

ETC 690 Master Project

**Positive Reinforcement in the classroom:
The Effect of Positive Reinforcement on Student Behavior and Participation**

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Abstract

This research investigates the in-class behavior and participation affected by positive reinforcement. A total of 53 students within two 5th grade math and science classes took part in this study. Throughout the study, students were granted dojo points when they were seen helping others, participating, on task, showing persistence, showing team work, and working hard. Student behavior was assessed through the number of resets (think times) given each month, amount of points given through dojo, and student self-assessments. Participation was also assessed through dojo points and student self-assessment. It was concluded from data analysis that positive reinforcement did have a slight increase on student urgency to participate and student improvement of behavior.

Introduction

Increasing positive behavior through positive reinforcement has been a focus in education in both past and present research. This study focuses to track the impact of positive reinforcement on student behavior and participation through in class data. "...positive reinforcement involves the addition of a reinforcing stimulus following a behavior that makes it more likely that the behavior will occur again in the future" (Cherry, 2018, p.1). Positive behavior is modeled and reinforced so students can show a positive increase in their behavior and participation in class. Interventions are implemented and student behavior is tracked through data points to see if the positive point system and reset intervention will improve student behavior and increase their motivation to participate in class.

Problem Statement

Behavior problems and lack of participation in the two classes in which this study takes place have been a consistent problem that has stripped students of learning opportunities as they have missed out due to lack of engagement and have been pulled from class for disciplinary actions. Positive Reinforcement focuses on the positive behavior when students do engage in class and show positive behaviors and rewards students for those actions. That allows students to work towards something of their interest and focus on improving their behavior and participation.

Opportunity for Improvement

Many students urge the need for affirmation from the instructor. They want to make sure they are doing things right or that they are being noticed whether it be through positive or negative behaviors. Throughout the study, the student responses due to various behaviors was addressed through positive reinforcement. The primary need of the study is to improve student

behavior and participation in the classroom. According to SWIS (2019) data collected by the Behavior Interventionist and Assistant Principal, there has been a total of 96 office referrals from grades K-6 from the month of September to April. That means that there have been 96 students that have been sent to the office for behavior, and some of those numbers come from reoccurring students. Of the 96 referrals, 23 came from 5th graders and 15 of the 5th graders were ELL (SWIS, 2019). ELL students are a subgroup that needs focused instruction and interventions, so pulling them due to behavior only limits that.

Based on teacher survey, each reset takes approximately 10 minutes from instruction time and each office referral takes an average of 20-30 (Teacher Survey). That is time taken away from their academics and more time spent on behavioral needs. There is a possibility that addressing the behavior and participation through positive reinforcement will reduce the amount of time spent on disciplinary actions and probing for student engagement and increase the amount of time on content and engaged learning.

Rationale

There has been a consistent pattern of high numbers of office referrals throughout the past 3 years. Office referrals are made up of behavior problems in class, hallways, the cafeteria, playground, and library. The highest number of office referrals come from in class behaviors as they have made up 51 percent of referrals within the past year (PIVOT, KSD). When office referrals are distributed, the class is disrupted by the behavior the student is taken out of the classroom to deal with the behavior. The disruption takes away from other students learning and the action of taking a student away from the classroom takes away from the students learning. When the behaviors are consistent, the time adds up and students end up missing a substantial amount of content. This poses the risk of an increase in academic problems. Lack of participation

also minimizes the students' opportunity to voice their understanding and engage in the content. That is why it is important to explore different strategies of improving student behavior and keeping them in the classroom, engaged, and participating.

Every environment has expected behaviors, and when those expectations are not met it raises confusion and there may be consequences. They will also be expected to engage in conversation and activity depending of the event. As they grow older, they will be expected to follow laws and work rules just as they are expected to follow school and classroom rules. It is important that their behavior meets the expectations wherever they go, so addressing the problem in school will help them succeed in all environments.

Literature Review

Introduction

Managing student behaviors is very difficult to begin with, but the idea of management in a safe and positive way lessens the negative impact in the classroom. Positive Reinforcement allows students to be addressed in a positive manner and redirected in a way that encourages and praises their behavior (Conley, 2014). Skinner believed in positive reinforcement as he established positive reinforcement as a more effective way of producing change than punishment. Through his research, not only did he define the different between positive and negative reinforcement, but he also found that negative reinforcement leads to escape and active avoidance (Frisoli, 2018). He assessed students on their lack clarity, fear of failure, time and complication of tasks, lack of directions, and lack of positive reinforcement as he believed they were the five primary obstacles of learning for children in a classroom (Frisoli, 2018). He

recognized the difference between positive and negative reinforcement along with the behavioral results that stem from each form of reinforcement.

