

Learning Journal Entry 1

The demand for change toward education is increasing gradually due to more attention on acts of school violence, bullying, and student victimization. As growing the population of both parent working, the number of children at risk has been increasing due to a deficit of parental attention (Sugai & Horner, 2002). And it is undeniable that children with disabilities struggle at mainstream schools because they often find themselves unsupervised, unnoticed or ignored. Therefore, to prevent potential risks in educational society and make a better educational environment, school staff and organizations have chosen one of the educational prevention strategies called School-Wide Positive Behaviour Intervention Support (SWPBIS). SWPBIS is a framework designed to enhance students' understanding of behavior expectations at school. In order to implement SWPBIS, whole-school staff should be aware of discipline and open-minded to accept and involve it. However, SWPBIS is intricate to promote in a school as a teacher itself.

Positive Behavioral Intervention & Supports has developed into a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction (Lewis, 2001). Especially classroom-wide positive behaviour support is an applicable framework that encourages students to follow classroom-wide expectations although SWPBIS applies to the entire school. Therefore, it is important to lead students to appropriate behaviour affecting their school life. There are four major strategies based on evidence-based practices (EBP) to implement appropriate classroom-wide PBIS: (a) creating a structure on how a teacher would correct possible data and predictability should be considered; (b) the way of making the classroom environment positive should be needed; (c) the teacher should use effective educational strategies for teaching social and academic skills; and

(d) the assessment and data-based decision-making should be made with students' behaviour and academic needs (Simonsen et al., 2008). As stated above, this journal will explain how to promote classroom-wide positive behaviour support properly.

The role of homeroom teachers is critical and one of their responsibilities is to ensure his or her students receive a quality education and provide educational support for their needs. Evertson and researchers (2003) indicate three parts of considerations to create the structure and predictability based on evidence-based practice, such as school environment, class routines, and active supervision. To create an effective classroom environment, the teacher should notice any distractions involved during their instruction. The teacher should also interact with their students and be aware of classroom atmosphere so the teacher could recognize any barriers in classroom communication and environment. Teachers should also find consistent routines for students to lead students to be comfortable in the classroom environment and build rapport with students so this can make them well-participated in activities and lessons. Not only teachers should build rapport with students to build trust but also requires time-efficient way which can redirect their inappropriate behaviour (Knoster, 2014, p.68). For example, a teacher can set classroom rules and behaviour expectations with students and put it on a whiteboard. By doing so, students would be helped with visual prompts. Also, as providing attention to the students as calling their names and walking around the classroom, students would be aware that the teacher has all attention to the classroom. Educational support for students can be given to students if the teacher observes their students and finds out students' needs. Further, this teacher's responsibility can also influence making a positive classroom setting which plays another critical role in implementing appropriate classroom-wide PBIS.

Maintaining the classroom surroundings bright and cheerful could be one of the ways to make classroom environment positive since a classroom atmosphere can easily influence on student's performances. For example, if the classroom environment contains a negative atmosphere (i.e., ignorance, non-classroom rules, aggression), a teacher and students would be chaotic (Thomas et al., 2011). Therefore, the teacher considers students' participation in classroom rule-making because this can make students motivated to follow the classroom rule voluntarily. If students make classroom rules and expectations, they will try not to fail to fulfill classroom expectations. In order to make appropriate classroom expectations and rules in a classroom, the homeroom teacher should consider various feasibility based on students' performances and the classroom environment structure (e.g., location of teacher or students' desks) so that students perceive it as a doable regulation (Zaheer et al., 2019). It is also essential to set up positive reinforcement systems for students to build students' motivation so the good behaviour will constantly appear (Sumiati et al., 2019). The teacher can praise students when they follow the classroom expectations and use positive reinforcement strategies to reward them. The classroom atmosphere would be more bright and cheerful, so students feel secure being in the classroom and well-participate in any classroom activities.

