

Classroom Management Techniques in Second Grade

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Abstract

The purpose of this study is to determine the impact of positive and negative classroom management techniques on student achievement in second grade. This study will be able to determine the most effective classroom management technique(s) for student achievement. Classroom management is essential in every classroom in order for students to be successful. If an educator does not have control and respect from their students, he or she will spend more time trying to get students on task instead of teaching the students. Classroom management techniques and strategies vary from school to school. Some schools have school wide programs to ensure all educators are on the same page and in other schools every teacher does what they feel is best for their students. This study involved a lot of documentation in order to get the best results. Data was collected for Class DoJo points earned, Woodchuck bucks earned, and student grades (academic achievement). Research in the area of student behaviors is significant and provides other educators with essential information to help them in their classroom. This is especially true for low income and poverty schools. These students benefit greatly from positive reinforcement in the classroom. Students want to know that they are cared for and that their opinions matter.

CHAPTER I

INTRODUCTION

Overview

The purpose of this study is to determine the impact of positive and negative classroom management techniques on student achievement in second grade. This study will be able to determine the most effective classroom management technique(s) for student achievement in Mathematics. In education, classroom management is essential for all teachers. Classroom management can determine how positive or negative the atmosphere is in the classroom. As a classroom teacher, the researcher has changed her classroom management techniques a great deal, sometimes based on the students and at other times based on the type of school. Currently, this researcher finds her students are not as engaged or motivated to complete their work. Therefore, some students are struggling academically. The researcher wants to encourage positive behavior while engaging and motivating her students.

The theoretical propositions tested describe many different, yet similar techniques for classroom management. Some systems used a token or ticket system where students received a token or ticket right away for a positive behavior. These tokens or tickets are later cashed in for prizes and rewards. Another system is completely digital, called Class DoJo. It is all done on the computer, and the students earn points for positive behaviors, and they can lose points for negative behaviors. When teachers give or take away points, it alerts the child's parent immediately. This can be both a positive and a negative thing because sometimes parents respond right away and want to know what happened and other times it helps to make parents aware of the time of day where their child might be struggling.

Statement of Problem

The purpose of this study is to determine the most effective classroom management technique(s) for student achievement in Mathematics. Education is always changing and evolving, and classroom management should continue changing and evolving, as our students change over time. Students are changing and their needs are changing, so as educators, we need to ensure that we are meeting students' needs in the classroom.

Hypothesis

The hypothesis is that neither a token nor a digital system will have a positive impact on students' academic achievement.

Operational Definitions

In this study there are two independent variables: Woodchuck Bucks and Class DoJo. The students earn Woodchuck Bucks for demonstrating positive behavior and being respectful to others. They collect the Woodchuck Bucks for an entire month, and they can be earned from any teacher, assistant, or administrator in the school. At the end of the month, they cash in their Woodchuck Bucks for prizes such as: lunch bunch, switch your seat for the day, share a book, computer time, treasure box, etc. The dependent variable in this study is academic achievement in Mathematics.

The students also earn points on Class DoJo. Their goal is to earn at least 5 points a day. The teacher does not actually take points earned away, but can still mark their DoJo monster with negative behaviors; these are just worth nothing (-0). These behaviors include: a student talking out of turn, being off task, not following directions, hitting, etc. The students' points are reset daily. On the Class DoJo website, it also keeps track of all of the students points throughout the school year. Users can view their progress by day, week, and month. The students do not

actually earn anything for these points; it is meant to be used by parents to see how their day is going at school. The students do hear a positive and a negative noise throughout the day when being given or having points taken away.

CHAPTER II

REVIEW OF THE LITERATURE

In the first section titled, Classroom Management, Positive Behavior Interventions and Supports (PBIS) and Class-Wide Function Related Interventions Teams (CW-FIT) will be discussed. In the second section, Classroom Behavior and Classroom Management, it will discuss how students are trained to manage their own behaviors using strategies learned for self-monitoring and self-evaluation. In the third section, Benefits of Classroom Management, it will discuss discipline problems and where they come from. In the fourth section, Barriers to Effective Classroom Management, it will discuss the Positive Plus Program, which involves interventions for behavior management. This section also discusses Classroom Management Effects on Literacy Development. In the sixth section, it will discuss effective classroom management strategies, teacher classroom management programs and resources, improving teacher instruction, and increasing classroom compliance.