Reinforcement

Reinforcement is a response used to guide student behavior towards a desired outcome. In Freeman's (2015) research, positive reinforcement was seen to be more effective than negative reinforcement when it came time to promote compliant behavior. She had the opportunity of studying the effects that lead to student drop outs. While doing so, she came to find that the absence of a positive student - teacher relationship was a missing factor that led students to drop out (Freeman, 2015). Research conducted by Morin (2016) also finds that positive reinforcement provides students with the support needed to reach the desired behaviors. She conducted interviews and observations to analyze the effects of both inclusion and positive reinforcement in classroom environments. Through that research she found that verbal reinforcement acted as the most influential behavior led by teachers and accepted by students (Morin, 2016).

Additional research found that the type of praise given to students made a difference in the students' reaction. Research conducted by Burnet and Mandel (2010) found that "... general, non-targeted praise was most commonly used in the classroom, but this type of praise is not effective because it is not linked to a specific behavior or targeted to completion of a task" (Burnett & Mandell, 2010, p.145). The vagueness of general praise leads to general results in behavior, but specific praise leads to specific results shown by students. The results were replicated in research completed by Pintel (2006) on effects of positive reinforcement on third grade spelling. She found that the act of giving rewards as a form of positive reinforcement lead to an increase in scores from third graders (Pintel, 2006). The difference between her research and the previous research mentioned is the form of positive reinforcement. She gave rewards as a

form of positive reinforcement while the other researchers studied positive praise. Throughout the different forms of positive reinforcement being presented, they all resulted in a positive behavior outcome.

Rewards

Diedrich (2010) studied behavior modification, specifically observing the relationship between the use of rewards and its ability to encourage positive behavior in the classroom. She created a behavior plan that allowed students to track their behavior and be rewarded marbles when kind words were presented to their peers (Diedrich, 2010). After collecting data from four study groups, the research showed an increase in students use of manners and kind words used towards one another and a decrease in prompts needed to get students showing the behavior (Diedrich, 2010). The research resulted in positive outcomes over a duration of time and use of positive reinforcement.

Research was also conducted with students with special needs, as Pettit (2013) studied the use of positive reinforcement and its effect on a student with autism's non-compliant behavior. A seven-year-old boy with autism in a self-contained classroom was observed for two months and data was collected on the behavior patterns with positive reinforcement and without positive reinforcement. Pettit first observed the student's behavior with no form of enforcement and tracked data on the behavioral patterns. They then introduced positive reinforcement to him which included teacher praise, peer approval, tangible items, and positive tracking boards. The positive reinforcement minimized the students' behavior problems. (Pettit, 2013)

Ingvarsson, Hanley, and Welter (2009) also conducted a study, tracking the effects of positive reinforcement on disruptive behavior within preschool students. The authors chose five therapeutic tasks to work with the children on. The children were monitored based on aggression,

motor disruptions, and vocal interruptions. If students behaved, they received play time before, between, or after their session. They were not forced to do anything if behaviors began to escalate. The children also received a preferred edible if they completed their task without disruptive behavior. This continued as the author continued to collect data on the behavior. The data results showed a decrease in disruptive behavior in one of the children that were being studied, while noticing consistent reductions in the behavior of the second child (Ingvarrson et al., 2010). Data analysis also showed that other interventions had to be included in order to see a complete decrease in disruptive behavior from the second child. In other words, positive reinforcement alone wasn't sufficient enough to cause a significant change in behavior.

PR and Academic Progress

In Pintel's study (2006) of positive reinforcement, she chose to focus on its effect on student academic progress rather than behavioral progress. The research began by collecting the students' spelling test for four consecutive weeks to create the baseline data for student achievement in the class. After the four-week period the teacher implemented a positive reward system for further tests. She let the students know that they will receive a reward if they score above a 92 percent. A tally sheet was also created to see which reward the class preferred. The winning reward was used as the reward system for the study. On Mondays they were given pre-tests and reminded of the rewards and on Fridays they took the final tests. Spelling review was implemented each day before the final test. This continued for four weeks and data was collected to see results of the reward system. Results from the collected data showed significant improvement when positive reinforcement was set in place (Pintel, 2006).

