gargiulo, 2003). The first dimension is the frequency or the rate at which the problem behavior occurs. The second dimension is the intensity of that behavior; the third dimension is the duration of the problem behavior; and the fourth and final dimension is the age-appropriateness of the problem behavior (Gargiulo, 2003). Gargiulo also states there are two different ways to classify emotional or behavioral disorders: clinically derived classifications and statistically derived classifications (Gargiulo, 2003). Clinically derived classifications have been developed by mental health professionals to describe childhood, adolescent, and adult mental disorders (Gargiulo, 2003). According to Gargiulo (2003), the most widely used system in the United States is the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR).

Causes of ED

Emotional or behavioral disorders can be a result of genetic factors or environmental factors (Gargiulo, 2003). Some disorders have more of a genetic influence than other disorders, and can be inherited maternally or paternally (Gargiulo, 2003)

Disorders that most likely have a genetic influence include autism, bipolar disorder, and
Tourette’s syndrome. Biological insults such as injury, infection, lead poisoning, poor Nutrition, or exposure to toxins (including intrauterine exposure to alcohol, illicit drugs, or cigarette smoke) may also influence the development of emotional or behavioral disorders. (Gargiulo, p. 276, ¶ 1)

Assessment Measures

As cited in Gargiulo (2003), a functional behavior assessment acknowledges that individual students engage in different behaviors for a variety of reasons. Students that require an IEP may have severe behaviors, and may require additional supports due to those behaviors in an academic setting (Gargiulo, 2003). The behaviors that are identified may require a behavior intervention plan (BIP). A BIP is required for students that exhibit problematic behaviors in an academic setting. The BIP is created to recognize patterns in behavior and establish individual interventions (Gargiulo, 2003).

Functional Behavior Assessment.

A functional behavior assessment (FBA) is a tool that looks at the circumstances that surround a problematic behavior (Gargiulo, 2003). The main focus is to determine what a target behavior is and identify any patterns in behavior for intervention purposes (Gargiulo, 2003). Evidence-based practices such as FBA can assist students from culturally learning diverse backgrounds, which can be used to better distinguish between cultural differences and genuine disability indicators” (Moreno, Wing-Lo & Bullock, p. 66, ¶ 5). Table 2 below shows some different strategies for students with ED.
### Common Assessment Strategies for Students with Emotional Disorders

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews with student, parents and teachers</td>
<td>To provide a picture of the student’s presenting problems as perceived by the informant</td>
</tr>
<tr>
<td>Examination of student records</td>
<td>To provide documentation that problems have existed over time</td>
</tr>
<tr>
<td>Observations in natural settings</td>
<td>To provide a picture of the student’s spontaneous behavior in everyday settings</td>
</tr>
<tr>
<td>Medical evaluations</td>
<td>To rule out emotional or behavioral disorders and other medical conditions</td>
</tr>
<tr>
<td>Functional behavioral assessment</td>
<td>By determining the function of behavior, interventions can be developed and implemented by manipulating antecedents, to and consequences following the problematic behavior</td>
</tr>
</tbody>
</table>

Note. Adapted from *Special Education in Contemporary Society*, p. 284-285, by R. Gargiulo, 2003 Belmont, California: WADSWORTH.

**Behavioral Intervention Plan.**

This is a plan that looks at some of the antecedents and consequences of the problematic behaviors that are ex

In developing this plan, the IEP team must consider the use of positive behavioral interventions, strategies, and supports to address the problematic behaviors. In effect, the IEP team must develop a proactive plan of intervention. This approach contrasts with more traditional approaches to student discipline, which are primarily reactive and punitive in nature (p. 285).
The BIP is designed to allow educators an opportunity to analyze problematic behaviors and access some different things that may have attributed to the behavior and interventions that are currently in place to help lessen the behavior (Rothstein, 2000).

**Classroom Management**

One of the main obstacles teachers face is classroom management. According to Robert Marzano and Jana Marzano, (2003):

Research has shown us that teachers’ actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. We also know that one of the classroom teacher’s most important jobs is managing the classroom effectively (p. 6 ¶ 1).

