

The Effect of ClassDojo and Go Noodle
on the
Behavioral and Off-Task Disruptions of Third Grade Students

By
Jernelle J. Ward

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1. Behavioral and Off-Task Disruptions

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Abstract

The purpose of this study was to determine the impact of ClassDojo and Go Noodle exercises on off-task and behavioral disruptions in a third grade classroom. This study utilized a pre/post quasi-experimental design that compared data from November, 2014, to data from March, 2015. The measurement tool was a computer program called ClassDojo that allowed instructors to record student behavioral and off-task disruptions. Analysis of the results revealed that Go Noodle and ClassDojo did not affect the behavioral and off-task disruptions of students in a third grade classroom. In conclusion, more research needs to be conducted to determine whether these interventions could have a positive impact on the behavioral and off-task disruptions of students.

CHAPTER I

INTRODUCTION

Every year teachers must deal with off-task and disruptive behaviors. According to Hester (2002), “between 2% and 16% of school age children display behavioral problems that pose special challenges to our educational system” (p.33).

Overview

Off-task and disruptive behaviors that some teachers experience on a consistent basis from students include talking aloud in class, getting out of one’s seat, making noises, fighting, throwing objects, using foul language, and avoiding work. “Forty percent of teachers say they spend more than half of their time managing behavior rather than teaching--and it's often one of the biggest reasons they quit teaching altogether” (Mead, 2013, p. 1). Properly handling off-task and disruptive behaviors will determine if a positive classroom environment will exist and whether learning will occur throughout the school year. Students engaging in good behavior are crucial for the success of everyone in the classroom setting. Research states that “effective prevention involves the establishment of predictable, positive environments that support students’ behavioral and academic needs” (Moore, Robertson, Maggin, Oliver, & Wehby, 2010, p. 177). Trying to find ways to modify and prevent off-task and disruptive behaviors is a common educational goal and once met will result in successful students. Go Noodle and ClassDojo are examples of classroom programs that may assist teachers in the reduction and eventual prevention of off-task and disruptive behaviors.

Statement of Problem

The purpose of this study was to determine the impact of ClassDojo and Go Noodle exercises on off-task and behavioral disruptions in a third grade classroom.

Hypothesis

Utilizing Go Noodle to implement exercise activities and using ClassDojo will have no effect on the off-task and behavioral disruptions for male and female students in a third grade classroom.

Operational Definitions

The independent variables were exercise combined with a point system which was implemented via ClassDojo and Go noodle. ClassDojo is a free classroom behavior management computer program. This program allows instructors to record student behavioral and off-task disruptions and allows instructors to use it as a point system in which students receive points for positive behavior. These points accumulate and allow students to submit them for rewards. Every day students can see their points and decide what prize they want to work hard to get. Go Noodle is an interactive activity program that gives students exercise breaks in the classroom. Go Noodle helps kids “channel their physical and emotional energy for good” (About Go Noodle, 2012).

The dependent variable was off-task and disruptive behaviors. These were measured using the program ClassDojo. Off –task and behavior disruptions include behaviors such as talking aloud in class, getting out of one’s seat, making noises, fighting, throwing objects, foul language, and not working.

CHAPTER II

REVIEW OF THE LITERATURE

This literature review discusses the off-task disruptions and behavioral issues found in male and female students in a third grade classroom. Part one of this literature review discusses the importance of classroom management. It defines classroom management, the importance of on-task behaviors, and behavior management interventions. In the second section, the problems associated with off-task behaviors are described, the definition of off-task behaviors is given, and what causes these behaviors is discussed. In section three, interventions to prevent these off-task and behavioral disruptions are described. Finally in section four, two classroom intervention strategies that are being used with male and female students in a third grade classroom are reviewed.

