

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

Master Capstone Project

**Tootling's Effect on Disruptive Classroom Behavior**

Caitlin Voorhees

Submitted to the

Graduate School of Education

City University of Seattle

In Partial Fulfillment of the Requirements

For the Degree of Master in Teaching

I give permission to City University to store and use this MIT Project for teaching purposes.

Submitted by



June 13, 2021

Caitlin Voorhees

Date

Approved by



June 22, 2021

Corll Miller Morrissey, M.Ed.

Date

Approved by



June 23, 2021

Vicki Butler, Ed.D.

Date

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

**Table of Contents**

Abstract	4
Introduction	5
Dilemma	6
Rationale	6
Literature Review	7
Question	13
Theory of Change	13
Methodology	13
Participants and Context	13
Intervention	14
Assessments	15
Action Research Cycles	15
Results	16
Class Average Positivity Points Graph	17
Individual ClassDojo Points Graph	18
Number of Tootles Each Student Received Graph	19
Conclusions	20
Implications	20
Recommendations	21
Acknowledgements	22
References	24

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

### **Abstract**

This action research study examined the effects of tootling, a behavior management system used to promote prosocial behavior, on students' frequency of disruptive classroom behaviors. The time spent on managing student disruption in the classroom cuts valuable learning time. 22 second grade students in a general education classroom participated. Students wrote tootles that detailed an observed positive behavior of a peer. The tootle slips were collected in a shoebox and read aloud to the class in a sharing circle once a week. ClassDojo was used to assess the percentage of positive and negative behaviors exhibited by each student. Data showed 82% of the students' positive behavior points increased. It boosted the morale of the class and students wanted to be recognized for their positive behaviors. Tootling was easy to integrate into the existing schedule and it can be added to an existing Positive Behavior Interventions and Supports (PBIS) system.

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

### **Introduction**

The intervention used in this study is called, tootling. Tootling is a combination of tattling and tooting your own horn. (Cihak, Kirk, & Boon, 2009) Tootling is used as a behavior management system to promote prosocial behavior in children. (Skinner, Cashwell, & Skinner, 2000)

The study took place in an urban elementary school in the Pacific Northwest. The general education classroom that is the focus of the study is made up of 22 second grade students. 82% of the students are Caucasian. 9% of the students are African American. 5% of the students are Hispanic. 5% of the students are Asian. 23% of the students are on a free/reduced lunch program. The general population of the school is upper-middle class. Student A lives in transitional housing. He was being assessed for a SIT meeting. He has learning disabilities that had yet to be diagnosed. He has difficulty with fine motor skills, he reads at a Kindergarten level, and his math skills are at a Kindergarten level. During math instruction Student A meets with a SPED teacher. He is given sentences to write during writing lessons, because he is not ready to generate his own writing prompts. He also exhibits behavior issues. He speaks out often in class and refuses to do work. Student B has an IEP plan for ADHD. She sees a SPED teacher during reading lessons. Student C has a 504 plan for ADHD. She often speaks out in class and tells on others for negative behavior.

As a white, cisgender, able bodied woman from an affluent suburban community, I know that my experiences influence my teaching, the investigation, and the interpretation of results. This study welcomes feedback to broaden my perspective and deepen my learning.

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

### **Dilemma**

Children who exhibit behavior issues in classrooms make it difficult for the instructor to effectively teach. Elementary school teachers often need to deal with students tattling on each other for negative behavior. Tootling is an intervention that asks students to report on positive behaviors observed in the classroom, rather than negative ones. (Cihak, Kirk, & Boon, 2009) The time that is used for reprimanding students for disruptive behaviors takes away valuable time for learning. All too often the entire class is punished for one or two individuals' misbehaviors. Tootling is meant to turn the focus on the students exhibiting positive behaviors at school to set an example for others.

### **Rationale**

The issue with current tattling systems in schools is that the punishment is the deterrent for negative behavior. Students often develop maladaptive strategies for avoiding punishment. (Skinner, Cashwell, & Skinner, 2000) Some students become sneaky by not allowing others to observe their wrongdoings. (2000) Tootling promotes positive peer-reporting, which should minimize sneaky behavior.

Teachers often play the role of detective, judge, and jury in their classrooms, which takes away valuable instructional time. (2000) If a teacher sets aside ten minutes every day, or at least once a week, for students to report their peers' positive behaviors, it will alleviate some of the disruptive behaviors that cut into class time. Tootling is a positive and preventative intervention. (Cihak, Kirk, & Boon, 2009) It is intended to help students be more focused and engaged in their learning and it can help teachers feel less burdened by managing disruptive classroom behavior.