It is also important to find effective educational strategies for social and academic skills to encourage classroom participation from students. For example, Behaviour-specific praise (BSP) could be an effective way to promote students' participation using reinforcement system that encourage positive behaviour. Behaviour-specific praise (BSP) is that praise children at exact behaviour. For example, teacher can say "Thank you for lending your pencil" or "Ramie, Nice job remembering to cite when you write!" to students (Margaret & Amber, 2016). It is critical that teachers look for alternative behaviour and reinforce that desirable behaviour by

using BSP when teacher trained to use differential reinforcement of alternative behaviour (DRA). Another strategy that teacher can promote is using token economy with verbal praise. Token economy is well-known to provide tokens after the appropriate behaviour made. It is evident that using token economy system with BSP can improve students' prosocial skills and reduce problem behaviour (Zaheer et al., 2019). In addition, teacher should deliver their words with acquisition, fluency, maintenance, and generalization (Alberto & Troutman, 2013) to lead students during class. It is important that students understand teacher's instruction explicitly. The teacher should also listen to students' voice and respond to their questions. By giving them response, students can engage with their academic achievement and build trust with positive interaction so that can easily link to provide positive or corrective feedback to students. For these reasons, teacher should learn using various strategies to teach collaborating with other classmates and promote students' prosocial skills. Thus, students can maintain their positive behaviour over time and well-participate in classroom activities.

To maintain appropriate classroom-wide PBIS, the assessment and data-based decision-making should be implemented with students' behaviour and academic needs. Three components are required to make data-based decisions for behaviour and academic performance such as screening, progress monitoring, and function-based assessment (Zaheer et al., 2019). As teacher screen the classroom, the teacher can identify to give different level of supports for students. By collecting data across reading, spelling, math, and behaviour criteria can be helpful to students struggling with academic achievement. Also, functional behaviour assessment (FBA) (March & Horner, 2002) is recommended to make data-based decisions for those who need an intensive level of support. Functional behaviour assessment (FBA) is a test for some students who struggle to learn in school because of behaviour challenges so the teacher can use a behaviour

intervention plan to teach positive behaviour. therefore, a teacher can make their footprint on classroom-wide PBIS data so that this can be used as useful material when they proactively outline to implement the intervention support in a classroom.

It is necessary that teachers be aware of classroom atmosphere, make classroom rules with students, set up reinforcers, and make assessment by using different assessing materials. As teachers have enthusiasm to learn how to promote classroom-wide PBIS, they can recognize small changes and quickly grasp the classroom problem behaviour from students and manage the classroom climate. Although a teacher would be brutal to implement the schoolwide positive behaviour support, they can make positive intervention plan in the classroom setting. Throughout the experience in implementing classroom-wide PBIS, the teacher can help other colleague who need intervention support in their classrooms.

Learning Journal Entry 2

When teachers want to promote classroom-wide positive behaviour support efficiently in their classroom, there are many kinds of classroom management strategies which teachers can bring and implement to achieve optimal learning in their class and help students learn effectively. Classroom management system can be aligned with classroom-wide positive behaviour intervention support which should promote the three standards: (a) setting behaviour expectations, (b) monitoring prosocial students' behaviour, (c) responding to discipline problems (Anderson & Spaulding, 2007). Regarding to the classroom management strategy, there are several excellent classroom management strategies that teachers can choose to implement in their classrooms such as The Good Behaviour Game (GBG), The Caught Being Good Game (CBGG), Level System, and The Caterpillar Game.

The good behaviour game (GBG) is one of intervention tools that has repeatedly demonstrated to improve classroom teachers' ability to manage the classroom environment effectively. GBG is a group-oriented intervention strategy introduced in the late 60s which eases students' disruptive behaviour (Perrott et al., 2016). It also establishes robust group contingencies that improve students' positive behaviour (Barrish, Saunders, & Wolf, 1969). The major features of the GBG, as described by Barrish and researchers (1969), included assigning students to teams, giving points to team that shows inappropriate behaviour, and rewarding the team that accumulate the lowest number of points. For example, the team that exhibits the least amount of problem behaviour would get less point so that they get rewards. Depending on how the GBG is set up, more than one team can win if the winning criterion (e.g., five or fewer points) is reached. In some instances, "GBG is modified as appropriate rewarding behaviour (Crouch, Gresham, & Wright, 1985), adding a merit system for academic engagement

(Darveaux, 1984), adding a behaviour intervention (Wright & McCurdy, 2011), including a self-monitoring component (Babyak, Luze, & Kamps, 2000), examining the impact of not using teams (Harris & Sherman, 1973), investigating the effect of using independent and dependent group contingencies (Gresham & Gresham, 1982), and allowing individual students to earn points (Babyak et al., 2000).” (Perrott et al., 2016, p.180). The GBG is effective across a variety of problem behaviour, including verbal and physical aggression (Saigh & Umar, 1983), hyperactive behaviour (Huizink, van Lier, & Crijnen, 2008), and out-of-seat behaviour (Wright & McCurdy, 2011). However, it has a critical drawback called response cost since the peer's pressure elicits emotional effects (Tingstrom et al., 2006). By delivering this procedure to the students, students in each group would expect to gain some points to get rewards, which would affect any child's feel pressure to get the point for their team. Therefore, teachers should overlook how they would implement this procedure before their expects of implementation. To ease the response cost by using GBG, the other example that teacher can implement in their classroom may be the Caught Being Good Game (CBGG).