The Importance of Effective Classroom Management

Successfully managing a classroom often determines the success of the teacher's school year. "Classroom management consists of a wide array of proactive, well established, and consistent techniques and practices. For teachers to relate content effectively, classrooms must be well managed" (Johnson, Rice, Edgington, & Williams, 2005, p. 29). All within a given school day, teachers must administer, supervise, direct, and control students, paperwork, room arrangement, recess, parent contact, and emergencies—as well as teach. They also must determine how textbooks and learning supplies will be used. If teachers do not have good classroom management, their classroom may be full of chaos and confusion, and students will not be learning. According to Barbetta, Norona, and Bicard (2005), "one of our primary responsibilities as teachers is to help our students learn. It is difficult for learning to take place in chaotic environments" (p. 11).

Good classroom management leads to on-task students and decreases behavior issues. Students engaging in good behaviors are crucial for the success of students in the classroom setting. Without students being on-task and positive behaviors being displayed, everyone in the classroom environment suffers. Research shows that aggressive students in poorly managed first grade classrooms have behavior issues all the way up into middle school (Farmer et al., 2006). MacSuga-Gage, Simonsen, and Briere (2012) state the following:

Effective teachers organize their physical classroom environment; develop and explicitly teach daily classroom routines and create a predictable schedule across days, weeks, and other activities. These environmental strategies create a classroom layout and structure that minimize crowding and distractions. Positive classroom environments promote following of expectations through active adult supervision characterized by purposeful scanning, monitoring, and interaction with students (pp. 2-3).

When students are on-task, learning can occur and challenging behaviors decrease. Effective classroom management plays an important part on the on-task behaviors of all students.

Finally, having good behavior management goes a long way in ensuring that all students are on task, displaying appropriate behavior and being successful in school. Johnson et al. (2005) found that effective behavior management is not “what teachers do to stifle misbehavior when it occurs. Additionally, effective behavior management should not rely on elements of fear backed by force. Instead, it should be considerate, respectful, and helpful” (p. 31). If teachers do not have the correct training and practice with different methods of establishing effective behavior management then they may end up disciplining and punishing instead of managing. According to Johnson et al., there are three steps to setting expectations and reinforcing them successfully. First, clearly communicate the classroom behavioral expectations. Allow students to ask

questions so that they have clear understanding of them. Second, model the behavior.

Demonstrate what showing respect to others means. If students are expected to show respect for others, it should be given to them. Third, include positive reinforcement. Students want peer recognition when they meet expectations. A simple verbal acknowledgment from the teacher is, most times, all that is necessary.

If teachers are prepared at the beginning of the year and are consistent with their classroom management processes, then teaching and learning are easier and instructors will not be over-reacting when any inappropriate behaviors happen.

Problems Associated with Off-Task and Disruptive Behaviors

Off –task and behavior disruptions are defined as inappropriate behaviors by most educators. These inappropriate behaviors can take place at any time and for no apparent reason. Behaviors such as talking aloud in class, getting out of one’s seat, making noises, fighting, throwing objects, foul language, and not working, all fall under the definition of off-task and behavioral disruptions. In his research, O’Neill and others (1997) found that “behaviors maintained by peer attention are among the most difficult to manage because the teacher must prevent the child from receiving attention for undesirable behavior but encourage the child to receive attention for desirable behavior” (quoted in Hulac & Benson, 2010, p. 258).

There are many causes of off-task disruptions and behavior issues. Hulac and Benson (2010) state that some disruptive behaviors may be the result of students having difficulty complying with a teachers’ classroom expectations; Behaviors that are frequently seen in classrooms fall into one of four categories: “(a) acquisition of attention from peers or adults, (b) acquisition of a desired item or task, (c) escape from peer or adult attention, or (d) escape from an item or aversive task” (p. 258). There may also be connections between poor academic

performance and behavior issues. According to Hester (2002), “students who do not perform well in class receive fewer opportunities to respond, are given less praise, and earn fewer passing grades, all of which can contribute to disciplinary problems” (p. 33). Other factors, such as being placed in the wrong class, having teachers with poor management styles, or receiving a lack of quality instruction can cause off –task and behavioral disruptions within the classroom.