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

### Literature Review

#### Tootling

Children who exhibit disruptive behavior in classrooms can make it difficult for the instructor to effectively teach. Elementary school teachers often experience students tattling on each other for negative behavior (e.g., social, or physical aggression such as hitting, taking a toy, name calling). Skinner, Cashwell, and Skinner (2000) were one of the first research teams to study tootling and future studies build off of their work. They studied a general education fourth-grade classroom where all students were African American. Their first intervention phase showed great variability. They found in later phases of the study that their intervention composed of public posting and interdependent group contingencies led to an increase in reports of prosocial behavior. Other studies showed a decrease in disruptive behaviors when tootling. McHugh Dillon, Radley, Tingstrom, Dart, and Barry (2019), for example, conducted a study on the effect of a tooling program on student behavior in three fifth grade classrooms. During their study they suffered technical difficulties with the data measuring system, ClassDojo, and with their SMARTboard. Even with the technical difficulties and forgetting to praise the students during the study, disruptive classroom behaviors continued to decrease and academically engaged behaviors increased. A study by Cihak, Kirk, and Boon (2009) resulted in similar outcomes. They studied a tootling intervention in a third-grade classroom with nineteen students, including students with disabilities. The researchers' goal for the study was to reduce the number of disruptive behaviors in the classroom. Results showed a descending trend in disruptive behaviors when the students were tootling. When the tootling intervention stopped, an ascending trend was observed with disruptive behaviors. They reimplemented the tootling intervention and found the same descending trend in their data.

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

Researchers have questioned how tootling could be used in classrooms with students who are older than nine. Tootling was initially developed for young children and some researchers found that older students see it as juvenile. Lambert, Tingstrom, Sterling, Dufrene, and Lynne (2015) reported results from a study on the effects of tootling on upper-elementary students disruptive or inappropriate behaviors. Their participants were fourth and fifth grade students in two classrooms. They found that despite the age of the student, the tootling intervention provided more evidence that it is effective in reducing the number of disruptive behaviors in the classroom and increases the number of appropriate behaviors exhibited by students. Middle school students, more so than elementary, are especially concerned about appearing juvenile. A study on positive peer reporting in middle school was conducted by researchers, Chaffee, Briesch, Volpe, Johnson, and Dudley (2020). The researchers found moderate effects of tootling on decreasing disruptive behavior. Given that tootling is mostly student run and a feasible intervention they found it had moderate to large effects on increasing academically engaged behavior. Implementing a tootling intervention with high schoolers raised similar concerns about student interest. Lum, Radley, Tingstrom, Dufrene, Olmi, and Wright (2019) studied a tooling program in three high school classrooms. The study took place across the whole school year. All classrooms showed a decrease in disruptive behavior and an increase in academically engaged behavior during the tootling intervention. When given post intervention surveys, the high school students rated tootling highly acceptable.

There has been mixed feedback from teachers about how effective and easy tootling is to integrate into their curriculum. Skinner, Cashwell, and Skinner (2002) studied a general education fourth-grade classroom where all students were African American. The teacher in this study told the researchers that she was so impressed by the effectiveness of tootling that she

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

continued using it, even after the researchers left. She reported that the time and effort required to run the program was worth it. A study by Lambert, Tingstrom, Sterling, Dufrene, and Lynne (2015), reported similar findings. Two weeks after their study finished teachers were told they have the option to continue tootling and they were not obligated to do so. The teachers had already been continuing the tootling intervention in their classrooms at the time of the follow-up. One teacher started to implement tootling in their morning class as well. Other studies showed that teachers were pleased with the outcome of better peer relationships, but teachers have varying opinions on effectiveness. Lum, Radley, Tingstrom, Dufrene, Olmi, and Wright (2019), for example, found that the results of the survey given to the teachers suggested moderate levels of social validity of the intervention. The three teachers used in this study had different opinions about the effectiveness of tootling, which gave the researchers mixed results.

### **Peer Support**

When using a tootling intervention with students a key goal is to reduce antisocial behavior and encourage prosocial behavior. Kirkpatrick, Wright, Daniels, Taylor, McCurdy, and Skinner (2019) conducted a study to examine the effectiveness of a tootling intervention in an after-school program. They found that it decreased antisocial/disrespectful interactions between the four boys in the study by creating a more positive environment. Other studies focused on increasing prosocial behavior among students that have a history of being antisocial. A study by Christensen, Young and Marchant (2007) examined the effects of peer mediation as part of a behavioral intervention package for one student. The child was a socially withdrawn, Hispanic, learning disabled, third grade student. When paired up with a peer who exhibited prosocial behaviors to help them with classwork, they showed signs of improved social behavior and academic engagement almost immediately. Even after the intervention dissipated, the child

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

continued to show improvement in their behavior. Nelson, Caldarella, Young, and Webb (2008), like Christensen, Young and Marchant (2007), wanted to explore the connection between prosocial behavior and academic achievement. They used peer praise notes to get withdrawn adolescents to become more socially involved. They recognized the need for acceptance from peers to develop positive peer relationships and hopefully help them achieve academic success. Results showed an increase in peer interactions. After the intervention and return to baseline, the students' increased peer interactions maintained.