Research conducted by Schieltz, Wacker, and Romani (2017) focused on the effect of positive reinforcement using tangible items on student behavior and task completion in the

classroom. The authors evaluated the effects of providing positive reinforcement using tangible items, on the problem behavior displayed by a 2-year-old, 9-year-old, and 3-year-old in a clinic, home, and school settings. The parents and clinic therapist conducted different play activities, puzzles, books, blocks, and other leisure activities when they were well behaved. They collected data in intervals from the students' baseline behavior to the percentage of problem behavior after the positive reinforcement had been implemented. They tracked sessions and treatment and compared it to the negative reinforcement data (Schieltz et al., 2017). When tracking the behavior when negative enforcement was being used versus the behavior when positive enforcement was being used, there was a decrease in problem behavior shown through the data.

Additional Research

There was additional research done, focusing on the use of positive reinforcement on listening skills and on task behavior. Lantz, McKenna, Price, and Stralow (2007) created a program that tracked student behavior in class, listening skills based on their attentiveness, and ability to get work done while staying on task. The participants were a kindergarten, first, and fifth grade class in a Northern Illinois community. The study focused on gathering data from the students' pre-interventions, behavior checklist, and listening skills assessment to see how their motivational reward system would impact student behavior. They collected data after the system was put into place and reinforced the system throughout the study. They assessed student multiple times and collected data in listening and on task behavior over two months after the positive reward system was implemented. As a result of the collected data, students showed increased growth in staying on task and listening. (Lantz et al., 2007)

In Gooch's research, three students who showed a pattern of behavior issues were chosen for a study on positive reinforcement. Gooch (2017) studied the results from the approach of

assertive discipline and cooperative discipline. Prior to this research students had already been introduced to PBIS. After working with these students for two weeks using a different form of discipline each week, student behavior changed when cooperative discipline was used. All three students reacted positively to cooperative discipline and the behavior problems increased or plateaued when assertive discipline was used. Needless to say, the cooperative discipline resulted in a downward trend of behavior issues over the course of the week. (Gooch, 2017)

Each form of research studied a different form of positive reinforcement. While some focused on verbal praise and direct commentary others focused on tangible forms of positive reinforcement.

Each study also used positive reinforcement to observe growth in different areas, such as test scores, student focus, manners towards peers, class disruptions, physical aggression, and inclusiveness and participation. Each students' data revealed different results. Some studies saw positive change in student behavior while others observed no direct connection. Certain researchers also saw the form of positive reinforcement given effected the results from students. There were problems with general versus direct praise that affected some data. There were also issues with other procedures set in place that may have affected the reinforcement or the students' reaction towards the reinforcement. Even throughout all problems, limitations, difficulties, focus groups, and results, there was a constant trend between each form of research that showed positive reinforcement led to positive behavior, increased time on task, and student academic growth.

Question

The purpose of the study is to observe how the implementation of positive reinforcement through a point and reward system effected the behavior of students and the frequency of participation from students. By observing the effects of positive reinforcement, research results

will help determine if it improves behavior and increases participation and therefore keeps students in class learning rather than out of class for disciplinary reasons. The Primary question of this research asks how positive reinforcement through dojo points effects student behavior in class, as assessed through dojo results, rests, and self-assessments? The secondary question of this research is, how does positive reinforcement through dojo points effect student participation in class?

Objective

Using Positive Reinforcement through dojo points and biweekly prizes for 8 weeks, students will show growth in their behavior and participation (1) by increasing their dojo points 1 or more each cycle; (2) decreasing the number of resets given each month as a class; and (3) by showing growth in their self-ratings of their behavior and participation.

Methodology

Research Design

This action research study was designed to analyze the effects of positive reinforcement on student behavior and class participation. By gathering qualitative data, results will identify if the use of positive reinforcement has a significant effect on student behavior. It was designed in a way that allows the instructor to keep track of student behavior and participation through an app while also tracking student misbehavior through student reflection forms.

