High Student Achievement Through Classroom Management

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Abstract

The purpose of this research study was to find to what extent classroom engagement and behavior would be affected by the use of ClassDojo in a kindergarten and first grade classroom? This study was completed in a public elementary school and included 18 kindergarten and 20 first grade students. Data sources included: an observational record of students' on and off task behavior, monitoring students' Fix-It Plans and Office Discipline Referrals from the middle of the year to the end of the year, and ClassDojo totals for "Positive" and "Needs Work" points throughout the 6 week study.   ClassDojo was presented to the students. They were introduced to their ClassDojo avatar and instructed how it earned points for both positive and negative behavior via the ClassDojo smart phone application. Data shows positive growth in student behavior and engagement. Study feedback indicates the value of adding ClassDojo to an existing behavior program.

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"Spare the rod, spoil the child" is a phrase used not that long ago when referring to classroom management. Modern educators have had to find more socially acceptable ways to manage a classroom. When classroom behavior is not managed effectively, learning suffers, not only for 1 child, but for the class as a whole.

This study took place in a school with 437 students in grade K-5. It included 18 kindergarteners and 19 first graders. These classes consisted of 16 girls and 21 boys. Out of the 37 students, 4 students had Individual Education Plans (IEPs) and received special education services. There were 7 students that received services in gifted education for advanced capabilities. Title I Reading teachers serviced 6 students who qualified. Prior to our study, 2 first grade students were on a plan for behavior modification.

Like many early elementary classrooms, a great deal of time was being spent teaching and re-teaching appropriate classroom behaviors.   Both classroom teachers felt they were losing valuable instruction time due to continuous disruptions of inappropriate behavior and sought to increase student performance through improved classroom management.

The key to high student achievement is classroom management because students do not learn well in a poorly managed classroom (Marzano & Marzano, 2003). Oliver, Wehby, & Reschly (2011) explain that when teachers spend a great deal of time controlling disruptive behavior they take time away from academic instruction. They define classroom management as "a collection of non-instructional classroom procedures implemented by teachers in classroom settings with all students for the purposes of supporting prosocial behavior and preventing and reducing inappropriate behavior" (pp.

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7-8). Studies show that implementation of a classroom management system has a

positive effect not only on reducing disruptive behavior but also on improving academic

scores (Oliver, Wehby, & Reschly, 2011; Wong & Wong, 2001). Research indicates that

the more time students spend actively engaged in learning activities the higher their

academic performance (Wong & Wong, 2001). Teachers with good classroom

management skills increase both student engagement and success.

According to Marzano & Marzano (2003) a strong teacher-student relationship is

the foundation for effective classroom management. By actively engaging specific

strategies and behaviors, the teacher-student relationship is not left to chance (Marzano &

Marzano, 2003). Teachers have the ability to actively create a positive classroom

dynamic that will support student learning (Marzano & Marzano, 2003).

Curriculum and Programs for classroom management look at the "big picture".

They involve multiple parts and are relatively all encompassing. Teachers use

assessments to guide instruction. "Assessments can let teachers know what information

needs to be reviewed or retaught. If a large group of students does not do well on a

particular assessment, the teacher knows that that information needs to be revisited"

(Marzano, 2010, p. 163). The same concept can be applied to behavior. If students are

not engaged in learning or not using appropriate behavior, teachers know that the

expectations and procedures need to be revisited. Using a curriculum such as Second

Step Skills for Social and Academic Success by The Committee for Children in K-5 is an

option to develop this knowledge ("Second step," 2014). In addition to the curriculum,

The Committee for Children website provides information on empathy, emotion-

management, problem-solving skills, self-regulation skills, and executive-function skills,

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which will prepare your students to learn whatever they need to; from social emotional

skills to math and science (http://www.cfchildren.org).

School-wide programs are another way of achieving classroom management.

Positive Behavior Support (PBS) strategies promote dealing with problem behaviors in a

school-wide setting (McKevitt, Dempsey, Ternus, & Shriver, 2012). PBS has 5 key

elements: creating common expectations; teaching expectations to students;

acknowledging behavior that meets expectations; imposing consequences for behavior

that does not meet expectations and collecting data and making decisions based on that

data. Teacher training and ongoing support is key to successful implementation. The

goal of PBS is to create a positive culture for both adults and children. "PBS is rooted in

a philosophy that includes positive reinforcement for engaging in desired behaviors"

(McKevitt, Dempsey, Ternus, & Shriver, 2012, p. 18).

Another interesting program currently used is ENVoY. According to ENVoY's

developer Michael Grinder (1995), 82% of communication in the classroom is non-

verbal. His program teaches how to use nonverbal techniques to increase productivity

and classroom climate. These techniques assist in building a strong teacher-student

relationship. This relationship allows teachers to reinforce consistent and fair classroom

expectations (Grinder & Associates, 2014).

Techniques and strategies help teachers in classroom management while

supplementing their current curriculum. "Teachers can make a difference in student

behavior, students must be treated with dignity and respect, what happens in the

classroom can help any student learn to be more independent and responsible" (Sprick,

2012, p. vii). Educators often focus on how students behave and what they can do to

change them. Simpson and Allday (2008) take a look at modifying teacher behavior

instead. By using 4 key components: Preparation, Initiation, Expectation, and

Reinforcement Ratio (PIE-R^2) teachers can adapt their own performance to improve

academic success and behavior management. "PIE-R^2 is a simple acronym meant to

encourage teachers to prepare for the school day, initiate teacher-student interactions,

expect students to perform at their highest potential, and positively reinforce appropriate

behavior through the use of verbal statements" (Simpson & Allday, 2008, p. 11).

"Embracing organization supports effective instruction and helps make

classrooms places where children are valued" (Diller, 2008, p. 10). Teachers prepared to

maintain a brisk lesson pace can decrease the opportunity for student misbehavior

(Simpson & Allday, 2008). "Teaching in a well-organized area facilitated more effective

(and efficient) instruction" (Diller, 2008, p. 3).

When teachers use strategies including appropriate level of dominance, establish

clear expectations and consequences, and establish clear learning goals, strong teacher-

student relationships will be formed (Marzano & Marzano, 2003). Teachers should also

exhibit assertive behavior, use appropriate levels of cooperation, take a personal interest

in students, use equitable and positive classroom behaviors and have an awareness of

high-needs students (Marzano & Marzano, 2003). "Great teachers know that it's harder

to reach some students than others. But they also know, instinctively, that it's possible to

engage almost any young person" (Liesveld & Miller, 2005, p. 18).

Good teachers model expectations before they believe students will perform them.

"Many teachers and schools practice lining up for fire drills and make sure everyone

knows the routine for finding the right bus at the end of the day, but they rarely think

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about how to teach the behaviors and skills that help students concentrate, focus, and learn" (Lemov, 2010, p. 158). There are many techniques that help with behavior management. There are 5 key behaviors that maximize students' ability to pay attention in the acronym SLANT: sit up, listen, ask and answer questions, nod your head, and track the speaker. (Lemov, 2010, p. 159). "Promoting active listening is critical because it is the doorway to understanding. Whether in social settings, at work, or with family and friends, not 'getting it' can cause serious problems" (Pearson, 2000, p. 7.2).