This is an issue for both veteran teachers as well as new teachers; in order to be effective in the classroom teachers must have a handle on the behaviors within the classroom (Atici, 2007). While veteran teachers struggle with classroom management, they seem to be more able to deal with the inappropriate behaviors that occur within their individual classrooms (Atici, 2007). A survey was conducted and looked at six different factors for teachers that worked with a population of students that were diagnosed with an emotional and behavioral disability. Teachers that were fully licensed for teaching found less anxiety over classroom management than did their emergency licensed counterparts (Sutherland, Denny & Gunter 2005).
Perceptions

Veteran teachers as well as novice teachers identify classroom management as a key component to a well-run classroom (Atici, 2007). It seems novice teachers seem to struggle with this component more than veteran teachers (Veenman, 1984). According to Montague, Landmark and Diehm (2015) college classes can teach how to deliver lessons and how to write those lessons, but to actually be in a classroom alone and delivering those lessons is another issue. There are not any classes that can be taken which straight forward answers and a way to implement foolproof classroom management techniques. Those techniques come with experience and the population of students that may be present within individual classrooms at any given time (Stough, Montague, Landmark & Diehm, 2015). As stated in Hayling, Cook, Gresham, State and Kern (2007), it may also depend on the time of day or the behaviors that are occurring at the time.

According to Hayling, Cook, Gresham, State and Kern (2007) there is a significant correlation between student engagement in the classroom and their behavior within that same classroom. If students are engaged in the room it makes it more difficult for them to exhibit maladaptive behaviors individually or with their peers. Madar (2009) states when students are engaged, learning and having fun is easier for those students to identify internal motivators to stay on track and not external incentives (Madar, 2009). In order to have students engaged in lessons in the classroom, teachers must plan for instruction and the delivery of the concepts that are taught in class (Madar, 2009). According to Garcia and Hoang (2015) teaching students healthy positive behaviors early allows them to feel a sense of safety and security in the classroom.
Classroom Management in EBD Classrooms

Due to the provisions that have been made by some states and the “highly qualified” (p. 41) requirements for teachers, some teachers have not taken the necessary course work to be considered highly qualified (Sutherland, Denny, & Gunter, 2005). Some states have passed laws to allow teachers to “test-out” (p. 41) of specific course work (Sutherland, Denny, & Gunter, 2005). Those teachers are considered “emergency-licensed” (p. 41) teachers (Sutherland, Denny, & Gunter, 2005). When teaching students with ED, the emergency-licensed teachers showed to be significantly less prepared for planning for academic instruction than those teachers who were considered highly qualified due the lack of courses that they took (Sutherland, Denny, & Gunter, 2005). The question then becomes how effective can teachers be in the classroom when they are working with the ED population of students that exhibit multiple maladaptive behaviors within the classroom?

Students that have been labeled ED or have exhibited behavioral or emotional issues within the classroom can be placed in different school settings (Hayling, Cook Gresham, State, & Kern). As cited in Rothstein (2000), according to IDEA, students should be placed in the least restrictive environment while in school (Rothstein, 2000). According to Hayling, Cook, Gresham, State, and Kern (2007), students that exhibit more behavior issues are educated in the most restrictive environment, as needed based on the severity of those behaviors. It is those same students that do not do as well as their peers that are educated in a least restrictive environment due to those behaviors.

According to Marzano and Marzano (2003), an appropriate classroom dynamic is important on the quest to conquer classroom management for any teacher. A clear set of expectations and appropriate behaviors within the classroom must be set on the first day of school. This allows
students to have an understanding of the expectations and to take ownership in their part of being a contributing member of the classroom dynamic (Marzano & Marzano, 2003). As stated in Emmer and Evertson (1979), if the classroom can be set up a certain way at the very beginning of the year it is more likely to retain those same expectations throughout the school year. It will also start the year strong, and allows everyone in the room to assume a role (Emmer, & Evertson, 1979).

**Teacher dominance.** According to Marzano and Marzano (2003), one of the first things that should be established at the beginning of the school year is appropriate levels of dominance. While building strong student-teacher relationships is a crucial part of managing a chaotic classroom, it is just as important to establish the different roles within the classroom itself. Marzano and Marzano classify dominance as “the teacher’s ability to provide clear purpose and strong guidance regarding academics and student behavior” (Marzano & Marzano, p. 6, ¶ 6).

**Establish expectations and consequences.** Teachers can establish clear expectations and consequences within their classroom in two easy steps. The first step is to establish a clear set of expectations within the individual classroom. This can be done the first day of school with the entire class; this will allow the students to participate and determine what they want their expectations to look like (Marzano & Marzano, 2003). This means that teachers not only address the problematic behaviors, but they must also give positive feedback for correct exhibit of following the expectations in the classroom (Marzano & Marzano, 2003). The second step is to set a clear set of consequences for behaviors that failed to meet the expectations that were set (Marzano & Marzano, 2003).