Context

This research study took place in a Title 1 school in Kent. Per OSPI 2016-17 data, 5th grade has 37.5% on standard in ELA and 20.6% in Math with 33.3% on standard in science. 5th grade is departmentalized, so data will be collected from two classrooms. The school demographic is 42.8% Hispanic, .2% American Indian, 7.7% Asian, 18.4% Black, 3.6% Native

Hawaiian, 17.4% white, and 9.9% two or more races. Group B consists of 26 students, 8 of which are ELL, 1 with an IEP in Math and ELA. Within that population, 59.8% are free and reduced lunch, 11.5% special education, 48.3% Transitional bilingual, and 2.3% with 504 plans. The research focused on a 5th grade classroom at Scenic Hill Elementary School and data was collected during the content areas of Math and Science. Group A consisted of 27 students, 6 of which are ELL, 4 labeled as highly capable learners, and 1 with an IEP in math and social and emotional behavior. Within the classroom there was one teacher and students were placed in groups for interaction purposes.

Based on 2017-18 data, Kent School District has a total of 1,115,445 students based on October's enrollment count. Within the Kent school district there were 48.4% females and 51.6% males. The diversity breakdown based on October's open enrollment shows that there were 1.4% American Indian, 7.7% Asian, 4.4% Black, 23.1% Hispanic, 1.1% Native Hawaiian, 54.4% White, and 8% Two or more races. Within the district, 11.5% of students are English Learners, 42.4% are Low Income, 14.1% of students have disabilities, 1.8% of students are migrant, and 3.7% have a 504 plan. Based on 2016-17 data, the school in which the research is taking place had an enrollment rate of 600. There were 52% males and 48% females. Within the 600 students the diversity breaks down was 42.8% Hispanic, .2% American Indian, 7.7% Asian, 18.4% Black, 3.6% Native Hawaiian, 17.4% White, and 9.9% two or more races.

Participants

There were a total of 53 participants in this study. These participants came from a 5th grade Math and Science class at a Kent School District School. There were 24 boys and 29 girls being evaluated between the ages of 10 and 11 years old. There were 3 Somali students, 4 Russians, 8 Arabic, 10 Caucasian, 9 Hispanic, 8 Filipino, 2 Pacific Islanders, and 9 African Americans.

Within the class population there was one student with a social and emotional goal through an IEP. This impacted the student's behavior in class with the interventions provided through this study.

This is not a controlled experiment since two classes received interventions and the data was compared between the classes. Other variables such as time of day and behavior was also analyzed and evaluated. Each student was chosen based on the permission given by their guardians and the data that was collected did not affect student grades or assessed performance in class.

Validity

The validity of this study is supported by the outcome, process, and catalytic process being applied to the research. It is "the extent to which the research transforms and changes the researcher's views and/or practices" (Hendricks, 2009, p.102). Catalytic validity is the process in which a researcher continuously looks for ways to refocus, improve, and better the way data is collected in order to improve the overall research. It "refers to the degree to which the research process re-orient, focusses, and energizes participants in what Friere (1973) terms "conscientization" knowing reality in order to transform it..." (Lather, 1985, p.67). By continuing to look for ways to close gaps in the data, the validity of the research is increasing. Taking note of biases within the research also helps maintain the validity of the research. Taking cultural influences into consideration, such as the level communication with opposite sex and/or with adults and words and gestures seen to be rude in America, will help make sure that the results of the research aren't altered due to these cultural differences. The self-assessments provide students with neutrality within the research. The research also consists of Catalytic validity as changes and improvements will be made to throughout the research to ensure the best

results and impact on students. Students self-assessment also support process validity as student demonstrate their understanding of positive reinforcement, participation, as well as behavior and expectations by evaluating themselves.

Intervention

After reviewing many forms of literature on positive reinforcement given through prizes, verbal praise, and point systems, there were many different results. Because it is still unclear as to whether positive reinforcement has a positive effect on student behavior and participation, I decided to implement the intervention of a point system with student picked prizes. Students were provided with dojo points as a tracker for positive reinforcement. They were informed that if they were seen helping others, on task, participating, working hard, and showing great team work then they will be rewarded with a point. They were notified that there will be a reward based on the total amount of points gained bi-weekly and they will be provided with the opportunity to choose the rewards listed based on their interests. This intervention was implemented whole class during morning meeting time and the instructions of how the process works was made clear to the students. Students were given daily reminders of the intervention that was taking place during interventions. The class dojo noises that were made as points were given also acted as an intervention reminder for students.