Moffat (2011) recommends using Behavior Specific Praise (BSP) statements at schools to contribute to a positive learning environment. BSP statements give an explicit reason for the praise such as, "You used an appropriate voice level when asking that question." Using praise immediately following behavior increased teacher use of praise statements as well as increased students' use of positive behaviors (Moffat, 2011).

"Identifying responses to misbehaviors before they occur leaves more time and energy for the fun aspects of teaching – such as interacting with students when they are behaving responsibly" (Sprick, 2012, p. 841). However, at times a behavior intervention may be required for high-needs students. Burley & Waller (2005) state "interventions may include any one or combination of the following behavior intervention: parent training, teacher training, cognitive strategy training, and medication". An intervention should not be the end of the interaction. Problem solving should follow an interaction to avoid the repeated need for intervention. "Problem solving involves the act of defining or determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; or using multiple perspectives to uncover the issues related to

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a particular problem, designing an intervention plan and then evaluating the outcome"
(Hattie, 2009, p. 210).

The use of technology in the classroom is becoming extremely common.
Teachers can have instant access to programs and applications designed to aid in
classroom management by using devices such as smartphones and tablets. Applications
such as ClassDojo and TeacherKit allow a teacher the ability to give students both
immediate and long-term feedback for both positive and negative behavior. They also
allow this data to be easily shared with other staff and parents.   The ability to show a
student that they have used an inappropriate voice level 12 times in a week can be a very
effective way to bring this behavior to the student's attention. The teacher can now
address this problem and the student can receive immediate feedback via the app when
they are using an inappropriate voice level. This creates an environment where the
student can take control of their own behavior and make improvements.

While ClassDojo and TeacherKit address a wide range of behaviors other apps
such as Too Noisy focus on just a single aspect, overall classroom noise level. These
applications can be a very useful tool for assisting the teacher in managing classroom
behaviors. According to the ClassDojo website,

> in some classrooms, more than 50% of class time is spent managing behavior
> rather than delivering instruction…. Specific positive reinforcement helps
> students develop a sense of purpose in the classroom, enhancing intrinsic
> motivation over time. By giving students visibility and data on their own
> behavior, ClassDojo makes class less disruptive and creates a more positive
> learning environment (Class Twist Inc., 2013).

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Technology gives the teacher the ability to perform tasks in seconds that would take hours or even days to do by hand. Recording and compiling behavior data into graphs and charts can be done with a few clicks while not even interrupting instruction. These technologies can also be used alongside or in conjunction with many of the other available programs and strategies.

Both parents and teachers have the same goal for students. They want students to succeed. By approaching all parents with this assumption, a teacher is able to work cooperatively and professionally with them (Breaux, 2003). Studies have shown that when parents are involved in their children's education they not only improve academically, but also show improved behavior. This has been shown to be true regardless a student's income level or background (Henderson & Mapp, 2002). Teachers and parents working as a team establish clear goals and expectations that promote student success.

Research indicates that the more time students spend actively engaged in learning activities the higher their academic achievement (Wong & Wong, 2001). Oliver, Wehby, and Reschly's (2011) research showed a positive effect in all 12 classrooms where a form of classroom management was implemented in comparison to the control classrooms. The form of classroom management did not have a significant effect on the amount of improvement (Oliver, Wehby, & Reschly, 2011). Therefore, teachers using classroom management can expect improved student behavior that will allow for more effective academic instruction (Oliver, Wehby, & Reschly, 2011).

In order to improve classroom behavior management, the teachers chose to implement ClassDojo along with the existing school wide behavior programs. ClassDojo

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addresses a wide variety of behaviors and allows the students to take control of their own

behavior and make improvements. This paper will answer the question: To what extent

classroom engagement and behavior would be affected by the use of ClassDojo in a

kindergarten and first grade classroom?

Description of Process

A total of 7 data sources were used to collect information during this 6-week

study. These data sources included a pre and post Observational Record, Fix-It Plans,

Office Discipline Referrals, Middle and End of Year Behavior Tiers, student feedback

surveys and parent feedback surveys, and behavioral data recorded from ClassDojo.

During the first week of research, a classroom aide in a kindergarten room and a student

teacher in a first grade room kept track of 3 randomly chosen students' behavior for 5-

minute intervals. They recorded on and off task behavior during a 30-minute period of

their regularly scheduled reading time on the Observational Record (see Appendix A).

After the data was collected, the students were introduced to the ClassDojo Application

by watching the introductory video located on the ClassDojo website. A class discussion

followed regarding the positive and negative behaviors teachers would be watching for

throughout the day.

Following the video and discussion students were given their own avatar in the

form of a ClassDojo monster and were told how that avatar earns points each day. The

avatars and students were assigned random numbers and each student and their guardian

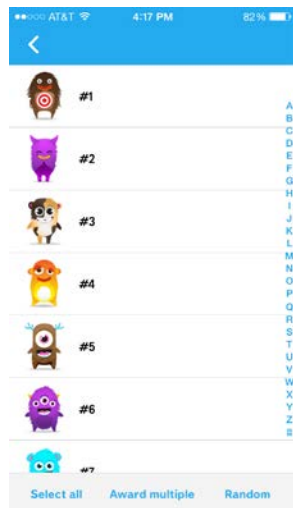were given that number as shown in Figure 1.

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Figure 1. ClassDojo Application Avatars with Student Numbers.

Students followed the previously set procedures during reading while teachers utilized the ClassDojo Application on their smart phone. Teachers awarded the students both positive and negative points by choosing the child's number and selecting either "positive" or "needs work" on the menu. Following this they chose the appropriate category and gave the student points displayed in Figure 2 and Figure 3. Figure 2 indicates the positive points students earned for the following behaviors: being on task, using an appropriate voice level, remaining in their spot, working hard, using teamwork, making timely transitions, helping others, or taking care of belongings. Figure 3 indicates the areas that students need to work on to improve their behavior such as being off task, using an inappropriate voice level, being out of their spot, not making timely transitions, not taking care of their belongings, hurting others, being disrespectful, or talking out of turn.
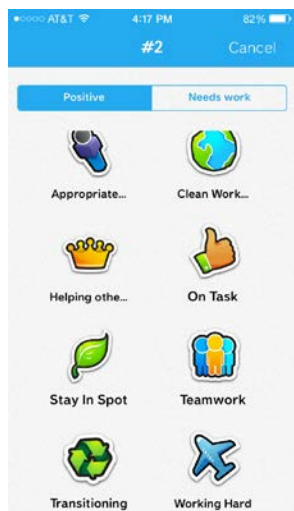
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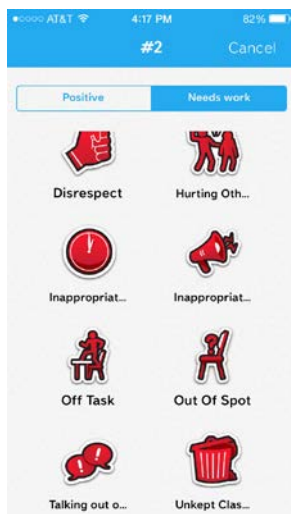*Figure 2*. ClassDojo Application Positive Point Screen Shot.