Students with disabilities are often associated with disruptive behavior in the classroom. When peers show support for disabled classmates it encourages prosocial behavior enhances academic engagement. A study on tootling by Cihak, Kirk, and Boon (2009) was conducted in a classroom that included children with disabilities. They found that disruptive behavior of students both with and without disabilities decreased. All students reported that they observed prosocial behaviors in their peers by the end of the study. Other studies have found an improvement in prosocial behavior in students with disabilities who work one on one with their peers. Christensen, Young and Marchant (2007), for example, examined the effects of peer mediation as part of a behavioral intervention package for one student who was socially withdrawn and had learning disabilities. They found that when they paired the child with a peer who exhibited prosocial behavior that the child's disruptive behaviors decreased and their academic engagement increased. A study by Farmer, Van Acker, Pearl, and Rodkin (1999) included 59 fourth, fifth, and sixth grade classes. The researchers were interested in the differences in peer assessment of problem behaviors between students with and without disabilities. When compiling data for the number of disruptive behaviors observed in the

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

classroom, they found that the students with disabilities did not make up most problem behaviors at school, which was against popular opinion at the time.

### **Preventative Measures through Social Emotional Learning**

It is helpful to examine the underlying causes for problem behavior when determining the best course of action for preventing it. Gulec and Balcik (2011) report results from a study on how often elementary school teachers experience problem behavior from their students and what the teachers' thought were possible reasons for the behavior. 54 teachers at 5 schools in Gölcük district of the Kocaeli province in Turkey were studied. The teachers were given a questionnaire, and they identified four reasons for disruptive behavior: in-family problems, effect of violence shown on TV and other communication means, parents' indifference to their children's education, and parents' negative attitudes and behaviors toward their children. Gulec and Balcik agreed that the teachers avoided any questions that asked them to reflect on their own practices in the classroom and how they affect their students' behavior. Other studies have looked to emotional intelligence playing a role in student behavior. Pour, Adibsereshki, Pourmohamadreza-Tajrishi, and Hosseinzadeh (2014) conducted a study on emotional intelligence training in elementary schools. The researchers observed the effects of the emotional intelligence training program on 40 male students who had been identified as having disruptive behaviors. They found that the rate of problem behaviors in those students dropped significantly after their intervention. Other studies have tried to find preventative measures for disruptive behavior. Researchers, Holmes, Gibson, and Morrison-Danner (2014), for example, conducted a study on aggressive male behavior in elementary school classrooms. Their goal was to find strategies that can be integrated into lessons to reduce aggression and disruptive behavior in the classroom. They found that playing music in the classroom, integrating movement into the

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

lesson, and using more visually stimulating aides during lessons were all effective in reducing the problem behavior.

### **Bias**

The teacher-student relationship is important to examine when classifying disruptive behaviors in the classroom. Known or unknown bias from teachers towards students unlike themselves physically, culturally, or socioeconomically, effects student behavior. Henfield and Washington (2012), conducted a study on 26 White middle school teachers and their perceptions of teaching in a mostly White school with a growing African American population. The researchers asked the teachers in an interview about their experiences navigating racial, ethnic, and cultural boundaries while encouraging academic success for all students. They found that the teachers felt uncomfortable discussing race in the classroom and were reluctant to reprimand African American students out of fear of accusations of being racially biased. The teachers reported that they needed time to learn more background information of the new students. They regretted not making close connections with the African American students. In a larger study, Larson, Pas, Bradshaw, Rosenberg, and Day-Vines (2016) studied 274 teachers in 18 schools to examine teachers' use of proactive behavior management and culturally responsive teaching practices together to find out whether they were associated with student behaviors in the classroom. They found the teachers' use of both culturally responsive and proactive behavior management practices did encourage positive student behavior. They also found higher rates of proactive behavior management practices, which lead to greater student cooperation and engagement in expected behaviors. The teachers' use of culturally responsive teaching practices was also connected to more positive ratings of student behavior. A teacher's personal bias effects student behavior, but other studies have examined the importance of emotional support from

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

teachers on students' prosocial behavior. Shin and Ryan (2017), for example, conducted a study on the influence of friends on early adolescent behavior in the classroom and how teacher emotional support matters. The study took place in 49 fifth and sixth grade classrooms. They found that the teacher's demonstration of care, warmth, and sensitivity to the needs of their students created a supportive classroom environment. They found that students were more likely to act like their friends regarding disruptive classroom behaviors. They found that this was more prevalent in classrooms low in teacher emotional support. The researchers found that disruptive behavior was lower in classrooms with high teacher emotional support. The data indicated that emotionally supportive teacher-student interactions helped create a positive and inclusive learning environment.