Classroom Management

As an educator, managing student behaviors is significant in all classrooms. Student needs determine which classroom management technique or strategy should be used. There are some schools that have a school wide behavior management plan like Positive Behavior Interventions and Supports (PBIS), while in other schools, behavior management is at the teacher's discretion. The problem with behavior management plans not being schoolwide is the lack of communication and clear expectations for students. Students thrive on consistency, and rules and expectations should be consistent from classroom to classroom, in cultural arts classrooms, in the hallway, and even in the cafeteria.

In one study they conducted a class-wide intervention called, Class-Wide Function Related Interventions Teams (CW-FIT). The CW-FIT program has “four main elements: (a) teaching socially appropriate communication skills, (b) using differential reinforcement with an interdependent group contingency, (c) extinguishing or eliminating potential reinforcement for problem behavior and (d) implementing individual interventions using self-management, help cards, and/or functional assessment” (Caldarella, Williams, Hansen, & Willis, 2015). It is important to teach socially appropriate communication skills. Students need to understand their emotions and how to communicate them positively to others. Negative behaviors arise frequently due to a lack of understanding how to solve problems for themselves.

In this study Caldarella et al. (2015) determined that, “Emotional and behavioral problems occur frequently during early grades as young students are building skills with language and developing capacities to regulate their thoughts, emotions, and behaviors” (p. 357). Due to these problems, many schools try various classroom management strategies in order to determine what will be the most effective strategy for the students in that classroom or school. This way teachers are focusing on the instruction and not on negative behaviors. Through this study they were able to conclude that the CW-FIT program was successful for students because this program focused on tracking positive behavior and not tracking negative behavior.

Classroom Behavior & Classroom Management

Classroom management is a top concern for educators and administrators. When students are being disruptive, they are not only missing out on academic instruction, but so are their classmates. In another research study, they discussed a class wide peer-assisted and self-management program (CWPASM) (Mitchem, Young, West, & Benyo, 2001). This research study

focused on training students to manage their own behaviors. The idea is that students are self-reflective; they are reflecting on their behavior, social skills, and academics.

In this study, the strategies included self-monitoring and self-evaluation (Mitchem et al., 2001). According to the study, it is imperative to hold students accountable for their own behaviors. Researchers argued that teaching them self-management skills will only benefit them in the future. Students should understand that it is okay to be mad or upset, but that there are appropriate ways and inappropriate ways to respond. They suggested that having a cool down or calm down area in the classroom can be very effective. In this study Mitchem et al. (2001) concluded that after introducing and implementing the CWPASM, students were more engaged and problem behaviors lessened greatly. Overall, the students were more focused in class and their academics increased. The teacher was no longer spending all of her time redirecting students and going over rules and expectations.

Benefits of Classroom Management

Classroom Management and Discipline Problems

Classroom Management and discipline problems occur in all schools. Some schools experience more discipline problems than others for many reasons. It depends on the community students come from, home life, classroom environment, class sizes, teacher expectations, teacher experience, and so forth. Erdogan et al. (2010) conducted a study on classroom management and discipline problems. Parents, teachers, and administrators were involved in this study. The researchers began by looking at the classroom management problems and why students act out. Some examples are: “lack of motivation, breaking the rules and routines, lack of infrastructure, insufficient time management, ineffective classroom environment, and lack of interaction in classrooms” (p. 881). These are all great examples of discipline problems, but there are many other

factors that also affect students: “the place and structure of the course in the curriculum, classroom environment, classroom size and lack of hardware, lack of rules, home environment and parent attitudes, lack of teachers’ management skills and student attitudes” (p. 881). There are a significant number of factors that affect student behaviors. Educators need to be aware of all of these, and they need to have an understanding of how to address them in their classrooms.