Interventions to Prevent the Off-Task and Disruptive Behaviors

There are a variety of interventions being used in schools to modify off-task and disruptive behaviors. By implementing some of the intervention programs listed below, teachers can help prevent off-task and disruptive behaviors in their classrooms. One intervention being used in school systems across America is called Positive Behavioral Intervention and Supports (PBIS). “Many public schools are experiencing improved student, staff, and school outcomes with the adoption of a positive behavioral interventions and supports framework, which organizes evidence-based practices into an integrated continuum of supports” (Simonsen & Sugai, 2013, p. 3). Simonsen and Sugai also state the following about PBIS:

The PBIS framework provides the systems and tools for establishing a continuum of evidence-based practices, regardless of whether the settings is a general or special education classroom in a public school; an elementary, middle, or high school; a lock-down correctional facility; or an alternative program for youth with particular academic and/or behavior support needs. The critical operational feature is a continuum of evidence-based practices that first considers what all youth need from all staff across all settings (tier 1), then intensifies these supports for groups of youth whose behaviors do not respond sufficiently for success (tier 2), and finally intensifies and individualizes

further for youth who require highly individualized or personalized supports (tier 3). (p. 10)

Another preventative strategy is the use of group contingencies. Group contingencies use peer influence to help establish and reinforce appropriate behaviors and routines (Farmer et al., 2006). For example, “Simple contingencies such as ‘we can’t go to recess until all the work is put away and everyone is sitting quietly’ can be highly effective. However, educators should take care to ensure that the contingency does not focus negative attention on a particular student (p. 41). According to Hulac and Benson (2010), “Group-oriented contingency systems have the economic and practical advantage of minimizing the number of adults needed to manage students” (p. 258). By using a group contingency system, teachers are able to work on suppressing and extinguishing inappropriate behaviors that are a disruption to learning (Sugai et al., 2008).

Having positive relationships with all students in the classroom is another way to prevent off-task and behavioral disruptions. Teachers can accomplish a great deal within the school year, when positive relationships are built between teachers and their students. Learning really starts to occur in this constructive situation because students feel comfortable to give answers, want to tell personal stories, and interact with teachers on a different, more encouraging level. “Through interactions with students, the teacher establishes a classroom environment that supports and encourages appropriate academic and social behaviors while consistently recognizing and reinforcing those appropriate behaviors” (Moore et al., 2010). MacSuga-Gage et al. (2012) states that “when teachers implement class wide interventions, teacher-student interactions become more positive, students are more engaged, and teachers are able to focus on teaching appropriate behaviors-all these result in a positive classroom environment that promotes student learning and

engagement” (p.4). A sometimes overlooked factor that plays a crucial role in having positive relationships with students in the classroom is the home-school connection. According to MacSuga-Gage et al., “there are six types of involvement that foster positive home-school connections across a multitude of specific practices: (a) parenting, (b) communication, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating with community”(pp. 4-6). Farmer et al. (2006) states:

Communicating with students involves much more than talking and listening. People’s values and thoughts are communicated through their interactions. How teachers treat students in front of the class, present concerns to the class or to individual students, and work through a problem with a student sends a message about how teachers think and feel about others. Effective and supportive communication is the cornerstone to building positive relationships with students with challenging behavior. (p. 44)

Finally, having engaging academics can help prevent off-task and behavioral disruptions. Students have less time to act out when they are engaged academically. They are so involved in the learning process that they would not want to jeopardize a positive experience by displaying inappropriate behaviors. There are a wide variety of tips, strategies, and ways to make sure classroom academics are engaging. For example, when planning instruction, teachers should carefully decide what learning objectives they want to teach and decide on the best methods for teaching them. Another idea is to “provide high rates of opportunities to respond via rapidly paced instruction and decrease student-to-teacher ratios when possible” (MacSuga-Gage et al., 2012). Positive strategies can also be used to manage instruction. Begin by developing and using an attention signal to get students attention. Then, teach and reinforce active engagement.