The Caught Being Good Game (CBGG) is a similar intervention tool to the good behaviour game (GBG). It is also known as the timer game (Wolf et al., 1970). A classroom teacher sets a timer to buzz at a certain time and when the timer rings, the teacher scans the room and gives points to students who well-followed the classroom expectation (Wright & McCurdy, 2011). As students recognize the timer, they can sit at their desks and prepare for their class. The GBGG is different than the GBG because the CBGG awards points to increase appropriate behaviour, instead of using points punitively to decrease misbehavior. However, Wright (2011) pointed out that a lack of teacher’s praise and attention can influence less effective on making students’ appropriate behaviour. The study also illustrates that there is not a big difference

between using GBG and CBGG, and both disruptive behaviour and off-task behaviour are decreased by implementing these strategies. The effectiveness of implementing CBGG improves students' on-task behaviour when implemented with the teacher's attention and praise. Therefore, it benefits that teachers can choose the CBGG strategy to promote a positive classroom surroundings.

The Level System for classroom management can be another good strategy to decrease challenging behaviours in a classroom. A level system is a framework in which teachers can shape hierarchy behaviour expectations through the systematic application (Farrell, 1997). For example, a teacher makes a chart contains five different levels which can appear five different kinds of weather such as two sunny, cloudy, rainy, neutral. The teacher also gives specific tokens with students' names to each student in a classroom. When the students show appropriate behaviour, the teacher uses their tokens to move to the "sunny" zone on a chart (Margaret & Amber, 2017). Teachers identify students' behaviour and distinguish appropriate behaviour by moving their tokens, so teachers do not have to directly teach students' appropriate behaviour and let them manage it by themselves. By doing so, students would notice what is the appropriate behaviour and which behaviour can move tokens and this would lead student's behaviour to positive way. The level system is also effective to applicate for students with emotional behaviour disorder (Sorensen, 2019). It is important to look at many examples, guidelines for developing an effective level system along with suggestions for overcoming some of the problems typically encountered with implementing the Level System for classroom management. Therefore, teachers can choose to apply this tool in their classrooms if needed.

The Caterpillar Game is similar to the Level system; however, it is a little bit different from Level system because teachers require to provide a minimum of three behaviour specific

praises (BSPs) every ten minutes. Margaret and Angela (2017) developed this game not only to decrease the student disruptive behaviour but also to promote teachers' praise. For example, a teacher uses a big cardboard with a picture of a caterpillar and use butterfly tokens which can be taken to different body parts on the caterpillar. When students show positive behaviour, teacher move the butterfly token toward the head side but when not, teacher move the tokens to the end of the caterpillar gradually. Also, when tokens arrive to the head, students would get reward from the teacher. Teachers should be also trained how to praise properly and how to respond when students break the classroom behaviour expectation by using differential reinforcement of alternatives (DRA). Interestingly, this intervention tool shows not only reducing the student disruptive behaviour but also increasing the frequency of teacher praise.

When I was in grade 5, my homeroom teacher played safe and sound music with a CD player in a classroom before the class began. When the music began to play, all peers should have to go to the classroom, prepare the books for class, and sit at the desks before the music finishes. My peers and I would not know when she would give us extra points while the music is playing, but we all knew that she would mark eventually for whom sat and ready for the class. Many students were aware of this classroom rule and some of friends reminded others when they were not following it. I still remember that the music strategy worked very effectively and listening to the music she played before the class began was similar to CBGG game that made us well-participate in the classroom activity within given time (i.e. music period). Given the difficulties associated with educating students with emotional and challenging behaviours, it is critical that teachers should provide with the knowledge and skills that will promote students' learning and develop positive classroom management strategies. Among many kinds, The Good Behaviour Game (GBG), The Caught Being Good Game (CBGG), Level System, and The

Caterpillar Game could be the strategies that teachers could use to support the development of effective classroom management and it is also important to consider designing a system that meets the needs of students before applying any of these management tools.

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