Other research supports the fact that family-related problems are one of the leading causes of negative student behaviors (Erdogan et al., 2010). The environment that students are coming from affects their entire lives. If students are not eating at home, lacking sleep, lacking love and support from parents and/or guardians, it can be extremely upsetting and frustrating to them. Many students do not want to share what is going on at home. Therefore, they act out as a cry for help. A classroom environment should make students feel welcome, safe, and cared for. Teachers should try to get to know all of their students. Teacher and student relationships as well as teacher and parent relationships creates an environment where everyone is welcome, opinions are welcome, and progress can be made.

Process-Outcome Research

In another study they analyzed connection between teacher behaviors and the student-achievement gain (Brophy, 1988). The research was conducted “on cooperative learning methods, conceptual change teaching, the teaching of cognitive strategies, individualized and computerized instruction, adaptive education, and mastery learning is also considered” (p. 235). Cooperative learning is used more and more today in classrooms. Students actively work in small groups on projects, experiments, research assignments, and so much more. They are able to work with students on their level, above them, and below them. Students are able to learn so much more when they are collaborating with each other.

During this study they found four reasons for believing that findings from research conducted in regular classroom settings are irrelevant to classroom management (Brophy, 1988). The first finding determined that the nature of the curriculum being taught is more essential than the classroom itself. The second finding demonstrated that “very little evidence indicating a need for qualitatively different forms of instruction for students who differ in aptitude, achievement level, socioeconomic status (SES), ethnicity, or learning style” (p. 236). The third finding was in relation to the process-outcome research linking teacher behavior to the students’ achievement. Student achievement did not change when students were outside of the classroom working with other teachers. The fourth finding was conducted in resource rooms and special education rooms, and the data did not change from the regular classroom. All in all, this study concluded that the key to achievement in low-achieving students is to maximize the time they spend being actively instructed or supervised by their teachers.

Barriers to Effective Classroom Management

Positive Plus Program

There are many barriers to effective classroom management. Classroom management varies from school to school and classroom to classroom. The focus of classroom management depends on the students. In the Positive Plus Program, it incorporates “a multicomponent intervention combining behavior-specific praise (BSP) with an interdependent group contingency and teacher feedback” (Clair, Bahr, Quach, & LeDuc, 2018, p. 221). A BSP is when a student is praised with a verbal statement that describes an appropriate behavior. The BSP tells the student what they are doing correctly, and it tells the other students what they need to do in order to receive the same praise. In this program students are praised for specific behaviors like helping others, following directions, and

working hard. Teachers provide feedback about the students' academic and social behaviors in the classroom after receiving specific praises.

When teachers use BSP in the classroom, they are praising other students by praising one student. An example is, "Jimmy I really like how you are sitting quietly and still on the carpet." This tells other students what your expectation is and that they will be praised too, if they are doing what they are supposed to (Clair et al., 2018). They also created a point system intervention to motivate students. Again, when students earn points, they are praised for positive behavior and then given the points they are writing on the "superstar" board. Class points can also be documented outside of the classroom on a clipboard. This way the points follow the students inside and outside of the classroom.

Classroom Management Effects on Literacy Development

We already know that children who demonstrate behavior problems tend to perform poorly academically. These students are typically acting out, talking during instruction, and distracting other students. Therefore, these students miss directions and modeling the teacher does prior to completing work independently. In this next study, they looked at students with emotional and behavioral disorders in kindergarten through third grade. They looked at their academic achievement in literacy development. The relationships formed between teachers and students largely influences a teacher's classroom management (Garwood & Vernon-Feagans, 2017).

Garwood and Vernon-Feagans (2017) said, "Given the known struggles in classroom management for teachers working with students with or at risk for EBD, students with or risk for EBD, it should not be surprising that many teachers resort to punitive and reactive practices, which then leads to less time for learning" (p. 124). The more strategies teachers can implement to help with classroom management, the more instruction that is being taught. In this study it demonstrated

the importance of high-quality classroom management. It focuses on both behavioral control and the teachers' response and care for their students.