**Establish learning goals.** It is difficult for students to sit in a classroom for an entire period and not be aware of what the objectives are for the lesson (Marzano & Marzano, 2003).
Students must be given a clear set of instructions and set goals for their students at the very beginning of a lesson. This allows students to have a start and end point to keep track of their own progress (Marzano & Marzano, 2003).

**Teacher mentor programs.** Some states have mandated mentoring programs to help form a bond between veteran and novice teachers (Mullen, 2005). The idea is that this bond will form and the novice teacher will be able to get ideas and support from their veteran teacher or mentor (Mullen, 2011). While this bond is shown to be beneficial, states mandating this process may not be in the best interest of the novice teacher or the veteran teacher (Mullen, 2011). According to Varney (2009), while voluntary and mandated programs may exist, voluntary programs may be able to enhance the development for the teachers involved. Mullen (2011), states mandated mentoring programs require novice teachers to make documented gains that may not feel genuine to either teacher involved; it may feel more like a constant evaluation.

According to the North Carolina Board of Education:

A mentor is a “person that has demonstrated mastery of the critical competencies for a job role. Public school mentors assist initially certified persons toward mastery of specific educational competencies” (North Carolina State Board of Education 2009, ¶28).

**Interventions for Students with ED in the Classroom**

Omoteso and Semudara (2011) stated that effective classroom management and positive student gains academically are paired. Studies have found that students that are in a functional class, learn better than students that are surrounded by chaos throughout the school day (Omoteso and Semudara, 2011). According to Anderson, Evertson, and Brophy (1979) students cannot focus and tend to struggle more academically than their peers that are in a classroom that is less chaotic. Kee (2011) states that novice teachers have voiced concern that they do not feel
adequately prepared for classroom management or discipline within their own individual classrooms. Novice teachers consistently identify classroom management to be a primary concern when they are out of school and in their own classroom (Atici, 2007). Classroom management is not usually a class that is taught in itself; this concept is usually pulled through several different classes and gone through briefly (Atici, 2007). This does not leave most novice teachers with the necessary preparation for their own classroom management techniques (Stough, Montague, Landmark & Diehm, 2015).

**Interventions for Classrooms**

While it proves to be very difficult to teach in a classroom with a population of ED students there are some strategies that can be implemented to help students remain on target and focused in the classroom (Jeffrey & McCurdy, 2009). School districts find it more and more difficult to hire and retain highly qualified teachers, especially in regards to teaching students that have been diagnosed with ED in the classroom (Jeffrey & McCurdy, 2009). Table 3 below represents the three-tiered model used for Response to Intervention (RTI).

**Table 3**

*Designing Schoolwide Systems for Student Success*

<table>
<thead>
<tr>
<th>Tier</th>
<th>Percentage</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>1-5</td>
<td>Individual interventions for students</td>
</tr>
<tr>
<td>Two</td>
<td>5-10</td>
<td>Secondary interventions for students at risk</td>
</tr>
<tr>
<td>One</td>
<td>80-90</td>
<td>Universal interventions for all students</td>
</tr>
</tbody>
</table>

Note. Revised from *RTI and PBIS Model.*
Positive Behavior Interventions and Support (PBIS) was created and placed as an intervention to use in schools to help the school to run smoothly (Positive Behavioral Interventions & Supports, 2016). This intervention can be implemented in a more restrictive school setting as well as a general education setting. PBIS is a tiered behavior system that is aligned with Response to Intervention (RTI). This intervention provides positive feedback to students for the correct behavior. The idea is to give a positive reinforcement for behavior that is correct (Positive Behavioral Interventions & Supports, 2016). As cited in McCurdy, Ewing, and Polis (2009), this intervention also tracks and monitors problem students and behaviors.

Jeffrey, McCurdy, Ewing and Polis (2009), state that once problem behaviors or problem students have been identified, support services will then be put into place to help reinforce the positive behavior and then learn how to model the positive behavior rather than the negative behavior. A referral process may be put in place to track those students and behaviors. SWIS Data (Educational & Community Supports, 2016) takes those behaviors and breaks them down to time of day, day of the week, and subject where the majority of the behaviors are taking place (SWIS Data, 2016). The idea is to review the data that were collected so a determination can be made and appropriate interventions can be put in place to allow the study to stay on task and focused in an academic setting (McCurdy, Ewing, & Polis, 2009). It is with this data that students are placed on different tiers to determine what can be done next to ensure that the student is getting necessary supports (Positive Behavioral Interventions & Supports, 2016).