Figure 3. ClassDojo Application Needs Work Point Screen Shot.

The ClassDojo website was open on the teacher's computer and minimized therefore allowing the teachers to be able to use their ActiveBoard for regular instruction throughout the day. The computer was connected to the ActiveBoard sound system. This method allowed students to hear the dings for positive points or the buzz for negative points. Next, these audio cues were introduced to students that would signal the times that they were earning both positive and negative points. Teachers were able to choose to award points randomly or award points as needed to help direct the behavior of

the students through the use of these sound signals. The other ClassDojo feature they

utilized often was awarding the entire class points when the opportunity arrived.

The student totals were not displayed on the ActiveBoard throughout the day.

Therefore, students could not see who were earning points. Then, students were given a

goal of positive points to strive to earn each day. The totals were displayed on the

ActiveBoard at the end of the morning before lunch. This allowed students to determine

what changes they would make to their behavior in the afternoon to meet their goal.

Point totals were also displayed on the ActiveBoard at the end of the day for students to

check if they achieved their point goal.

Finally, the teachers emailed the students' parents a code to use so they could

check their child's daily ClassDojo data for reinforcement at home. Teachers were able

to send parent reminders to check ClassDojo from the ClassDojo Website.

Throughout the week, teachers could display the Whole Class Reports as

displayed in Figure 4 to show students how they are doing as a class. Teachers would

randomly offer rewards to students who achieved their daily goal. A few examples of

rewards included getting ready to go home first, high 5's, handshakes, stickers, and

treasure box items.

This process continued daily for 6 weeks. During this 6 week process teachers

continued their regular use of their school's PBS policies including the use of 30-Second

Interventions, Fix-It plans, and Office Discipline Referrals for major student offences

(see Appendices B – D). Teachers also continued their weekly lessons in Second Step

Skills for Social and Academic Success as well as the use of Behavior Specific Praise

statements. They utilized ClassDojo throughout the day awarding points for a variety of
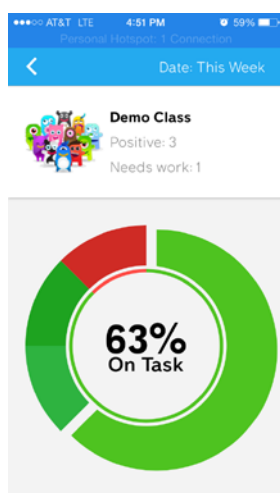
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Figure 4. ClassDojo Application Example of Whole Class Percent Positive Graph.

skills such as: lining-up, walking in the hallway, joining the class at the rug, and getting

started right away. Teachers reviewed previously taught procedures as needed such as

reminding students to track the speaker during direct instruction.

During the final weeks of ClassDojo, both students and parents were given an

opportunity to give feedback regarding the implementation of ClassDojo (see Appendices

F and G). The students took the survey in the computer lab. The teacher and the

computer lab instructor had prepped the lab to have the survey on the screen before the

child was seated at their assigned computer. The teacher read the questions aloud and

had students click the answer. When the students answered the question, they would give

the teacher a thumbs-up to signal they were ready to hear the next question. The teacher

would read the question, give examples of what it meant, or reword it for students who

were unsure how to answer the question. The class continued this format until all 10

questions were completed. The parents were simply emailed the link and asked to

complete the survey. At the end of the study, the teachers administered the Observational

Record for a final time (see Appendix A). The same randomly chosen students from the

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first week of data were used for the assessment. They were observed during the same 30-

minute period of reading time at the end of the 6-week study (see Appendix A). This

ClassDojo data was collected and analyzed along with the data from Office Discipline

Referrals, Fix-It Plans, and Classroom Behavior Tiers (see Appendices C - E) to

determine the effectiveness of ClassDojo.

Analysis of Data

Overall, the results in both classrooms were positive. The preliminary results in

our Observational Record showed that students were on task only 57% of the time (see

Figure 5). At the end of the study following 6 weeks of the implementation of

ClassDojo, the same students were on task 93% of the time (see Figure 6). This is

especially impressive considering the end of the study coincided with the end of the

school year which is a time of year when teachers often see an increase in off task

behaviors.

Observational Record

Classroom: <u>First Grade (9:00-9:30)</u>   Date: 4/7/14

Students being observed: ___#6___   #9   #20

Classroom: <u>Kindergarten (9:30-10:00)</u>   Date: 4/7/14

Students being observed: ___#1___   #10   #18

Time:	On Task:	Off Task:
9:00	#6, #20	#9
9:05	#6, #20	#9
9:10	#9	#6, #20
9:15		#6, #9, #20
9:20	#6, #9, #20	
9:25	#6, #20	#9
9:30	#6, #20	#9
	#1, #10, #18	
9:35		#1, #10, #18
9:40	#10, #18	#1
9:45	#10, #18	#1
9:50	#1	#10, #18
9:55	#1, #18	#10
10:00	#1, #18	#10
Total:	24/42 = 57%	18/42 = 43%

Figure 5. Preliminary Student Observational Record of On and Off Task Behavior.

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Observational Record

Classroom: First Grade (9:00-9:30)		**Date:** 5/21/14
Students being observed: #6	#9	#20
Classroom: Kindergarten (9:30-10:00)		**Date:** 5/20/14
Students being observed: #1	#10	#18

Time:	On Task:	Off Task:
9:00	#6, #9, #20	
9:05	#6, #9, #20	
9:10	#6, #9, #20	
9:15	#9, #20	#6
9:20	#6, #9, #20	
9:25	#6, #9, #20	
9:30	#6, #9, #20	
	#1, #10, #18	
9:35	#1, #10, #18	
9:40	#1, #10, #18	
9:45	#1, #18	#10
9:50	#1, #18	#10
9:55	#1, #10, #18	
10:00	#1, #10, #18	
Total:	39/42 = 93%	3/42 = 7%

Figure 6. Final Student Observational Record of On and Off Task Behavior.

Prior to introducing and implementing ClassDojo the teachers used the application simply to record student behaviors. This was done over a 1 week time period (see Figure 7). Figure 7 shows a doughnut chart where all green sections represent "Positive" behavior points earned and all red sections represent "Needs Work" behavior points earned during Week 1. The inner circle of the chart displays the "Positive" percentage as well as the "Needs Work" percentage. While the outer circle of the chart displays the breakdown of the points awarded during that week. Figure 8 shows a doughnut chart formatted the same way using data from the Final Week of research.