Finally, provide feedback contingent on correct and incorrect responses using specific praise and specific correction techniques. According to Farmer et al. (2006):

When students with challenging behavior understand instruction and find it engaging, they are less likely to have problems. It is necessary to be keenly aware of such students' academic strengths and weaknesses and to structure instruction in ways that maximize the students' success. This should include identifying instructional content that builds from the students' interests and pacing instruction so that students can both keep up and stay interested. (p. 41)

ClassDojo and Go Noodle

Two programs that can be used to help prevent behavioral and off-task disruptions are ClassDojo and Go Noodle. ClassDojo is a free behavior management computer program designed for classroom use. Students have profiles complemented with their own avatar/monsters to which teachers can assign positive and negative points throughout the school day. ClassDojo can be operated by teachers from their computer, smart board, iPhone, or tablet; each time they award a point or take one away, a sound plays to alert the students. The ClassDojo points are recorded on students' profiles so that they can be reviewed throughout the year with parents, administration, and students. Parents also have logins so that they can view their child's achievements from home as well as have the opportunity to send messages to the classroom teacher. There are several benefits to using programs that give out points. Xenos (2012) study found the following:

By lessening distractions, a point system can maximize teachers' opportunities to teach and students' opportunities to learn. A point system discourages disruptive behavior by assigning appropriate consequences and promoting academic achievement by rewarding

good behavior and hard work. It is fair and minimally disruptive to the learning environment. It is easily accessible, quickly updateable, and current. There is a reduction in discipline incidents and the improvement in student academic performance. A point-reward system designed appropriately can improve classroom conditions and promote a pleasant learning environment for students and teachers alike. (p. 253)

Go Noodle is another classroom possibility. It is a free computer program that allows the classroom teachers to give their students short interactive “brain breaks.” All of the “brain breaks” on the Go Noodle website are healthy for the physical body as well as beneficial to the brain. Students can practice dances, perform yoga, participate in silly exercises, or try breathing exercises. Each class chooses a virtual mascot who grows as the class earns the minutes needed to advance to the next level. When the mascot finishes growing, the class receives a completion certificate that can be displayed. According to Mulrine, Prater, and Jenkins (2008), “there is research evidence that implementing exercise activities throughout the day can help improve academic performance and reduce disruptive classroom and social problem behaviors” (p. 17). Researchers also explain that “exercise helps students cope more effectively with stress, and promotes positive self-image, clearer thought, and improved memory. In addition, exercise can increase activity in the parts of the brain involved in memory, attention, spatial perception, language, and emotion” (p. 17).

Summary

“Effective prevention involves the establishment of predictable, positive environments that support students’ behavioral and academic needs” (Moore et al., 2010, p. 177). Effective prevention and intervention strategies will cause students to be on-task and will eliminate the behavioral and off-task disruptions being shown throughout the school day.

CHAPTER III

METHODS

This study was conducted to determine whether using ClassDojo and Go Noodle impacted the behavioral and off-task disruptions of students in a third grade class.

Design

This study utilized a pre/post quasi-experimental design. Behavioral and off-task disruptions were recorded six weeks prior to the start of the intervention. The independent variable was implementation with ClassDojo, a behavior modification program, and Go Noodle, a motivational and in-class exercise program. The dependent variable was the number of behavioral and off-task disruptions displayed. The independent variable was implemented for six weeks from February 2- March 13, 2015.

Participants

This study occurred in a third grade elementary school classroom, located in the Anne Arundel County, Maryland, Public School system. This elementary school educates over eight hundred students in grades Pre-Kindergarten (PreK) through fifth grade. Participants consisted of a convenience sample of ten third grade students, ranging in age from eight to ten years old. Six students were African American, three Caucasian, and one Asian. Seven of the students were male and three female. Two students were identified with having behavioral or reading difficulties.