### **Question**

Does tootling lower incidences of disruptive behavior in the classroom?

### **Theory of Change**

Tootling interventions lower incidences of disruptive behavior in the classroom. The short-term effect of tootling is that it encourages students to exhibit good behaviors reported by a peer. The long-term effect of tootling is that it creates a classroom environment with good morale, positive relationships between students, and teachers spend less time dealing with tattling.

### **Methodology**

#### **Participants and Context**

The general education classroom that was the focus of the study was made up of 22 second grade students. 82% of the students were Caucasian. 9% of the students were African

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

American. 5% of the students were Hispanic. 5% of the students were Asian. 23% of the students were on a free/reduced lunch program.

The children in this study had pre-existing relationships with their classmates that influenced the results. Three children in the classroom exhibited disruptive behavior issues daily, and the results of this study mostly depended on their response to the intervention. Student A lived in transitional housing. He had learning disabilities that had yet to be diagnosed. He had difficulty with fine motor skills, he read at a Kindergarten level, and his math skills were at a Kindergarten level. He also exhibited behavior issues. He spoke out often in class and refused to do work. Student B had an IEP plan for ADHD. Student C had a 504 plan for ADHD. She often spoke out in class and told on others for negative behavior.

### **Intervention**

The tootling intervention was implemented through sharing circle meetings and anonymous written compliments. The intervention spanned three weeks. The students and teacher gathered in a sharing circle to talk about reporting positive behavior. The sharing circles were done daily and lasted between 10-15 minutes. An empty shoebox was used as receptacle for anonymous positive notes about other students. During the sharing circle meetings, the teacher started by reading the notes to the students. Students were then encouraged to complement each other on positive behaviors.

The first week of the intervention focused on teaching the students how to report positive behaviors they observed and how to give thoughtful compliments. The second and third week of the intervention focused on the routine of daily sharing circle meetings and making sure students write anonymous compliments. The intervention ended with students discussing their experiences with the tootling intervention in the final sharing circle meeting.

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

### **Data Gathering Instruments/Assessments**

**Assessment #1: Pre-Assessment ClassDojo.** A week before the intervention a pre-assessment of the number of negative disruptive behaviors observed in the classroom was used as baseline data for the study. The data came from the students ClassDojo points. I printed the data for that week and took note of how many negative disruptive behaviors were recorded. The negative disruptive behaviors that can be recorded in ClassDojo are disrespectful, forgetting routines, line, not following directions, playing around, sent to office, and talking out.

**Assessment #2: Anonymous Compliments (Appendix A).** This assessment was the anonymous written compliments that are put in a shoebox. These notes were used during sharing circle meetings and assessed by the teacher for quality.

**Assessment #3: Post-Assessment Student Survey (Appendix B).** The survey was given on the last day of the intervention. The survey focused on the students' experience of the intervention. The students' surveys serve as student voice in this study.

**Assessment #4: Post-Assessment Class Dojo (Appendix C).** The same assessment used for the baseline data of disruptive behaviors observed in the classroom was done every week of the intervention. This assessment documented the change in occurrence of incidences of negative disruptive behavior in the classroom. The goal of the research was to determine the effectiveness of tootling as an intervention to disruptive negative classroom behavior. Keeping track of incidences of negative behavior in the classroom will show if the number of incidences goes up, down, or stays the same after the intervention.

### **Action Research Cycles**

Disruptive behavior from students in this classroom were affecting the teacher's ability to effectively educate, which was reflected upon before coming up with a plan to resolve the issue.