The results as shown in Figures 7 and 8 showed a slight increase in total positive behaviors from 90% positive to 91% positive. The teachers felt that subjectively the classroom behavior had improved and that the reason it was only a slight improvement was due to higher expectations of behavior. It was also noted that the total number of positive and negative points awarded increased towards the end of the study. The teachers felt that this increase in points earned was due to their own familiarity with the application. It may also have been from training themselves to incorporate carrying their smart phone into their daily routine. Teachers appreciated the opportunity to track how

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often they were giving positive praise. It was an easy way for them to monitor their own

behavior throughout the day as well. Teachers also liked the ability to view how often

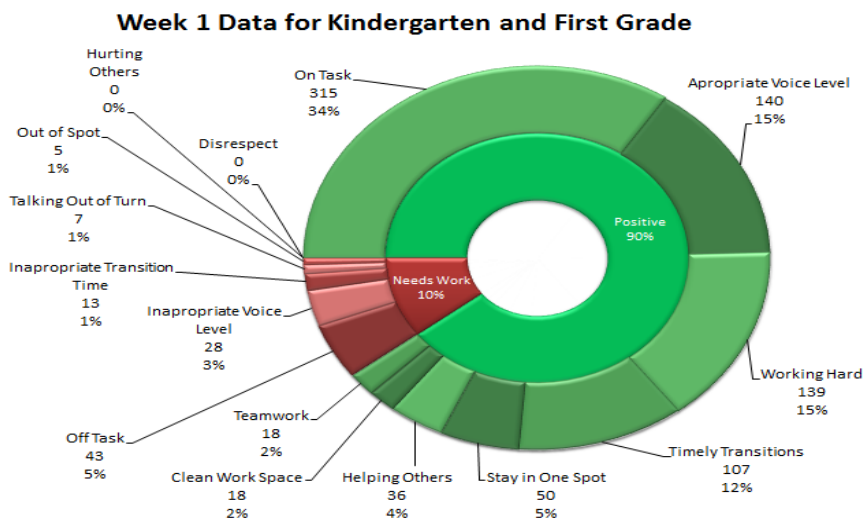they were awarding points and which students they had given points throughout the day.

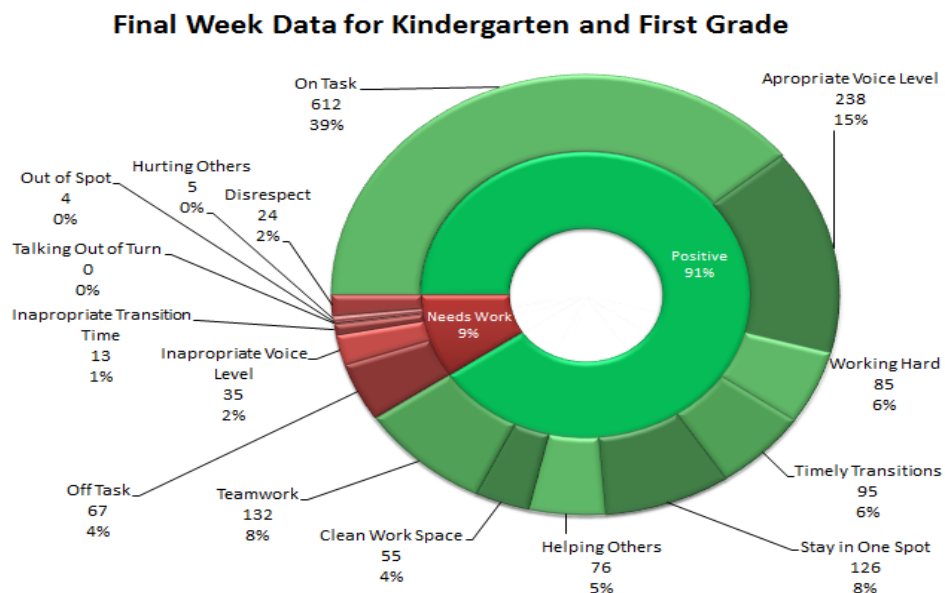*Figure* 7. Week 1 of ClassDojo Data for Kindergarten and First Grade.

Figure 8. Final Week of ClassDojo Data for Kindergarten and First Grade.

The teachers noticed an almost immediate improvement in classroom behavior.

Sound cues helped students track their behavior and made them acutely aware of their

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own actions. Students were excited to check their ClassDojo Avatar and see how many

points they earned each day.

During grade level Professional Learning Communities (PLCs) a drop was noted

in the number of student Fix-It plans and Office Discipline Referrals (ODRs) (see Figure

9). The Middle of the Year (MOY) data prior to our study shows students received 56

Fix-It Plans and 20 ODRs. The End of Year (EOY) data shows students received 9 Fix-It

Plans and no ODRs (see Figure 10). At the end of the year 89% of the students were in

Tier 1 requiring no additional classroom supports for behavior. Only 4 of the students

were in Tier 2, which indicates they may need some supports from time to time in the

classroom for behavior. The greatest celebration was that zero students were in Tier 3.

This means that their next year's teachers would not require a behavior plan in place to
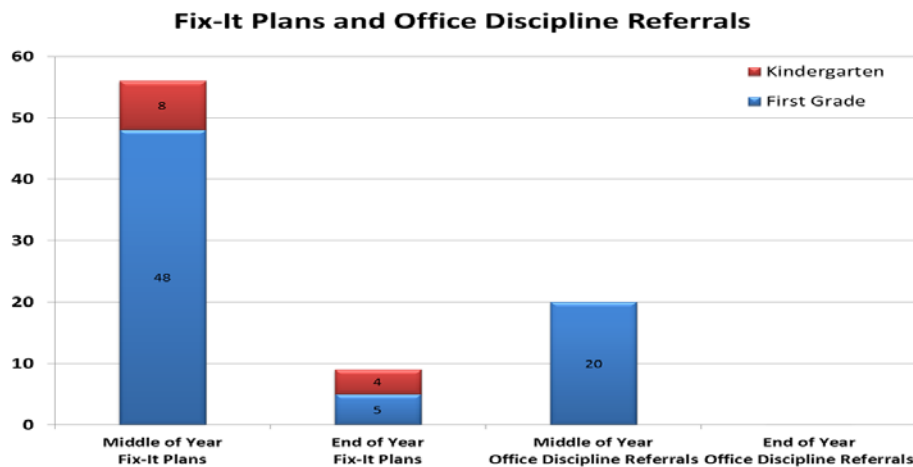
support student behavior.

Figure 9. Kindergarten and First Grade MOY and EOY Fix-it and ODRs
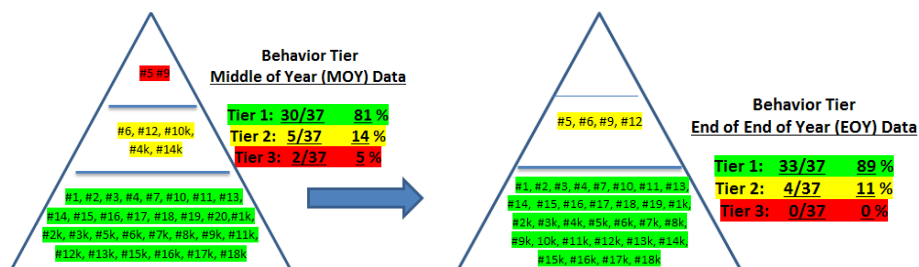
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Figure 10. Kindergarten and First Grade End of Year Behavior Tier Data.