According to Tobin and Simpson (2012), students must take ownership over their behavior and make a goal that is attainable if they do so, they are more likely to work to try and change their behaviors. As stated in Tobin and Simpson (2012), the idea is to have students design their own individual consequence map. The purpose of consequence maps is to (a) give
students a visual representation of what the issues may be, (b) how are those issues worked out, (c) keeping the ultimate goal in place and (d) to remind the student daily to attain the goal.

Consequence maps will allow the students to quickly look at their behavior and some of the consequences that they may face if they are caught engaging in such behavior. The end result would be students self-correcting to more positive behaviors (Tobin & Simpson, 2012). Table 4 below show some different interventions for self-management strategies.
Table 4

Self-Management Interventions

<table>
<thead>
<tr>
<th>Type</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-monitoring</td>
<td>Students both observe and record target behaviors</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>Student compares his or her performance to establish criteria.</td>
</tr>
<tr>
<td>Self-instruction</td>
<td>Student-directed behavior is studied through the use of self-statements</td>
</tr>
<tr>
<td>Goal-setting</td>
<td>Students select a goal and create personal guidelines for commitment progress toward that goal</td>
</tr>
<tr>
<td>Strategy instruction</td>
<td>Students are taught steps that will be followed independently with the overall purpose of solving a problem or reaching a goal</td>
</tr>
</tbody>
</table>

Note. See Farley et al. (2012).

Classroom Dojo.

Another intervention that can be put in place in both a special education setting as well as a general education setting is Classroom Dojo (Classtwist Inc, n.d). This is a computer based program that monitors student behavior, and allows the teacher to have direct and instant contact with parents and guardians regarding their behavior in the classroom (Classtwist Inc, n.d.). The focus of this intervention allows the teacher to put all of their students in a class list, and every time a student is doing something they are not supposed to be doing, the teacher can take away a point. The notification is instant and the student automatically knows why he or she has lost that point. This program allows teachers and parents to have continued contact throughout the day if the parent downloads the same app. If the parents are connected to the system they will also get
the instant notification informing them of any situation where the child has lost a point at school (Garcia & Hang, 2015). As cited in Toren (2013), the more parents are involved in their child’s education, the more likely the child will be successful academically.

Chapter Summary

Classroom management is an aspect of teaching that all educators have experienced some level of struggle with regardless of the years of experience they may have in a classroom (Marzano & Marzano, 2003). While teachers have taken course work to ensure that they are prepared for the classroom and their future students, it is difficult to understand what classroom management is without the necessary experience that only time can give (Atici, 2007). Teachers that work with a population of students with ED have a significantly more difficult time handling classroom management. The population of students that they work with tend to be more disruptive and aggressive in class (Hayling, Cook, Gresham, State, & Kern, 2007). There are different strategies that can be put in place in the classroom to help students and teachers with the necessary supports that they need to have a successful academic experience. Some school districts work with the PBIS intervention system, while others may keep in constant contact with the parents or guardians of their students through the use of Classroom Dojo or similar programs. Some teachers have adopted Classroom Dojo into their daily activities to help give positive supports within the classroom without the parental component. Some states have even mandated mentor programs in an attempt to give added supports to novice teachers when pairing them to veteran teachers to help guide them when necessary. Regardless of what method that novice or veteran teachers have adopted into their classrooms, one thing is certain, teachers need to have more experience dealing with classroom management strategies prior to going out into the field of education.
Chapter III

Methodology

As mentioned previously, classroom management is a crucial part of classroom academic success. This is a problem that teachers new to the field as well as veteran teachers face. It is important to maintain classroom management and enhance an inviting learning environment for students within the classroom. Providing teachers with assistance to achieve this goal is a critical part of their success, especially first year teachers. The purpose of this study is to determine whether the use of a classroom management intervention will enhance learning and decrease the amount of behavior referrals in students with the highest number of referrals according to the data collection system SWIS. This is a quantitative, single case study utilizing A-B design (Gay, Mills, & Airasian, 2006).