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

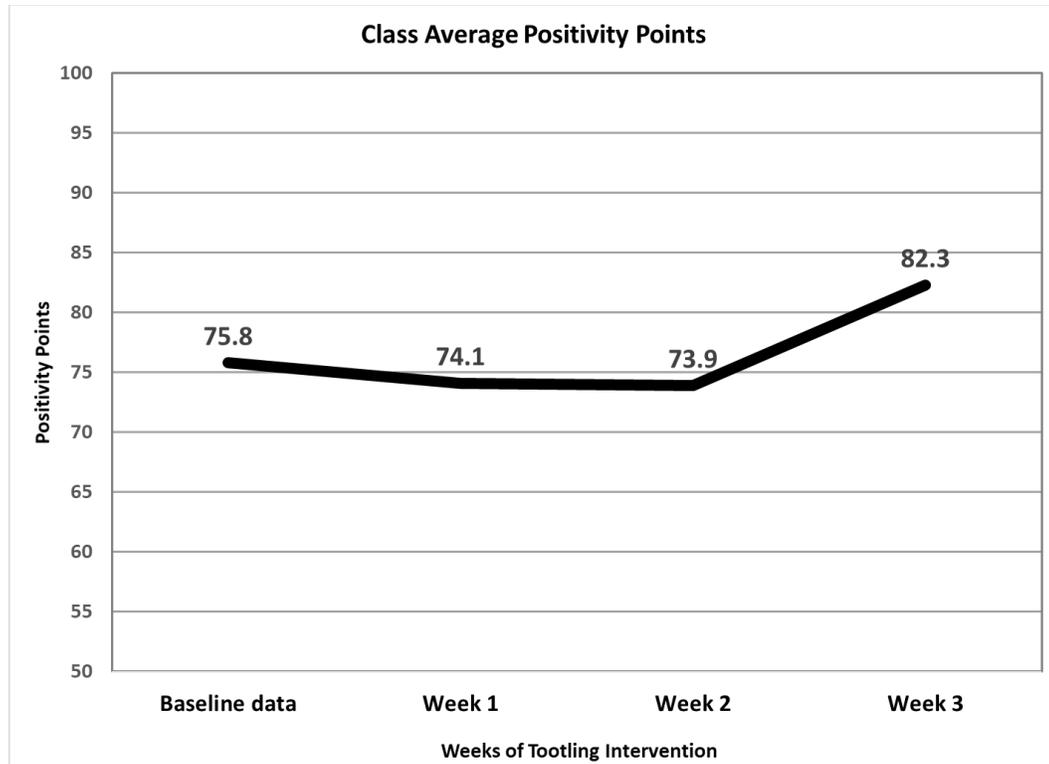
The decided action to take was to implement a tootling intervention to encourage positive peer reporting in the classroom, with the hope that the students would be motivated to exhibit more positive behaviors rather than disruptive behaviors. The students' behavior was evaluated with data collected through ClassDojo, which gave baseline data for the percentage of positive and negative behaviors exhibited by each student. The ClassDojo data was evaluated each week of the intervention to evaluate and noticeable changes in the students' behavior. Reflecting on the ClassDojo data weekly influenced the next steps in action for tootling, such as encouraging the students to write more tootles and to write more thoughtful or profound tootles.

### **Results**

The baseline data that was gathered the week before the tootling intervention by ClassDojo showed that the class average for positivity points was 75.8% and the class average for disruptive behavior points was 24.2%. This set of data spans one week of the students' behavior. During week 1 of the tootling intervention the class average positivity points declined by 1.7%. In week 2 the students' average positivity points decreased again, by 0.2%. During the third and final week there was a significant increase in class average positivity points. The average increased by 8.4% from week 2 to week 3. Overall, the average positivity point increased by 6.5%. The validity of this data comes into question when the class average drops during the first 2 weeks of the tootling intervention but has a sharp increase during the final week. If given more time to do

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

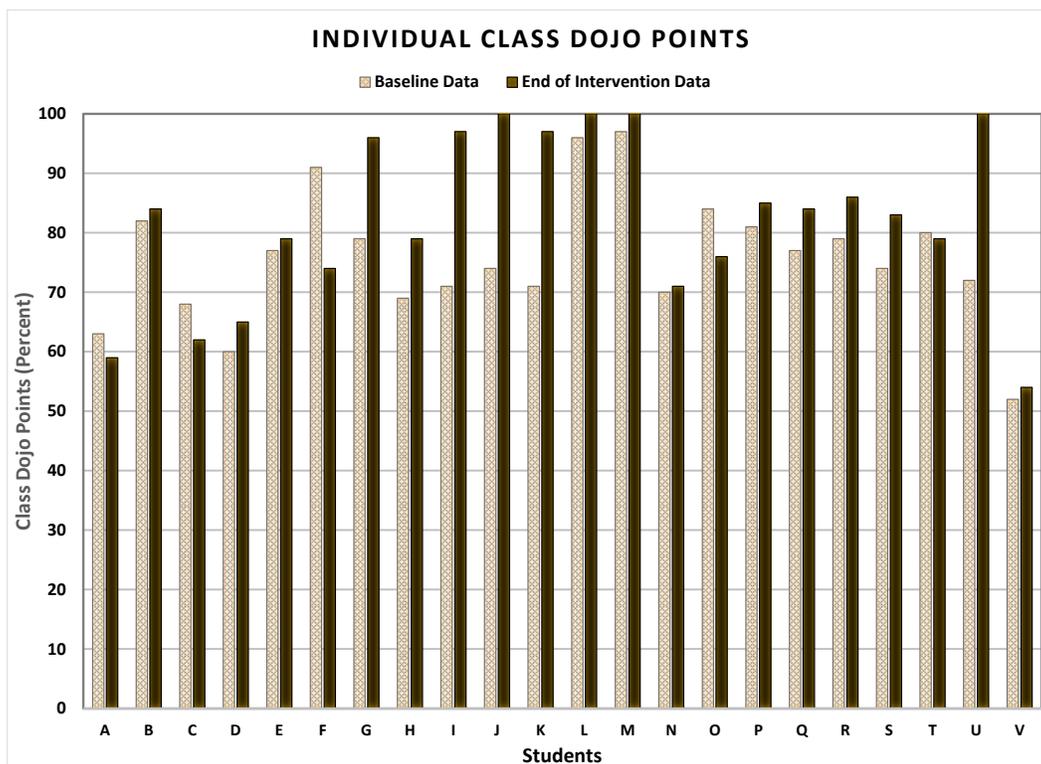
this study, the trend in class average positivity points would become clearer, to determine if tootling is effective.