Students were asked questions to determine the overall opinion about ClassDojo's implementation as shown in Figure 11. Out of 37 students interviewed 32 of them said, "yes" their teacher gives them positive praise and 3 said, "sometimes." When asked if class behavior has improved since implementation 27 students felt "yes" and 7 felt "sometimes." Out of the 37 students 34 felt that ClassDojo helped the class become more "on task" and engaged in their learning. Only 3 students did not think the "needs work" sounds reminded them to be on task. All students said they work hard to earn positive points on ClassDojo. When asked if ClassDojo is a fun tool for classroom behavior management 32 students responded, "yes" and 4 said, "sometimes" it is fun. The most scattered results were about whether students said they discuss their ClassDojo score with their parents; 49% said, "yes," 27% said "sometimes," and 24% said "no." When asked if hearing the sounds reminded them to check their own behavior, 29 said "yes," 4 said "sometimes," and 4 said "no." It was reassuring to hear 32 say they were excited to have ClassDojo as part of their classroom, at least some of the time. Figure 12 shows students response about how often their parents check ClassDojo to see how they are doing at school. Unfortunately, 18 did not know and 1 said they never check it. A student said they check it once a month, 3 said once a week, and 14 said once an evening.
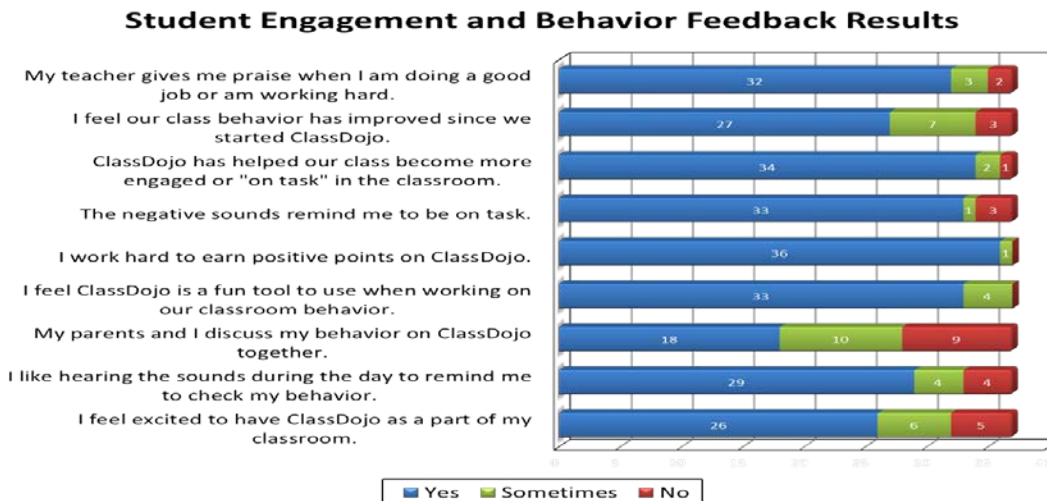
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Student Engagement and Behavior Feedback Results

Figure 11. Student Engagement and Behavior Feedback Results.
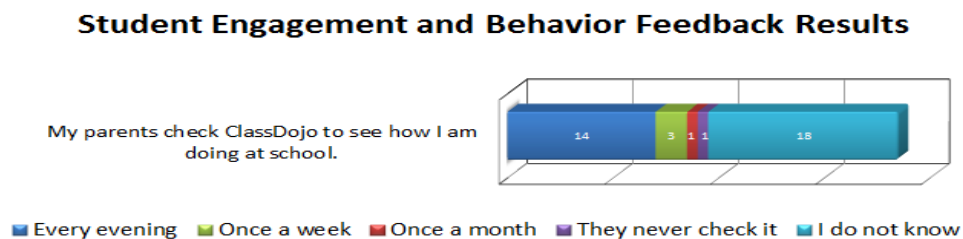
Student Engagement and Behavior Feedback Results

Figure 12. Student Engagement and Behavior Feedback Results (Continued).

Parents were also given an opportunity to give feedback on the implementation of

ClassDojo. Feedback was received from 30 parents; 29 of the 30 valued the feedback

given from ClassDojo. ClassDojo was preferred by 25 parents over other forms of

behavior management and 26 of the 30 parents checked the ClassDojo website daily,

weekly or multiple times a day or week. Parents commented to the teachers that they

enjoyed checking online throughout the day to see how their child was doing at school

and they liked that they were able to give immediate praise or retribution as a result at

home (See Figures 13 and 14). The use of ClassDojo's parent login eliminated the need

for the 2 students to continue to be on Behavior Intervention Plans, which were set up as

a result of Middle Of Year data.   These students' parents had the ability to monitor how

their child was doing at school through ClassDojo rather than waiting to see teacher made

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behavior charts. Parents stated that they no longer needed the other forms of

communication.   To view the comments parents made regarding ClassDojo (see

Appendix I).

Parent Feedback Results
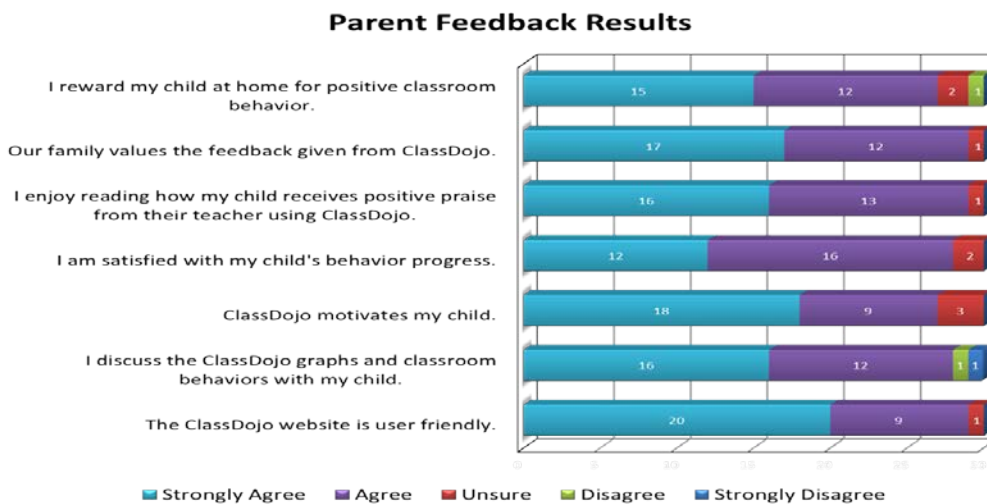
Figure 13. Parent Feedback Results.

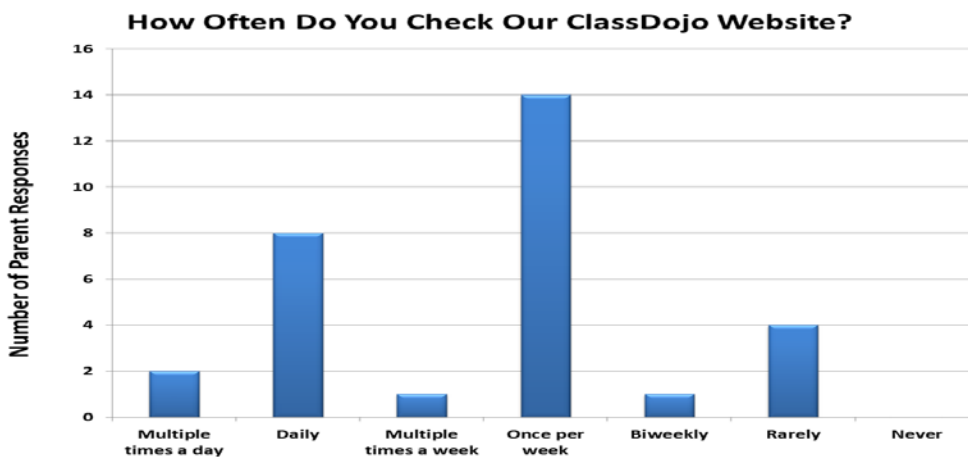*Figure* 16. Parent Feedback: How Often Do You Check Our ClassDojo Website.