Participants

The participants in this study are in an 8th grade classroom in a south suburb of Chicago. All of the students in the classroom will be exposed to this behavioral intervention there are ten students, all of whom have been diagnosed as ED as either a primary or a secondary diagnosis. Most of the students in the classroom have been diagnosed with another disorder as well. Most of the students in the classroom are not working at grade level academically when compared to their peers at a national level. Each of the students in the class have an IEP that has academic as well as social emotional goals. The study will focus on two students that have the highest percentage of behavior referrals based on SWIS Data.

The program is part of a cooperative agreement that serves the school districts in the south suburbs of Chicago. Students are sent to this program due to their behavior at their home school. The students will remain at this program until it is determined they are ready to be mainstreamed.
back to a general education setting, this occurs during their transition meeting. During the transition meeting in 8th grade, SWIS data is viewed for each individual student. This data is then discussed with the IEP team and a decision is made regarding high school placement.

**Instrumentation**

To establish a baseline SWIS data was used for both students. The amount of referrals was recorded from the months of February through April. The amount of referrals for each student was tracked daily and divided into different categories. Each infraction was categorized (a) type of infraction, (b) time of day, (c) and person writing the referral. This information is used to determine patterns in behavior and for intervention purposes by clinical staff. Once the baseline was determined, those two students were then progress monitored weekly.

Classroom Dojo is a classroom management intervention that was used to track and monitor student data (Classtwist Inc, n.d.). Once a classroom is set up on the website students have the opportunity to monitor their own behavior and make the necessary adjustments according to the points that they earned or have lost due to the behavior exhibited. There is also a parental component of this program that allows parents to download an app and monitor their child’s behavior throughout the day. This component also allows parents and teachers to communicate with one another. This information is sent immediately as a text message would be if the parents download the app on their cell phone (Classtwist Inc, n.d.)
Procedures

This was an action research case study that used data from a school-wide tracking system called SWIS. This data collection system was used to progress monitor students’ behavior and was used for decision making related to their behavior. The available data on the participating students on SWIS was obtained prior to downloading and implementing Classroom Dojo and was used as baseline data.

Data Collection

Baseline data were collected from the collection system utilized by the entire program. This information was used to target two students with the highest percentage of behavior referrals. The entire classroom was given this intervention with progress monitoring in place for the target students. Students were made aware of each infraction and were encouraged to make daily goals. Data were progress monitored using SWIS Data once weekly.

Data Analysis

SWIS was used as the data tracking system that provided the data for the baseline and intervention. Data used a single case descriptive approach (See Gay, Mills, & Airasian (2009). Further, Data were analyzed using (a) slope, (b) percent non-overlapping data (PND), and median baseline data (MBD). Data were formatted for tubular, graphical, and narrative presentation (Gast, 2010).

Slope. The slope of a line is the measure of the steepness of a line on a graph (Gast, 2010).

Percentage of data-non overlapping. One common method of calculating the effectiveness of a practice or program using the results of single-case design studies (Gast, 2010).

Median baseline data. A way to look at the change of the level of behavior across baseline treatment conditions (Gast, 2010).
Chapter Summary

This research study was a quantitative, single-case study that followed the A-B design. The purpose of this study was to determine whether the use of Classroom Dojo decreased the amount of behavior referrals. This study was implemented for a classroom of ten students, with SWIS Data targeting two students with the highest percentage of behavior referrals. Those students were then selected to be progress monitored daily using a data collection instrument that utilized tallies to monitor disruptive behavior, with the information recorded on the Classroom Dojo website. This information was then summarized on a weekly basis using Microsoft Excel software.
Chapter IV

Results

Like previously stated, chaotic classrooms make it difficult for students to learn, and cause a safety concern for everyone that is in the classroom (Hayling, Cook, Gresham, State, & Kern, 2007). It is important to understand different classroom management techniques, and how to incorporate those techniques into an academic environment. Classroom management is a concept that both novice and veteran teachers struggle with (Atici, 2007). The purpose of this study was to determine if implementation of an intervention within the classroom would decrease the amount of behavior referrals for two students with the highest amount of referrals. The intervention that was implemented was Classroom Dojo, it was used as a universal intervention within the classroom, but was progress monitored for two specific students using the data collection system SWIS Data. This was a quantitative research study that used the Single-Subject Experimental, A-B Design (Gay, Mills, & Airasian, 2006). Data was collected weekly.

Figure 1. Student A behavior referrals.

decrease the amount of behavior referrals for two students with the highest amount of referrals.