The intervention took place between March 1, 2019 to April 26, 2019. Class Dojo data collection happened daily on active school days during Reading Interventions, Math, and Science time. Although Dojo data was collected daily, it was be reset bi-weekly and positive reward (prizes) were given at this time as students cashed out their points. Students had the opportunity to cash out and reset their points 3 times throughout the intervention process. Reset form data was also collected weekly for 6 weeks straight.

Assessment

Students were assessed through dojo points, resets, and self-assessments. These three forms of assessment provided various data results that helped determine if positive reinforcement had an effect on student behavior and participation. Baseline data was collected throughout the months of September to February using school SWIS data and class reset forms. Throughout the study, qualitative data was collected based on student behavior and participation. The first form of data was collected from the daily points given based on student participation, on task behavior, kind acts towards others, and team work actions through the class dojo point system. This form of data was collected and reset bi-weekly, providing the students with a fresh start every two weeks. The total points at the end of every two weeks was a collection of points given from each dojo category. Before data was reset it was be collected through screen shot of the dojo page and each.

The second form of assessment is a behavior-reset forms (Appendix D). This form consisted of a written explanation of what the student did to get sent to reset and what they should have done to prevent themselves from getting in trouble. The student misbehavior, type of misbehavior, and the plan to improve behavior weekly was tracked and logged. The first reset given in a week is a time to think about the behavior and ways to fix it. The second reset in a week is a short reset form to reflect on behavior. The third reset in a week is an office referral. These forms were reset every week, but students were assessed based on how many resets they received in a month and the cause for the reset was also tracked through this process.

The third form of data collection is student behavior and participation self-assessments (Appendix F). This assessment was provided to students bi-weekly, and before they cashed out their dojo points, they assessed their own behavior and participation. The assessment aligns

with class dojo, being that the categories that they are assessing themselves on are the same. Students rated themselves on a scale of 1 – 4 based on their participation, team work, on task behavior, persistence, and if they helped others.

Findings

There was a total of three cycles of class dojo cash out as seen in Appendix A. Each cycle lasted for two weeks and during each cycle students earned points for their behavior and participation. During the first cycle, 10 people received 1-5 points, 24 people received 6-10 points, 11 people received 11-15 points, and 8 students received 16-20 points. During the second cycle, 7 people received 1-5 points, 19 people received 6-10 points, 14 people received 11-15 points, 10 people received 16-20 points, and 3 people received 21-25 points. Between the first and second cycle, there was a 6% decrease in students with 15 points, 9% decrease in students with 6-10 points, 6% increase in students with 11-15 points, 4% increase in students with 16-20 points, and a 6% increase in students with 21-25 points.

During the third cycle, 0 people received 0-1 points, 4 people received 6-10 points, 26 people received 11-15 points, 9 people received 16-20 points, 9 people received 21-25 points, 2 people received 26-30 points, and 2 people received 31-35 points. Between the second and third cycle there was a 13% decrease in students with 0-5 points, 28% decrease in students with 6-10 points, 23% increase in students with 11-15 points, 2% increase in students with 16-20 points, 11% increase in students with 21-25, 4% increase in students with 26-30 points, 4% increase in students with 31-35 points, and 2% increase in students with 36-40 points.

Between the first and last cycle of dojo points there was a total of 19% decrease in students with 0-5 points, 38% decrease in students with 6-10 points, 28% increase in students with 11-15 points, 2% increase in students with 16-20 points, 17% increase in students with 21-25 points,

4% increase in students with 26-30 points, 4% increase in students with 31-35 points, and 2% increase in students with 36-40 points.

When looking at Resets (Appendix B) for the entire year, there were a total of 32 given between the months of September and April. There were 5 given in September for playing in class, continuous talking, and inappropriate language. There were 7 given in October for throwing things in class and continuous talking. There were 6 given in November for continuous talking and playing in class. There were 3 given in January for Joking around off task in class. 5 were given in February for inappropriate language and actions in class. March consisted of 4 resets for throwing objects and continuous talking. April consisted of 2 resets for playing and screaming in class. Each reset was given for different behaviors, but there was a 13% decrease of resets in March and 6% decrease in April which are the two months that the intervention was implemented.