Instruments

The instruments used were two computer programs, ClassDojo and Go Noodle. ClassDojo is a free classroom behavioral management computer. Each student had a profile, complete with their own avatar/monster, to which teachers could assign positive and negative

points based on teacher-created behaviors. ClassDojo was used to track the behavioral and off-task disruptions of the ten students. Within the program, each student had a percentage chart where instructors and students could view how many behavioral and off-task disruptions occurred and for what reasons. As of January, 2015, ClassDojo is used in 180 countries by 2.4 million teachers, 53 million students, and 2.2 million parents (About ClassDojo, 2011).

Go Noodle is an interactive activity program that gives students exercise breaks in the classroom. These breaks are taken between intellectual stimulation to energize and encourage students to get moving. Go Noodle helps kids positively deal with their physical and emotional energy generated throughout a school day. These exercise activities help teachers effectively manage their students and improve academic performance. As of January, 2015, Go Noodle has 200 million minutes of activity, and is used in 49,000 schools by 274,000 teachers, and 5.5 million students (About Go Noodle, 2012).

Procedure

To begin this study, the teacher observed the ten students during a normal classroom setting beginning six weeks prior to the intervention start date. During the observation the teacher noticed that these students displayed behavioral and off-task disruptions that stopped them from completing their work and eventually led to them being in trouble. These disruptions were tracked using ClassDojo, the classroom management program.

ClassDojo

After collecting all of the data, the teacher introduced Go Noodle and ClassDojo. ClassDojo was displayed on the smart board for the students to see and introduced as a computer program in which teachers assigned students positive and negative points based on a set of teacher-created behaviors. All students had their own avatar/monster that they could change.

Parents were able to see their child's behavior on a regular basis. Students were then shown the eighteen positive behaviors and the fourteen negative behaviors that the teacher created. The teacher explained that students could receive points for being a good listener, getting their agenda book signed, displaying positive behaviors during the cultural arts classes: media, physical education, art, and music, always being ready, following the 4R's, working together, being responsible, displaying IB (International Baccalaureate) behavior. Students could also gain points for being silent, showing positive behavior during lunch, submitting homework, caring for other students, on-task with classwork, following instructions during emergency drills, and consistently displaying appropriate behaviors. Students could lose points for bullying, calling people names, calling out during teacher instruction, talking too much, displaying negative behaviors in cultural arts, and being disrespectful. They could also lose points for not displaying positive behaviors during emergency drills, fighting, having inappropriate behavior during lunch, making noises, not turning in homework, being off-task, getting out of their seat, and being unprepared. If students were doing what they were supposed to do then the teacher would award each student's avatar with points; if not then the teacher would take points away. At the end of every two weeks, students were informed that they could trade in their points for a variety of prizes from the classroom store. The prizes from the classroom store consisted of having lunch with a teacher, working with shoes off, visiting another teacher, receiving a homework pass, enjoying free 10 minutes, bringing in a stuffed animal, picking a random treat from the prize box, and show-n-tell.

Go Noodle

Following the above presentation, the teacher expressed her understanding of how sitting for a long period of time is difficult to do and that many people get "antsy." Go Noodle was