The intervention that was implemented was Classroom Dojo, it was used as a universal intervention within the classroom, but was progress monitored for two specific students using the data collection system SWIS Data. This was a quantitative research study that used the Single-Subject Experimental, A-B Design (Gay, Mills, & Airasian, 2006). Data was collected weekly.
The specific program in which this study took place as an 8th grade junior high alternative setting in which all of the students within the classroom have an IEP and have been diagnosed with an Emotional Disability (ED) as a primary diagnosis, as well as a secondary diagnosis of Specific Learning Disability (SLD). The students were placed in this program as a result of the RTI model on behavior at their individual district school districts. The two students that were monitored were African American, low-income students. According to the Illinois School Report Card for 2014-2015, this district is comprised of 65 percent African American students, 33 percent Hispanic, and 1.8 percent white. A majority of this district is of low-socioeconomic status with 97.4 percent of the population is considered low-income. The percent of students that have an IEP stands at 12.5 percent, and there is a 21.9 percent of English Language Learners.

**Classroom Dojo**

This study set out to determine whether the implementation of this classroom management intervention would decrease the amount of behavior referrals, focusing on two students with the highest number of behavior referrals. The question of the study, “Can Classroom Dojo decrease the number of behavior referrals?” After analyzing the data, it shows that the number of behavior referrals did indeed decrease after Classroom Dojo was implemented as a universal intervention for a special education classroom, in an alternative setting, the two students that the study focused on did indeed show a decrease of behavior referrals. The data was progress monitored using the data tracking system SWIS Data, and was monitored on a weekly basis.

**Data**

The data shows that the number of behavior referrals decreased over the course of six weeks once the intervention was implemented. Table 5 below is an overview of what the data shows, and how it is broken down into slope, PDN, and MBD. The higher the PDN number, the greater
the greater the impact of the intervention. The higher the MBD number the higher the rate of improvement is. Table 6 below shows the grading scale for the PDN.

Table 5

Slope, PDN, and MBD

<table>
<thead>
<tr>
<th>Slope</th>
<th>PDN</th>
<th>MBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Referrals</td>
<td>y = -0.8 x</td>
<td>50%</td>
</tr>
<tr>
<td>Major Referrals</td>
<td>y = 0.75 x</td>
<td>50%</td>
</tr>
<tr>
<td>Student B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Referrals</td>
<td>y = -0.9 x</td>
<td>67%</td>
</tr>
<tr>
<td>Major Referrals</td>
<td>y = -0.8333 x</td>
<td>83%</td>
</tr>
</tbody>
</table>

Note. Refer to Gant, 2010

Table 6.

Percentage Data Non-Overlapping

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 or more</td>
<td>Highly effective</td>
</tr>
<tr>
<td>70-89</td>
<td>Fair treatment outcome</td>
</tr>
<tr>
<td>50-69</td>
<td>Moderately effective treatment</td>
</tr>
<tr>
<td>Less than 50</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>
Chapter Summary

The purpose of this study was to determine whether the implementation of a classroom intervention would decrease the number of behavior referrals in an 8th grade special education classroom. The intervention had a universal implementation in which all 13 students in the classroom were exposed to Classroom Dojo, with a focus on two students with the highest number of behavior referrals. Those two students were progress monitored on a weekly basis using the data collection system SWIS Data. This study was a quantitative research study that used Single-Subject Experimental, A-B Design (Gay, Mills, & Airasian, 2006). Data was collected for a total of six weeks after the implementation of Classroom Dojo, with benchmark data being collected for three weeks prior to the implementation of the intervention. The research question that was examined in this study, “Can Classroom Dojo decrease the amount of behavior referrals?” The concluding data showed a decreasing amount of referrals after just two weeks of Classroom Dojo. This information was consistent for both students that the study focused on. Ultimately the implementation did in fact decrease the amount of behavior referrals for both students that were progress monitored for the six weeks during the implementation of the intervention.
Chapter V

Discussion and Conclusion

The purpose of this study was to determine if the implementation of a classroom management intervention would decrease the number of behavior referrals. Classroom Dojo was a universal intervention that was implemented in an 8th grade special education classroom. This was a quantitative research study that used Single-Subject Experimental, A-B Design (Gay, Mills, & Airasian, 2006). The study focused on two students that had the highest number of behavior referrals, and progressed monitored them on a weekly basis using the data collection system SWIS Data. The classroom is part of a cooperative agreement that services the school districts of southern Chicago. The program that the study was conducted at an alternative program that has a population of students that have been diagnosed with ED as either a primary or secondary diagnosis. Data was collected for a total of six weeks and broken down into minor and major referrals.