The analysis of the data revealed the positive impact ClassDojo has on classroom

management. This positive impact was seen from the parents', students', and teachers'

perspective. The percentage of positive points for the whole class increased as well as

the number of "On Task" points. Implementing ClassDojo in the kindergarten and first

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grade classroom resulted in a reduction in the total number of Fix-It Plans and Office

Discipline Referrals as well as improvements in behavior Tiers. After analyzing their

data, the teachers discussed a plan for furthering their research.

Action Plan

Teachers have always modeled behavior and taught expectations to their students,

however, it has not always been common practice to track student behavior and share this

information with them. Future use of this application would do this daily. The use of

ClassDojo brings behavior interventions into the 21st century. This technology allows

students to take control of their own behavior and modify it to meet the needs of the

classroom. The audio cues give teachers the ability to continue to teach when they would

normally have to stop to verbally remind students. Computers, smart phones and tablets

would become an integral tool used each day, which teachers would use to input and

share student scores. Data from ClassDojo would be used to guide instruction and create

behavior Tiers. Teachers would be able to record their students' behavior throughout the

day instead of solely relying on memory.   Parents would have the ability to check this

progress at their convenience and discuss behavior with their children to become an

active part of the learning process.

As stated earlier, the key to high student achievement is classroom management

because students do not learn well in a poorly managed classroom (Marzano & Marzano,

2003). With ClassDojo's help students will make academic gains because less time will

be lost in slow transitions, off task behavior, and inappropriate activities. If teachers can

save just 5 minutes a day over the course of 180 instructional days, they will gain 15

hours of instructional time! Students can encourage each other to do their jobs at school

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and no longer have to put up with disrespectful behavior that wastes their own learning

time. Students should feel secure knowing that everyone is expected to behave in a safe

manner.

ClassDojo has many new features that could be put to good use by teachers to

further their research investigation. "Trendsetter" is a feature that would enable teachers

to see when students have the most difficulty and earn too many "Needs Work" points.

This would allow them to make adjustments to schedules or teaching content to better

suit students' needs. Another new feature from ClassDojo is the "Shared Classes" tool.

By simply clicking on the "Connect to Another Teacher" option and entering in their

email address, a teacher could give another teacher the ability to give their class points.

This would allow behavior consistency across the school with the teachers in music,

library, gym, computer lab, playground, and even in the lunchroom.   It would also permit

middle school and high school teachers to effectively implement ClassDojo. Teachers

would be able to view data and discuss with other teachers what works for them to help

motivate and keep students engaged in their classrooms. The final new ClassDojo feature

is "Messaging" this can be used if there is a student issue requiring parent attention and

can be used for both positive and negative events. The notices can be sent right from the

ClassDojo website. This feature may save teachers time when contacting parents.

To further investigate, teachers could study the existing data to find trends. For

example, is ClassDojo more effective with Tier 3 students than Tier 1 students or is it

more effective for male or female students? This information could be used to more

successfully implement ClassDojo in combination with other behavior supports.

Classroom Management

Another option for furthering research is to collect data on ClassDojo over a longer period of time. Since it can take longer to track trends in behavioral changes, this may be beneficial for students. This would also reduce the behavioral anomalies caused by upcoming vacations, holidays or tests.

Further research investigation could also include tracking students' academic progress while using ClassDojo. This could show quantitatively how important classroom management is in regards to high student achievement. Teachers would expect to find a strong correlation between academic progress and students' on task behavior.

The teachers involved in this study were very satisfied with the use of ClassDojo and are looking forward to using ClassDojo in their classrooms next school year. They have already begun looking into the new features ClassDojo offers with the intention of implementing them in the fall. They are especially excited to further their research using the "Trendsetter" feature. Many of the teachers in the building learned of the ClassDojo research and began trying it out in their classrooms as well. Others are looking forward to getting ClassDojo set up next year. The school's behavior coach has expressed interest in incorporating ClassDojo into the schools Positive Behavior intervention and Support System (PBiS). As with most types of behavior management, it is difficult to tell if students are intrinsically motivated to do well or if they are simply working hard in order to earn positive rewards. With less time spent on behavioral expectations, the teachers felt that they had more time to create motivating and inspirational curriculum and lesson plans.

Classroom Management

        To what extent classroom engagement and behavior would be affected by the use of ClassDojo in a kindergarten and first grade classroom? Students increased their total of "On Task" points. The Whole Class percentage of positive points increased as well. The most notable change was an 89% reduction in the total of Fix-It Plans and Office Discipline Referrals from the middle of the year to the end of the school year. In addition, parents, students and teachers fully support the use of ClassDojo. It is evident that this piece of technology, when used in conjunction with existing school-wide behavior programs, has a positive effect on both classroom behavior and student engagement.