Three student self-assessments (Appendix C) were given to students to rate themselves on their behavior and participation. On the first self-assessment, 7 students said they never help others, 10 students said they sometimes help others, 20 students said they always help others, and 16 students said they always help others without having to be asked. When they assessed their participation, 4 students said they never participate, 2 students said they rarely participate, 18 students said they sometimes participate, and 29 students said they always participate. For teamwork, 1 student said they never work with their team, 6 students said they rarely work with their team, 22 students said they sometimes work with their team, and 24 students said they always work with their team. For staying on task, 3 students said they never stay on task, 3 students said they rarely stay on task, 25 students said they sometimes stay on task, and 22 students said they always stay on task. Students assessed their hard work, and 2 students said

they never try their best, 4 students said they rarely try their best, 10 students said they sometimes try their best, and 37 students said they always try their best.

This assessment was given two more times, once in the middle of the intervention segment and one at the end. The results from the data of the two assessments showed, 0 students from Mid and 1 student from End never help others, 13 students from Mid and 12 students from End sometimes help others, 19 students from Mid and 18 students from End always help others, and 21 students from Mid and 22 students from End always help others without being asked. For student in class participation, 1 student from Mid and 0 students from End said they never participate in class, 2 students from Mid and 3 students from End said they rarely participate in class, 18 students from Mid and 19 from End said they sometime participate in class, and 32 students from Mid and 33 from End always participate in class. For Teamwork, 3 students from Mid and 2 students from End rarely with their team, 22 from Mid and 21 from End always work with their team, and 28 from Mid and 30 from End always work with their team. Students rated their on-task behavior and 2 students from Mid and 3 from End rarely on task, 27 from students Mid and 23 students from End sometimes stay on task, and 24 students from Mid and 27 students from End always stay on task. Students rated themselves on the amount of effort they put into class and 4 students from Mid and 0 from End rarely try their best, 6 students from Mid and 13 from End sometimes try their best, and 43 students from Mid and 40 from End always work hard in class.

Through the triangulation of data, there is an increase seen in student's behavior and participation. Although some forms of data showed more growth than others, each form of data results indicated that students got into less trouble, worked harder, and participated more once the intervention of positive reinforcement was implemented.

Analysis

Based on data analysis, it is evident that the intervention of implementing positive reinforcement had a positive effect on student behavior and participation. The data collected from dojo points show that the number of students getting less points (0-10) decreased each cycle as the number of students getting higher points (11-40) increased. In the first cycle no student got more than 25 points and by the last cycle the highest score was 39. The points increased as the participation and positive behavior increased. The number of resets also decreased between the months of March and April. Resets decreased from an average of 5 a month to an average of 3 a month. Students assessments of their own behavior also changed as the intervention continued. The increase was small in change, but more people found themselves helping other, working hard, staying on task, participating, and working with others as the intervention continued. Overall, each form of assessment data showed an increase in student positive behavior and participation once the intervention was implemented.

Conclusion

Positive Reinforcement is the strategy of praising the positive behavior instead of focusing on the negative behavior. Throughout the research, it was shown to students as they were given points for their positive behavior and participation in class. Students earned points for their positive behavior in hopes to earn a prize at the end of every two weeks. Based on the results from in class assessments and data collected from the assessments, there was a slight increase of participation and decrease in behavioral issues after positive reinforcement was implemented. From pre-tests to post-tests there was an increase the number of students getting more dojo points, a decrease in resets for student behavior, and an increase in student self-ratings based on their behavior and participation.

Implications

The findings from the research may have the implication on future research on different forms of discipline and the effects on student behavior. These findings are important for future practices as it provides information on ways to motivate students to participate and improve their behavior. It helps future educators with possible classroom management strategies. Behavior and classroom management often interferes with the learning that goes on in the classroom. Dealing with behaviors and having lack of participation interrupts class and interferes with student engagement. Rather than using negative reinforcement, interrupting class time, and punishing disruptive behavior, they can praise the positive behavior which based on the findings can result in student behavior improvement and active participation while also creating a positive classroom environment.

Limitations

There were uncontrolled variables that effected the data of the research After completing the research, there was a noticing of behavior spiraling down rather than improving as much as expected. Factors such as weather, school breaks, and time of year played a big role in the research and results. As the research was conducted there was spring break, students were preparing for SBA testing, I was returning from maternity leave, and the sun was beginning to come out. Students were getting back into the routine of following my expectations, after break they were getting back into routine of following the school's expectations, and they were getting excited and anxious about the nice weather and testing. Although growth was still shown, the limitation of timing effected results.