Each student's ClassDojo positivity points were collected during the week before the tootling intervention for baseline data. Each student's ClassDojo positivity points were collected during the final week of the study to compare with the baseline data. 82% of the students' ClassDojo positive behavior points increased from the week before the intervention to the final week of the intervention. The validity of this data is questioned by how much did those 82% of

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

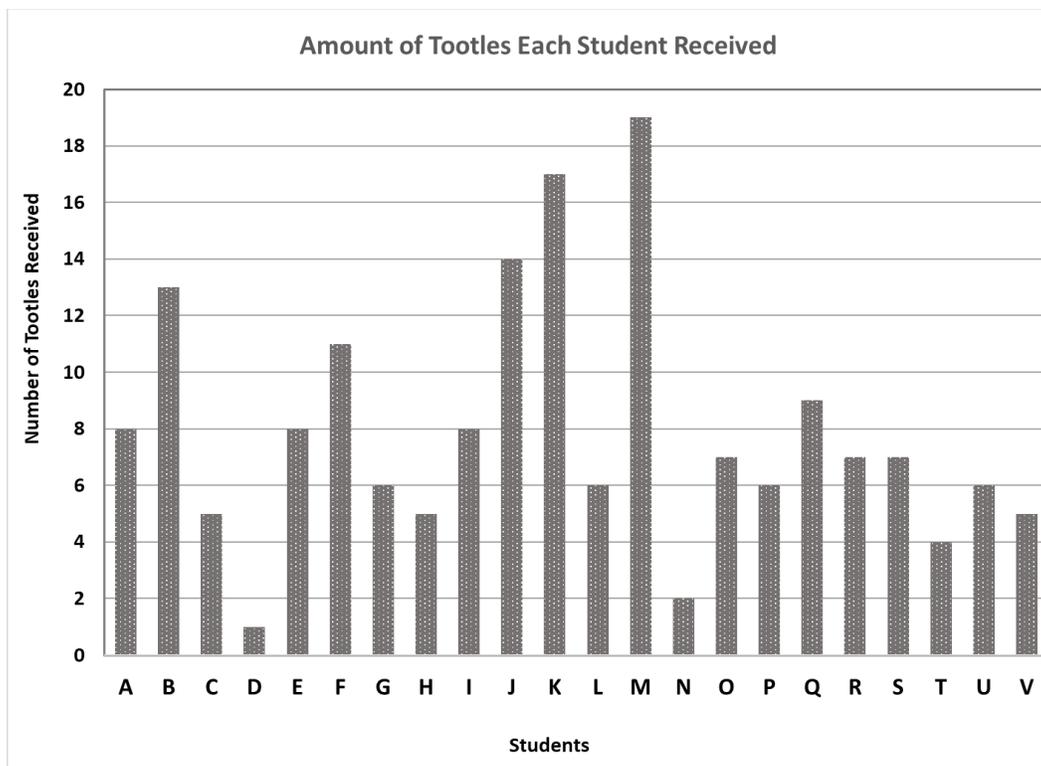
students increase their positivity points average and why did 18% of students have no change or decreased in points.



The number of tootles that each student received was recorded to observe the disparity between certain students receiving more attention than others for good behavior. Students B, J, K, and M received the most tootles in the study. Students B and M never had problems with exhibiting positive behavior in the classroom before the intervention. Students J and K exhibited more disruptive behavior before the intervention but received a lot of tootles from their classmates. Students D, N, and T received the least tootles during the study. Students D and N had little change in their positivity points over the course of the study. Student T's positivity points decreased by the end of the study. This data questions the validity of the tootling

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

intervention, because there is inequity in the number of tootles received by each student. This means that not every student received the same benefits of being tootled upon.



### Conclusions

82% of the students' Class Dojo positive behavior points increased from the week before the intervention to the final week of the intervention. This shows the tootling intervention had a positive influence on most students' classroom behaviors. Overall, the class average positivity points increased by 6.5% from the baseline data to the third week. There was a dip in class average positivity points during the first and second week of the intervention. There could be multiple factors to cause this increase in negative behavior points. It is possible the students were just getting used to how tootling works, existing interpersonal issues among the students, or the

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

study was too short to get a more accurate set of data to measure the effect of tootling on disruptive classroom behavior.