Classroom Management

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Classroom Management

Appendix A

<u>Observational Record</u>

Classroom: _____   **Date:** _____

Students being observed: _____   _____   _____

Classroom: _____   **Date: _____**
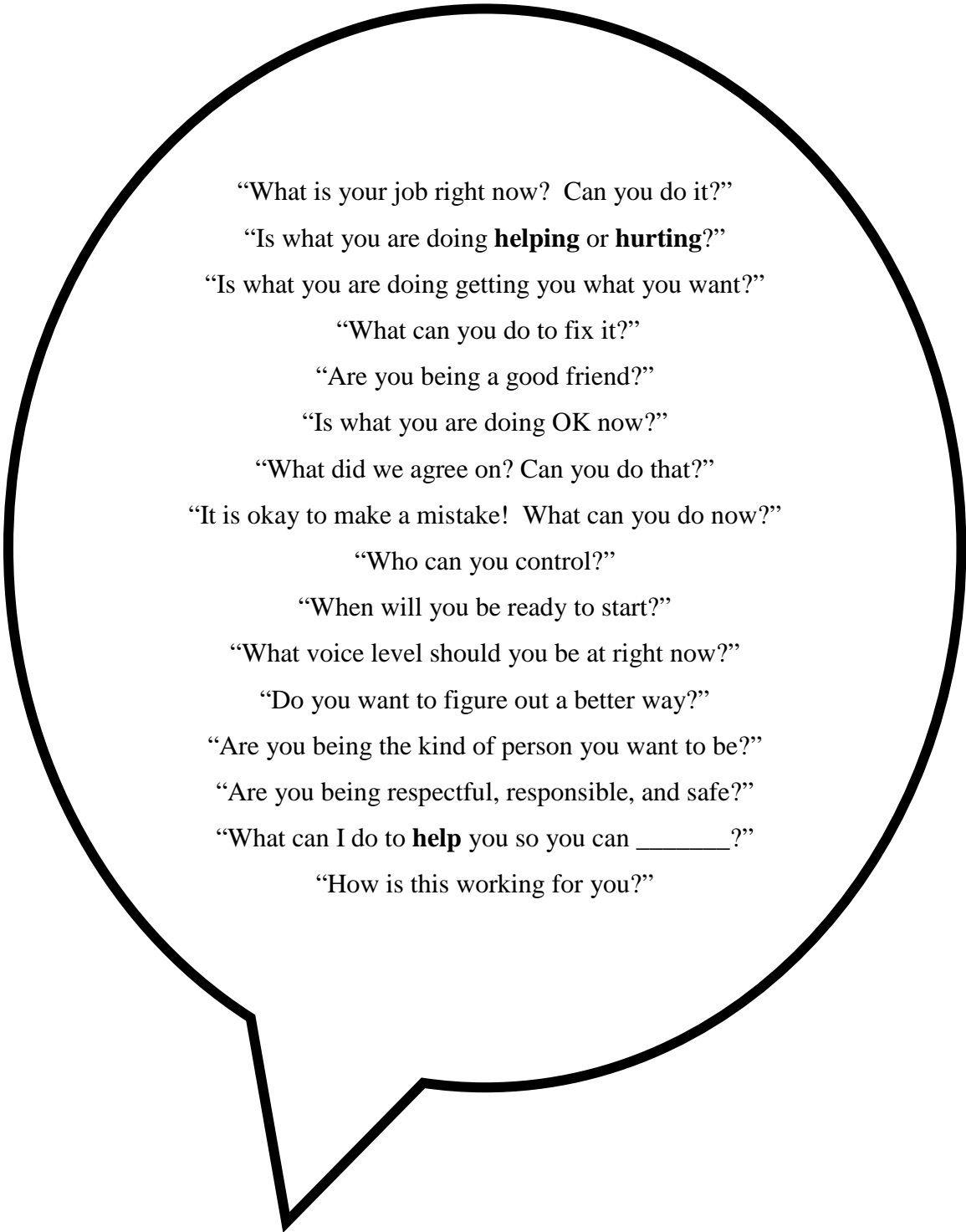
Students being observed: _____   _____   _____

Time:	On Task:	Off Task:
9:00		
9:05		
9:10		
9:15		
9:20		
9:25		
9:30		
9:35		
9:40		
9:45		
9:50		
9:55		
10:00		
Total:		

Classroom Management

Appendix B

30 – Second Intervention Examples

"What is your job right now? Can you do it?"

"Is what you are doing **helping** or **hurting**?"

"Is what you are doing getting you what you want?"

"What can you do to fix it?"

"Are you being a good friend?"

"Is what you are doing OK now?"

"What did we agree on? Can you do that?"

"It is okay to make a mistake! What can you do now?"

"Who can you control?"

"When will you be ready to start?"

"What voice level should you be at right now?"

"Do you want to figure out a better way?"

"Are you being the kind of person you want to be?"

"Are you being respectful, responsible, and safe?"

"What can I do to **help** you so you can _____?"

"How is this working for you?"

Classroom Management

Appendix C

"Fix-It" Plan:

Student Name: _____ Date/Time: _____/_____

Grade/Teacher: _____ Reporter: _____ Location: _____

Today I was not being…

    ☐ Respectful   ☐ Responsible   ☐ Safe

My actions affected:

☐   Myself   ☐   Teacher   ☐   Property   ☐   Other students   ☐   Other adults

Here is what happened: _____

_____

_____

I played a part in "Fixing" today's problem and discussed better options to use in the future. I understand I am responsible for what I say and do. I will share this "Fix-It" Plan with my parents, so we can talk about how this plan is going to help me make better decisions in the future.

Student's Signature: _____ Parent/Guardian Signature: _____

Our School is a Respectful, Responsible, and Safe learning community.

White: Teacher   Yellow: Parent/Guardian   Pink: Office   Rev. 6/10

Classroom Management

Appendix D

Office Discipline Referral

Name of Student: _____ Grade/Teacher: _____

Reporter: _____ Incident Date: _____ Time: _____

Persons Involved: _____

Location:	Bottom Line Behavior:	Function of Behavior:
☐ Office	☐ Assault	☐ Obtain peer attention
☐ Cafeteria	☐ Alcohol / Drugs	☐ Obtain adult attention
☐ Classroom	☐ Harassment	☐ Obtain items/activity
☐ Hallway	☐ Weapons	☐ Avoid tasks/activities
☐ Gym	☐ Vandalism	☐ Avoid peer(s)
☐ Restroom	☐ Direct Defiance	☐ Avoid adult(s)
☐ Bus	☐ Theft	☐ Don't know
☐ Playground		☐ Other _____
☐ Other _____		

What happened: _____
_____
_____
_____
_____

Action Taken:

☐ Meet with student   ☐ In School Suspension
☐ Contact Parents   ☐ Detention
☐ Loss of Privileges   ☐ Out of School Suspension
   o _____   ☐ Refer to Child Study
☐ Meet with Parent   ☐ Refer to PYB
   o Date _____   ☐ Other _____
   o Time _____   _____

Parent Comments: _____
_____
_____
_____

Parent Signature: _____

For Office Use Only: August 2010
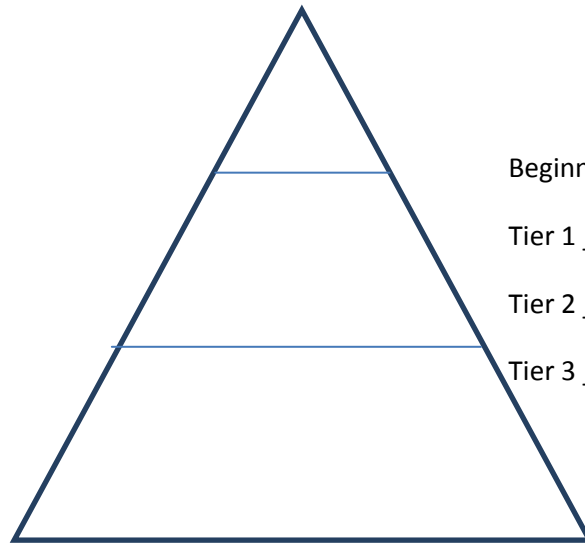Inputted By:
Date/Time:

White: Teacher   Yellow: Parent/Guardian   Pink: Office

Classroom Management

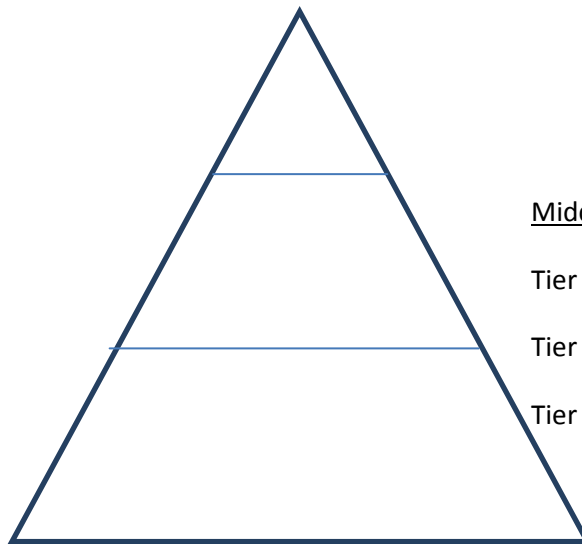Appendix E

Behavior Tier

Beginning of Year (BOY) Data

Tier 1 ___/___   _____ %

Tier 2 ___/___   _____ %

Tier 3 ___/___   _____ %
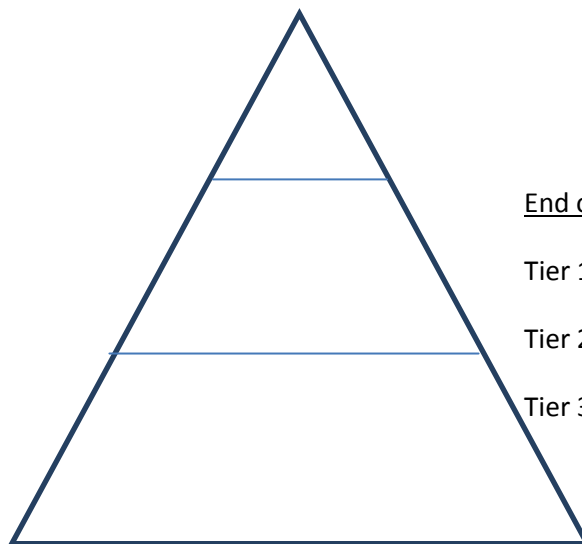
Behavior Tier

Middle of Year (MOY) Data

Tier 1: ___/___   __ %

Tier 2: ___/___   __%

Tier 3: __ /___   __%

Behavior Tier

End of Year (EOY) Data

Tier 1: ___/___   __ %

Tier 2: ___/___   __%

Tier 3: __ /___   __%

Classroom Management

Appendix F

Student Engagement & Behavior Feedback

Q1

＊1. I feel excited to have ClassDojo as a part of my classroom.

YES NO SOMETIMES

○○○

Q2

＊2. My parents check ClassDojo to see how I am doing at school:

every evening   once a week   once a m onth   they never check it   I

▢ ▢ ▢ ▢

Q3

＊3. I like hearing the sounds during the day to remind me to check my behavior.

YES NO SOMETIMES

○○○.

Q4

＊4. My parents and I discuss my behavior on ClassDojo together.

YES   NO SOMETIMES

○○○.
Q5

＊5. I feel ClassDojo is a fun tool to use when working on our classroom behavior.

YES NO SOMETIMES

○○○

Classroom Management

Appendix F (Continued)

Q6

✱6. I work hard to earn positive points on ClassDojo.

YES NO SOMETIMES

◯◯◯

Q7

✱7. The negative sounds remind me to be on task.

YES   NO SOMETIMES

◯◯◯

Q8

✱8. ClassDojo has helped our class become more engaged or "on task" in the classroom.

YES NO SOMETIMES

◯◯◯

Q9

✱9. I feel our class behavior has improved since we started ClassDojo.

YES NO SOMETIMES

◯◯◯

Q10

✱10. My teacher gives me praise when I am doing a good job or am working hard.

YES   NO SOMETIMES

◯◯◯

Classroom Management

Appendix G

Parent Feedback

1. The ClassDojo website is user friendly.
Strongly disagree   disagree   unsure   agree   strongly agree

2. I discuss the ClassDojo graphs and classroom behaviors with my child.

Strongly disagree   disagree   unsure   agree   strongly agree

3. ClassDojo motivates my child.

Strongly disagree   disagree   unsure   agree   strongly agree

4. I am satisfied with my child's behavior progress.

Strongly disagree   disagree   unsure   agree   strongly agree

5. I enjoy reading how my child receives positive praise from their teacher using ClassDojo.

Strongly disagree   disagree   unsure   agree   strongly agree

6. Our family values the feedback given from ClassDojo.

Strongly disagree   disagree   unsure   agree   strongly agree

7. I reward my child at home for positive classroom behavior.

Strongly disagree   disagree   unsure   agree   strongly agree

8. Do you prefer ClassDojo to other forms of behavior management (Daily Behavior Sticker Charts, Daily Behavior Journals, Fix-It Forms, Office Discipline Referrals)?

9. How often do you check our ClassDojo website?

Classroom Management

Appendix G (Continued)

10. Include any additional comments or suggestions you may have here.

Classroom Management

Appendix I

Do you prefer ClassDojo to other forms of behavior management (Daily Behavior Sticker Charts, Daily Behavior Journals, Fix-It Forms, Office Discipline Referrals).
Responses: (30 Total)
13 - Yes
1 - No
Additional Positive Comments:
This seems like it is more detailed because it only takes a moment to put a negative or positive feedback. We are parents get a better idea of when our child is on or off task.
Yes. This is something that we as parents can monitor throughout the day and week.
This has been wonderful, I was surprised how well my son responded to this
Yes, this seems like a good way to use technology to share behavior information with the kids as well as the parents on regular basis.
Its nice to be able to see how he is doing throughout the day. I also like to see the progress from week to week.
We prefer Class Dojo.
ClassDojo has really helped my child. He asks every day if he met his goal, infact it's usually the first thing he asks!
I like the dojo much better then the others
Yes I feel we can help reinforce behavior at home and see exact times of day our daughter struggles. We can see if she is staying on task or talking in an appropriate voice level.
Yes I agree with the behavior management in the classroom.
I do not prefer it,rather like ClassDojo in addition to those other forms of behavior management.
I prefer class dojo as you get both positive and negative behavior information. Also the negative behavior is noted even when minor so I feel I have a better idea how my daughter is doing.
Additional Neutral Comments:
Not sure
not sure
To some degree. I think fix - it's and office referrals also have a place in the classroom.
Nice, but would be better if more individual comments about child's behavior. When the entire class is marked for negative behavior, it demotivates ... needs to be more personalized.

Include any additional comments or suggestions you may have here.
Responses
I wish there were some way to tell if any of the on tasks, off tasks, inappropriate voice levels and such were specifically for my child or if it were given as a class.
my son comes home everyday and has us guess his score!
My child is excited when she makes her weekly "goal" and is sure to share it with us. She is disappointed if she doesn't make her goal and encourages herself to try harder the next week.
We like using this and it's nice that there I an app for on my phone.
We think it is a good way to motivate our kid to do well in school and help the child to improve where he is lacking.Thank you.
Mobile app is very handy
Matthew talks about his behavior scores daily and it is very clear that this really motivates him!
Thank you for all u guys to to keep us informed of our children's progress.
My child loves coming home to show us her class dojo she is so excited! Its the first thing she does everyday!
We really like the way that ClassDojo lets our daughter know immediately how she is doing and reminds her with the tones to fix her behavior if it is needed. She enjoys letting us know what her score was each day as well!! She gets very excited when she makes her goal!
My daughter and I have set weekly goals. She's become much more aware of her actions and behaviors because of it. She also checks her progress daily on my phone to see how she did.
Any positive behavior is such a great idea & works well for the classroom & teachers.
It would be nice to see what time the behaviors are happening.