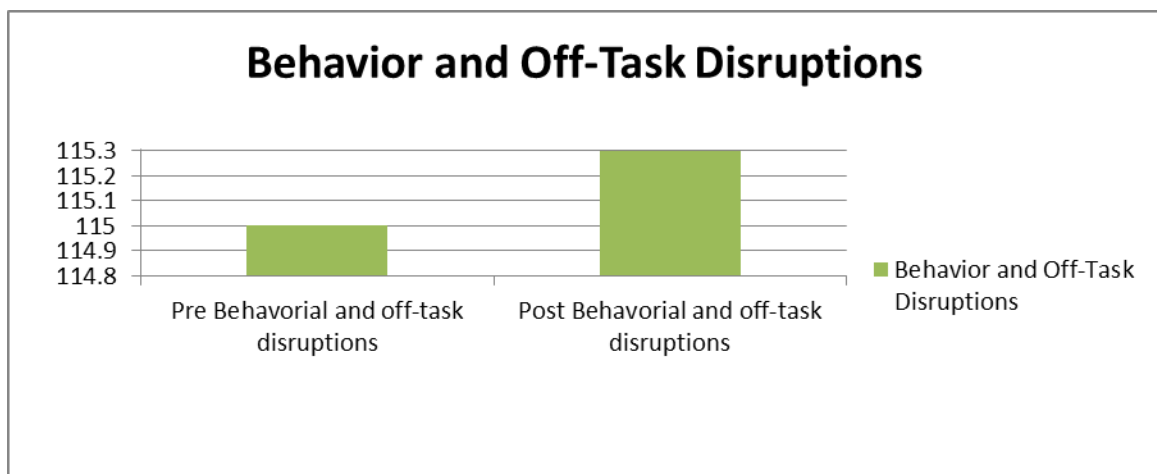
shown on the smart board and the teacher introduced it as a computer program that allowed students to dance, do yoga, and exercise, as a part of an interactive brain break. Students were told that everyone will participate in the chosen activity, they will sometimes be able to choose the brain break activity, and that brain breaks will occur two times a day. Each brain break action varied in time length: some are forty-five seconds and others can be six minutes. A Go Noodle brain break was given daily after lunch, and in the afternoon. Students knew it was time for a brain break when the teacher told all students to stand up, push in their chairs and a classmate was instructed to turn off the front classroom lights. After everything was explained the teacher allowed the class to complete a practice brain break session from the demonstration round of the program.

After the six week intervention period, the teacher compiled the number of behavioral and off-task disruptions displayed during this time. These numbers were compared with the data collected six weeks prior to the start of the intervention, in order to determine whether ClassDojo and Go Noodle had an impact on the behavioral and off-task disruptions of the third grade students.

CHAPTER IV RESULTS

The purpose of this study was to determine if using ClassDojo and Go Noodle impacted the behavioral and off-task disruptions of students in a third grade class. Table 1 shows the pre-data recorded six weeks prior to intervention and the post-data after the six weeks of intervention.

Table 1: Behavior and Off-Task Disruptions



Analysis of the results showed no significant difference between utilizing Go Noodle and ClassDojo to reduce the behavioral and off-task disruptions of the male and female students in a third grade classroom, $t(9) = -.05$, $p = .96$. The mean number of points prior to intervention was 115.00. The intervention did not reduce the amount of behavioral and off-task disruptions, which increased slightly to 115.30. The mean number of points lost prior to intervention was 7.70 and decreased slightly after the intervention to 7.10.

CHAPTER V

DISCUSSION

The purpose of this research was to determine if utilizing Go Noodle to implement exercise activities and using ClassDojo would have an effect on the off-task and behavioral disruptions for male and female students in a third grade classroom. The data showed that there was no significant difference found. Therefore the null hypothesis that utilizing Go Noodle to implement exercise activities and using ClassDojo would have no effect on the off-task and behavioral disruptions for male and female students in a third grade classroom was supported.

Implications

The implications of these results indicate that Go Noodle and ClassDojo did not help reduce the amount of off-task and behavioral disruptions in a classroom. The mean number of points prior to intervention was 115.00. The intervention did not reduce the amount of behavioral and off-task disruptions, which increased slightly to 115.30. The mean number of points lost prior to the intervention was 7.70 and decreased slightly after the intervention to 7.10.

Theoretical Consequences

ClassDojo is used as a point system, and therefore the results from using this program contradict the research of Xenos (2012) who stated, “a point system discourages disruptive behavior by assigning appropriate consequences and promoting academic achievement by rewarding good behavior and hard work. It is fair and minimally disruptive to the learning environment” (p. 253). The data from this study showed that this point system did not impact the behavior enough to reduce it. Go Noodle is used as an exercise program and the results from using this program contradicted the research of Mulrine et al. (2008) who found in their research that exercise activities used throughout the day appeared to improve academics and reduce

disruptive classroom and social behaviors. The results of this action research also contradicted the research of Mahar et al. (2006) who believe that students who participate in physical activities behave better, are more attentive, and perform as well or better academically.