My mentor and I noticed that the incorporation of positive peer reporting in the classroom boosted the morale of the class. Students wanted to be recognized for their positive behaviors. A tootle was read in the sharing circle complimenting a student for putting the chairs up in the desks at the end of the school day. Later that day, five students were rushing to help put chairs up on desks and this is normally a difficult task to get students to perform. The daily sharing circles in general were favored by the students. In conclusion, tootling was effective in reducing disruptive classroom behavior and created a more positive environment in the classroom.

### **Implications**

The results from the tootling intervention implicate that it can be used as a tool in classrooms to reduce disruptive behavior and to create a positive learning environment. My mentor and I felt that tootling was easy to implement and integrate into our existing schedule, with little set up and training. Tootling can be integrated into an existing PBIS (Positive Behavior Interventions and Supports) system that a school already uses.

### **Limitations**

The length of this study, being only three weeks, limited the quantity and quality of data gathered. The students seemed to be getting used to how tootling works and the purpose of it by the third week, which is when the data shows a positive effect in decreasing disruptive behavior in the classroom. This study can be more effective if it is employed over the course of the school year.

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

It would be interesting to see how tootling can be used in middle and high school classrooms. This study is designed to work within an elementary school setting with sharing circles. How would older students react to tootling?

### **Recommendations**

To improve upon this study, researchers need to make sure every student is being tootled on. If a group of students is not being tootled on, they can feel ostracized from the class. This also effects the data to show how well the intervention is working to improve positive classroom behaviors from all students. Maybe, encourage the students to tootle on someone they have never tootled on before. If using ClassDojo to record positive and negative behavior of each student, researchers should make each tootle worth a ClassDojo point. To further boost class morale, the tootles can be collected and put on a poster in the classroom for the students to admire. Tootling can easily be integrated into a PBIS system.

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

### **Acknowledgements**

I would like to thank all who supported me and participated in my action research project. Thank you to my professors, Corll Morrissey and Vicki Butler, for teaching and guiding me through this process. Thank you to my mentor, Amie Santiago, who allowed me to conduct my research in her classroom. Thank you to my students who willingly participated in this study. Thank you to the parents/guardians who gave consent for me to include their children in my study. Thank you to my friends and family who provided unwavering support. Without the help of these people my action research project would not be possible.

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

**References**

- Chaffee, R., Briesch, A., Volpe, R., Johnson, A., & Dudley, L. (2020). Effects of a Class-Wide Positive Peer Reporting Intervention on Middle School Student Behavior. *Behavioral Disorders, 45*(4), 224-237. Retrieved from <https://journals-sagepub-com.proxy.cityu.edu/doi/pdf/10.1177/0198742919881112>
- Christensen, L., Young, K., & Marchant, M. (2007). Behavioral Intervention Planning: Increasing Appropriate Behavior of a Socially Withdrawn Student. *Education and Treatment of Children, 30*(4), 81-103. Retrieved from <https://www-proquest-com.proxy.cityu.edu/docview/202685384/fulltextPDF/74164CE456B04E97PQ/1?accountid=1230>
- Cihak, D., Kirk, E., & Boon, R. (2009). Effects of Classwide Positive Peer "Tootling" to Reduce the Disruptive Classroom Behaviors of Elementary Students with and without Disabilities. *Journal of Behavioral Education, 18*(267). Retrieved from <http://link.springer.com/article/10.1007/s10864-009-9091-8>
- Farmer, T., Van Acker, R., Pearl, R., & Rodkin, P. (1999). Social Networks and Peer-Assessed Problem Behavior in Elementary Classrooms: Students with and without Disabilities. *Remedial and Special Education, 20*(4). Retrieved from <https://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=88985325-56a6-463c-b6cd-5e9c9e4dcbe8%40sessionmgr103>
- Gulec, S., & Balcik, E. (2011). Undesirable Behaviors Elementary School Classroom Teachers Encounter in the Classroom and Their Reasons. *Bulgarian Journal of Science and Education Policy, 5*(2), 163-177. Retrieved from

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

[http://www.oalib.com/paper/2964523#.V\\_XATSQ9Znl](http://www.oalib.com/paper/2964523#.V_XATSQ9Znl)"

[http://www.oalib.com/paper/2964523#.V\\_XATSQ9Znl](http://www.oalib.com/paper/2964523#.V_XATSQ9Znl)