Discussion

The implicated classroom management intervention was effective with a decrease of behavior referrals. As stated in Jeffrey, McCurdy, Ewing, & Polis (2009), classroom management improves when students have a clear set of expectations and receive feedback on their performance. Marzano and Marzano (2003), explains how important it is for teacher’s to set those goals and expectations at the very beginning of the year, and continue to reinforce those same expectations throughout the year. Classroom management has the largest impact on student achievement in an academic setting (Marzano & Marzano, 2003). Students need a clear understanding of what the objectives are and how to be successful in a lesson prior to learning taking place (Marzano & Marzano, 2003).
Garcia and Hoang (2015), explain how crucial it is for educators to set clear and specific expectations for their students. Positive feedback is an important part of encouraging more positive behaviors to occur more often (Garcia & Hoang, 2015). Class Dojo allows both, educators as well as students, to be given immediate feedback regarding behavior. Students know immediately when they fail to earn a point, and what the infraction was. This allows educators to have open communication regarding the behaviors within the classroom (Garcia & Hoang, 2015). In this specific study, the entire class took 15 minutes, at the end of the day, to discuss what goals were set in the morning, and whether each individual student was able to achieve their goal. This piece worked as a daily reminder of what each individual student was working towards, and at the end of the day we would discuss why they may have failed to meet their goal, or what an amazing job they did making their goal. This classroom management was easily implemented and the students enjoyed having it in the classroom as a constant reminder of the expectations that they made for themselves.

Conclusion

Classroom Dojo was implemented and two students were progress monitored for a period of six weeks on a weekly basis. The question of the study, "Can the Implementation of Classroom Dojo decrease the number of behavioral referrals?" Both students were the focus of the study, and baseline data was collected for three weeks prior to the intervention. Prior to the intervention both students had a high number of behavior referrals. Student A had a total of 45 behavior referrals when baseline data was collected. This same student had a total number of 65 referrals during the six week period in which the student was progress monitored. The behavior referrals decreased over the six week period with the student receiving a total of four referrals the last week of monitoring. Student B had a total of 53 behavior referrals when baseline data was
collected. This same student had a total of 60 behavior referrals during the six week period in which the student was progress monitored. The behavior referrals decreased over the six week period with the student receiving a total of five referrals the last week of monitoring. The intervention was successful in decreasing the amount of behavior referrals for each student. The program itself was easily implemented and students enjoyed the immediate feedback they received.

Educational Implications

I will continue to use this classroom management intervention, it was effective and it was easily implemented. The students within the classroom were exposed to the same intervention at the same time, and all of them worked well with the program. The students that were progress monitored saw a decrease of behavior referrals due to this program. Those same students also were able to focus on more assignments and showed less disruptions in class. This was helpful for the classroom as a whole, more students were able to focus and were interrupted less. As a result of this intervention more learning was allowed to take place. Students were accustomed to the routine and were able to make expectations for themselves, they worked hard to achieve the goals they set at the beginning of the day.

Recommendations for Further Research

Sources cited a positive correlation between affective classroom management and the ability for students to focus better in class, in turn completing more assignments. This study should be done again, and should look at grades for the students that are progress monitored. Those students would still be monitored for behavior referrals should also be progress monitored for individual grades. This would determine whether a decrease of behavior referrals meant an increase in letter grades. Also, there should be a system for filing behavior referrals that is
universal for all staff within a program. This is an aspect that the program would look into and implement at their discretion.

Summary

A single case study was done to determine whether a classroom management intervention would decrease the amount of behavior referrals. Novice teachers, as well as veteran teachers struggle with classroom management (Marzano & Marzano, 2003). The classroom management intervention was implemented for the entire class. SWIS Data was viewed to determine two students that had the highest number of behavior referrals. Baseline data were collected based on the information from the data collection system. Those two students were then progress monitored for six weeks on a weekly basis.

Educators have stated that they are not adequately prepared for classroom management once they have their own individual classroom (Atici, 2007). While they take courses to prepare them for the field of education there is no one course that can prepare them to manage their classroom, that information is usually broken down into several classes (Atici, 2007). There are a variety of supports available to novice teachers to assist them with their first few years of teaching. Regardless of what method educators have adopted to assist them with classroom management, one thing is certain, teachers need to have more experience dealing with classroom management strategies prior to going out into the field of education.