Threats to Validity

The threat to internal validity was the differential selection of the participants. The participants were a convenience sample, selected for this study based upon the amount of their disruptive or off-task behaviors. The duration and season in which the study was conducted threatened its validity. Originally the intervention was designed to be implemented and data collected over a period of six weeks; however, due to inclement weather causing school closings and delays, it was cut to approximately four to five weeks.

Connections to Previous Studies

Part of this study is similar to a study conducted by Mahar et al. (2006) in which “the effects of a classroom-based physical activity program on children's in-school physical activity levels and on-task behavior during academic instruction” were evaluated and implemented this classroom-based physical activity program for 10 minutes daily using 243 students in a twelve week intervention. Their research used all kindergarten through fourth-grade students (15 classes; three classes per grade level) with participation from mid-August to mid-November. In contrast, this action research used the Go Noodle program twice daily in February on 10 students for six weeks and only in one third-grade classroom. It is difficult to see changes in such a small population, for such a limited amount of time, and during a weather season that forced school closings and delays. As a result, Go Noodle did not reduce the behavioral and off-task disruptions in a third grade class. On the contrary, Mahar et al. (2006) found that a classroom-

based physical activity program was effective for increasing daily in-school physical activity and improving on-task behavior during academic instruction.

ClassDojo used as a point system relates to research conducted by Xenos (2012). Xenos wrote this article to inform others on how to design, implement, and manage a point system to promote discipline and academic rigor. First, point values, rewards, and consequences all must be established when point systems are designed. ClassDojo allows the teacher to input which students would receive and lose points. These points tied into the class store where prizes are earned. The next step is to implement the point system that is fair and minimally disruptive. Because ClassDojo is shown on a screen in the classroom, students are always able to see their points as well as know the reasons they received or lost points. The sound connected to this system can be turned on or off for notification of points gained or lost. Finally, teachers must be able to manage the point system and keep it up to date. The ClassDojo computer program tracked all the points for every student and allowed easy access for the teacher to give or take away points quickly.

Implications for Future Research

More research needs to be conducted to determine whether using Go Noodle and ClassDojo can reduce the behavioral and off-task disruptions of male and female students in a third grade classroom. This researcher recommends that there be a longer period of implementing the intervention; it also needs to be utilized during every season. During this research, when snow days and delays were taken into account, data was only collected for four to five weeks instead of a full six weeks. During the winter season, the inclement weather played a major role in the closing of schools; that situation impacted data collection. During the intervention, the school system closed for five days and had a two hour opening delay five times.

These closings and delays had a negative impact on evaluating the intervention by changing the normal routine on a consistent basis. Another important consideration is to remove students from the sample who are not consistently given their medications. These students may throw off the accuracy of the data due to random spikes in negative behavior when the medicine is not given.

Overall, ClassDojo was easy to access, allowed students to track their point totals, and did not distract students from their work. Because it is a computer-generated program, no extra paper is needed; totals for all students are tracked by the computer. Unfortunately, this program did not reduce the behavioral and off-task disruptions in this study. Perhaps ClassDojo points should be totaled and exchanged for prizes weekly instead of bi-weekly, perhaps there needs to be more time for implementation, and perhaps teacher consistency in using the program should be monitored. Whatever the reasons, changes need to be made so that ClassDojo can be used to effectively reduce the behavior and off-task issues in classrooms.

Summary

This study produced no significant findings that utilizing Go Noodle and ClassDojo could impact the behavioral and off-task disruptions of male and female students in a third grade classroom. However, if the changes suggested above are implemented, these interventions could have a positive impact on the behavioral and off-task disruptions of students. The lack of significant findings may be due to the studies' length of time, and the season the intervention was implemented. Hopefully, through additional research and possibly the use of these interventions, teachers can find ways that will effectively reduce the behavioral and off-task behaviors of students in their classroom.

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