- Henfield, M., and Washington, A. (2012). "I Want to do The Right Thing but What is it?": White Teachers' Experiences with African American Students. *The Journal of Negro Education*, 81(2), 148-161. Retrieved from <https://www.proquest.com/education/docview/1034740105/fulltextPDF/69A3B7864E1F457FPQ/11?accountid=1230>
- Holmes, B., Gibson, J., & Morrison-Danner, D. (2014). Reducing Aggressive Male Behavior in Elementary School: Promising Practices. *Contemporary Issues in Education Research*, 7(4). Retrieved from <http://www.cluteinstitute.com/ojs/index.php/CIER/article/view/8838>
- Kirkpatrick, B., Wright, S., Daniels, S., Taylor, K., McCurdy, M., & Skinner, C. (2019). Tootling in an After-School Setting: Decreasing Antisocial Interactions in At-Risk Students. *Journal of Positive Behavior Interventions*, 21(4), 228-237. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/1098300719851226>
- Lambert, A., Tingstrom, D., Sterling, H., Dufrene, B., & Lynne, S. (2015). Effects of Tootling on Classwide Disruptive and Appropriate Behavior of Upper-Elementary Students. *Behavior Modification*, 39(3), 413-430. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0145445514566506>
- Larson, K., Pas, E., Bradshaw, C., Rosenberg, M., & Day-Vines, N. (2018). Examining How Proactive Management and Culturally Responsive Teaching Relate to Student Behavior: Implications for Measurement and Practice. *School Psychology Review*, 47(2) 153-166. Retrieved from

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

<https://www.proquest.com/education/docview/2050508569/fulltextPDF/474466EE1AD14E27PQ/1?accountid=1230>

Lum, J., Radley, K., Tingstrom, D., Dufrene, B., Olmi, D., & Wright, S. (2019). Tootling with a Randomized Independent Group Contingency to Improve High School Classwide Behavior. *Journal of Positive Behavior Interventions*, 21(2), 93–105. Retrieved from <https://journals-sagepub-com.proxy.cityu.edu/doi/pdf/10.1177/1098300718792663>

McHugh Dillon, M., Radley, K., Tingstrom, D., Dart, E., & Barry, C. (2019). The Effects of Tootling via ClassDojo on Student Behavior in Elementary Classrooms. *School Psychology Review*, 48(1), 18-30. Retrieved from <https://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=dc0dd380-3c3d-41a1-92cb-5beb0af12734%40pdc-v-sessmgr03>

Nelson, J. A., Caldarella, P., Young, K., & Webb, N. (2008). Using Peer Praise Notes to Increase the Social Involvement of Withdrawn Adolescents. *Teaching Exceptional Children*, 41(2), 6-13. Retrieved from <https://www-proquest-com.proxy.cityu.edu/docview/201186092?https://search.proquest.com/education&pq-origsite=summon>" <https://www-proquest-com.proxy.cityu.edu/docview/201186092?https://search.proquest.com/education&pq-origsite=summon>

Pour, K., Adibsereshki, N., Pourmohamadreza-Tajrishi, M., & Hosseinzadeh, S. (2014). The Effect of Emotional Intelligence Training on Behavior Problems of Boys with Externalized Behavior Disorder in Elementary Schools. *Journal of Special Education and Rehabilitation*, 15(3-4). Retrieved from <http://dl.fzf.ukim.edu.mk/index.php/jsr/article/view/914>

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

- Shin, H., & Ryan, A. (2016). Friend Influence on Early Adolescent Disruptive Behavior in the Classroom: Teacher Emotional Support Matters. *Developmental Psychology, 53*(11), 114-125. Retrieved from <https://www-proquest-com.proxy.cityu.edu/docview/1853178079/fulltextPDF/B9C0EA54DFCB4EBDPQ/1?accountid=1230>
- Skinner, C. H., Cashwell, T. H., & Skinner, A. L. (2000). Increasing Tootling: The Effects of a Peer-Monitored Group Contingency Program on Students' Reports of Peers' Prosocial Behaviors. *Psychology in the Schools, 37*(3), 263-270. Retrieved from <https://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=5be403a3-a0d1-4dd9-9c30-cabd03824b0e%40sessionmgr102>

TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

Appendix A

Anonymous Compliments

Tootling Slip

Who are you tootling on?: [redacted]

What did they do?:  
[redacted] did a good job on a  
test good job

Tootling Slip

Who are you tootling on?: [redacted]

What did they do?:  
he helped [redacted] when  
he fell.

## TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

**Appendix B****Post Assessment Student Survey**

**Directions:** Please answer the questions below based on your experience with tootling. DO NOT write your name on this survey.

**Did hearing compliments from your classmates make you feel happy? Why?**

---

---

---

---

---

**Do you think tootling helped you make good choices in class? Why?**

---

---

---

---

---

TOOTLING'S EFFECT ON DISRUPTIVE CLASSROOM BEHAVIOR

**Appendix C**

**Class Dojo**

**Report for March 26, 2017 to April 1, 2017**

Positive: 26 Needs work: 7