The students that were progress monitored for six weeks showed a steady decline in behavior referrals. Percent of non-overlapping data (PND) shows that student A seen a moderately effective treatment, student B seen a fair treatment outcome. Overall, the intervention was successful in that both students seen a decrease in behavior referrals, both minor and major referrals. One of the complications that was seen was human error. The dean assistant is
CLASSROOM DOJO

responsible for inputting the referrals into SWIS Data. During the course of the study, the referrals did not seem to be inputted on a consistent basis. This effected the validity of the results.
References


Persistent classroom management training needs of experienced teachers. *Journal of the


Toren, K. N., (2013). Multiple dimensions of parental involvement and its links to young


Appendix A

Ethics Certificate
Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that Venessa Martinez successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 11/28/2014

Certification Number: 1627168
Appendix B

Parental Consent
Dear Parents and Guardians,

I am currently completing my master's degree in special education at Governor's State University. For my final project that is required for the program I will have to do an action research project about special education. I have decided to look at improving classroom management using a program called Classroom Dojo. I will begin using this program in the classroom to determine whether implementing this program during our everyday classroom activities will improve our behavior while in class. I also am interested in seeing if this program will be a successful instrument for aiding my students to be academically and socially prepared for society.

The study will be conducted over a six week period starting January 26th to March 2nd. I will be using their SWIS data for each individual student as a baseline assessment instrument. I will continue to monitor behavior referrals throughout the implementation of the program in our classroom.

Parents and guardians have an option to download the Classroom Dojo mobile device to receive alerts when their child has failed to earn a point in class due to an infraction that was observed. This alert is automatic and will be received like a text message, and parents can then respond to the teacher automatically using the app. This is an optional aspect to the implementation of the program within the classroom setting. Also, students will be interviewed to determine what they thought of the program.

I will be using my homeroom classroom for this study. In order for your child to participate I will need your consent. I will not use any names of the students in my report, and I am convinced that this program can only be beneficial to your child while in the classroom and has no adverse effects. There are not any risks associated with this study, and all students' privacy rights will be protected at all times. Nevertheless, you are free to decline to give permission for your child to participate in the above study. If you agree, please sign the line below indicating that your child can participate in the study. Please note that you have the ability to withdraw your consent and remove your child from the study at any time.

If you have any questions about the Classroom Dojo program or the study itself please feel free to contact me at [email address]

Thank you,
Venessa Martinez
Special Education Teacher
PACE Program

I give my child permission to participate in the research case study

Signature
Appendix A: Permission Letter

January 2015

Dear Parents and Guardians,

I am currently completing my master’s degree in special education at Governor’s State University. For my final project that is required for the program I will have to do an action research project about special education. I have decided to look at improving classroom management using a program called Classroom Dojo. I will begin using this program in the classroom to determine whether implementing this program during our everyday classroom activities will improve our behavior while in class. I also am interested in seeing if this program will be a successful instrument for aiding my students to be academically and socially prepared for society.

The study will be conducted over a six week period starting January 26th to March 2nd. I will be using their SWIS data for each individual student as a baseline assessment instrument. I will continue to monitor behavior referrals throughout the implementation of the program in our classroom.

Parents and guardians have an option to download the Classroom Dojo mobile device to receive alerts when their child has failed to earn a point in class due to an infraction that was observed. This alert is automatic and will be received like a text message, and parents can then respond to the teacher automatically using the app. This is an optional aspect to the implementation of the program within the classroom setting. Also, students will be interviewed to determine what they thought of the program.

I will be using my homeroom classroom for this study. In order for your child to participate I will need your consent. I will not use any names of the students in my report, and I am convinced that this program can only be beneficial to your child while in the classroom and has no adverse effects. There are not any risks associated with this study, and all students' privacy rights will be protected at all times. Nevertheless, you are free to decline to give permission for your child to participate in the above study. If you agree, please sign the line below indicating that your child can participate in the study. Please note that you have the ability to withdraw your consent and remove your child from the study at any time.

If you have any questions about the Classroom Dojo program or the study itself please feel free to contact me at [redacted].

Thank you,
Venessa Martinez
Special Education Teacher
PACE Program

[Signature]

I [redacted] give my child permission to participate in the research case study.

[Signature]