Recommendations

In the future, considering all possible factors and how they may affect the results would improve the validity of the research and the results from the research. For future research on positive reinforcement, I recommend assessing multiple forms of positive reinforcement and find ways to track the results of each method. I would find a way to track verbal positive reinforcement and the effects of student behavior and participation based on the positive talk towards each student. I would also recommend tracking uncontrolled variables and how they also affect student behavior and participation even when positive reinforcement is being implemented. For example, weather, time of year, and class size. I would also break data up based on demographic such as race, social class, and ELL to compare the results and see if demographics possibly plays a role in the results.

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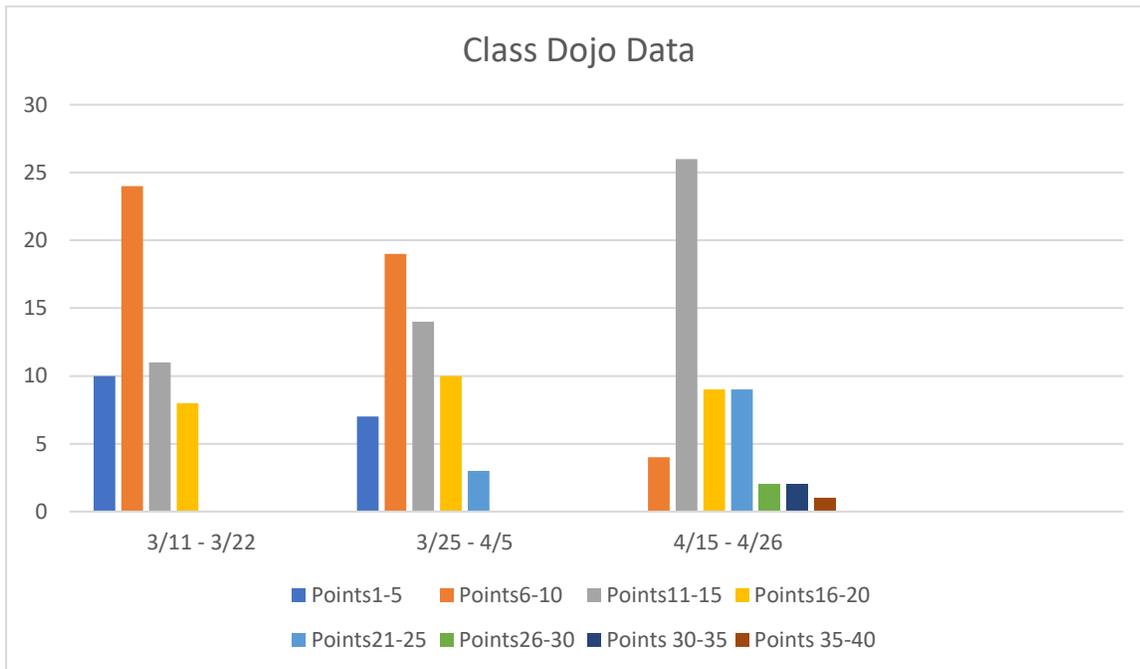
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Appendix A

Class Dojo data Table

Table 1



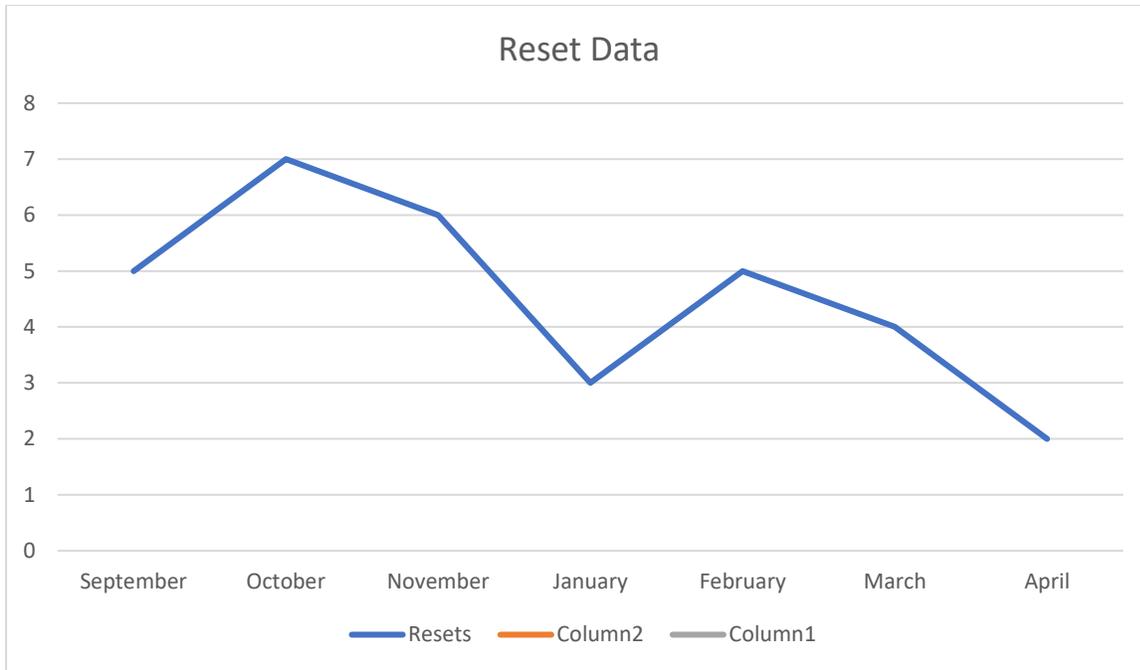
Note:

This table shows results of overall points based on participation and behavior from both classes. There was a total of three assessments and each set of dates represents a different assessment period.

Appendix B

Reset Data

Table 2



Note. This table represents the number of resets given each month throughout the year.

Appendix C

Student Self Assessments

Table 3

| PRE-TEST RESULTS | 1 | 2 | 3 | 4 |
|-------------------------|----------|----------|----------|----------|
| Helping Others | 7 | 10 | 20 | 16 |
| Participation | 4 | 2 | 18 | 29 |
| Teamwork | 1 | 6 | 22 | 24 |
| On Task | 3 | 3 | 25 | 22 |
| Working Hard | 2 | 4 | 10 | 37 |

| MID TEST RESULTS | 1 | 2 | 3 | 4 |
|-------------------------|----------|----------|----------|----------|
| Helping Others | | 13 | 19 | 21 |
| Participation | 1 | 2 | 18 | 32 |
| Teamwork | | 3 | 22 | 28 |
| On Task | | 2 | 27 | 24 |
| Working Hard | | 4 | 6 | 43 |

| POST TEST RESULTS | 1 | 2 | 3 | 4 |
|--------------------------|----------|----------|----------|----------|
| Helping Others | 1 | 12 | 18 | 22 |
| Participation | | 3 | 19 | 33 |
| Teamwork | | 2 | 21 | 30 |
| On Task | | 3 | 23 | 27 |
| Working Hard | | | 13 | 40 |

Notes: This data represents a Pre, Mid, and Post Self Assessments that students completed.

Appendix D

Reset Form

Eagle Reset Behavior Debriefing Form

**It's important to make good choices.
My choices affect my learning and the learning of those around me.**

Student Name _____ Grade _____ Referring Teacher _____

Buddy Teacher _____ Date _____ Arrival _____ Departure _____

What did I do?

I was not being (circle one): SAFE RESPECTFUL RESPONSIBLE

What should I have done?

I understand that if I receive 3 Reset in a week, my parents will be called, and I will receive a Think Time Reflection. YES NO

Appendix F

Student Self-Assessment Form

Behavior and Participation Self-Assessment

Circle the statement that best represents your behavior and participation in class for each section.

| | 1 | 2 | 3 | 4 |
|-----------------------|--|--|---|--|
| Helping Others | I never help others. | I sometimes help others when asked to. | I always help others when asked to. | I always help others without them asking or being asked. |
| Participation | I never participate in class. | I rarely participate in class. | I sometimes participate in class. | I always participate in class. |
| Teamwork | I never participate with my group members during Turn and Talk and Group Work. | I rarely work with my group members during Turn and Talk and Group Work. | I sometimes work with my group members during Turn and Talk and Group Work. | I always work with my group members during Turn and Talk and Group Work. |
| On Task | I never stay focused and on task during whole group and independent time. | I rarely stay focused and on task during whole group and independent time. | I sometimes stay focused and on task during whole group and independent time. | I always stay focused and on task during whole group and independent time. |
| Working Hard | I never try my best and work hard in class | I rarely try my best and work hard in class. | I sometimes try my best and work hard in class. | I always try my best and work hard in class. |