Effective Classroom Management Strategies

Homer, Hew, and Tan (2018) demonstrated that they created a digital badge and points behavior management plan. There were eight classes that participated in this study. Four classes used the digital badge and points system, and the other four classes used a token point system. There was a reward chart for both behavior management systems. The digital system offered more incentives for the students than the token system. The researchers conducted student surveys, teacher reflections, and data analysis. The research indicated that the majority of students in the experimental classes behaved better than their counterparts in the control classes who used the non-digital conventional token system. Based on the student surveys and teacher reflections, they both agreed that they liked the digital points system more.

Teacher Classroom Management Programs and Resources

O'Handley, Dufrene, and Whipple (2018) discuss how three teachers tried "a new tactile prompting and weekly performance feedback consultation procedure for increasing teachers' behavior-specific praise (BSP)" (p. 325). These teachers delivered praise using the Positive Behavior Intervention and Supports (PBIS) framework. This particular program was not as effective for the three teachers, so they discussed doing further research to find a different classroom management strategy that would be more effective. They did not see a difference in students being engaged and/or disruptive behaviors. They used praise and positive verbal reinforcement with students. The teachers received professional development training on implementing effective classroom behavior management strategies, including where, when, and with whom the classroom management strategies should be used. These teachers were screened and consulted with prior to

implementing the tactile prompting. Giving weekly performance feedback was too long for students to wait. The students needed immediate feedback and correction when they did or did not do something right.

Improve Teacher Instruction

This next study focused on having a teacher implement the Classroom Strategies Coaching (CSC) model. In the CSC model, it uses formative assessment data to support the teachers' use of evidence-based instructional and behavior management practices (Reddy et al., 2018). This model was meant to improve teacher instruction and student behaviors. This particular model is very data driven, which helps teachers because they are usually the ones collecting the data in their classrooms. When someone else can come in, make observations, and provide critical feedback, it is more beneficial.

This was an 8-week coaching model with a total of 4 hours of one-on-one coaching (30 minutes per week) (Reddy et al., 2018). The teachers completed a survey on classroom practices, information to improve instruction, and their satisfaction with coaching. This information is very valuable to researchers because it allows them to see how the teachers are feeling, what areas they are concerned with, and it helps them to learn how effective teachers are with the coaches training them. If the coaches are not helpful and supportive, teachers are less likely to implement what they are learning. Overall, coaching models such as the CSC target both instruction and behavior management are essential for enhancing student achievement and behavior. The main focus of this study was on both instruction and behavior management. The results of this study determined that instructional coaching is incredibly beneficial for helping teachers improve and sustain effective teaching practices in high poverty areas.

Increasing Classroom Compliance

In all educational settings, there will be some students who are not compliant and students with disabilities. The goal is to understand all students and their needs. Educators have to be able to make changes and work with students to ensure that they are successful at school. Unfortunately, “The more time spent addressing noncompliance, and then re-directing the target student and the class back to school task at hand, the less time spent engaged in academic and social requirements of the classroom” (Belfiore, Basile, & Lee, 2008, p. 161). This is a very common problem in many classrooms. The problem teachers often have with addressing non-compliant behaviors in the classroom is that the teacher may have to raise their voice and use verbal reprimands or they have to remove the student from their classroom.

Belfiore et al. (2008) tried a high-probability command space (HPCS) examining the classroom space and how students transition from whole-group instruction to independent work. HPCS is when a student is transitioning from teacher-centered instruction to independent work. In HPCS, the student controls the transition. The student feels he or she has an option. He or she is still choosing between the two or three options the teacher would be giving them, but he or she is making the decision. During the experiment there were several phases for HPCS. In the first phase, “the teacher only presented low-probability commands with the HPCS. The second phase introduced the intervention of the HPCS. The third phase returned to baseline, while the fourth phase replicated intervention” (p. 163). Overall, this study was successful for the teacher and assistants working with students with special needs.

Conclusion

The studies reviewed indicated that students who receive positive reinforcement perform better academically and behaviorally in the classroom. Several studies also demonstrated that students are more responsive to digital positive reinforcement versus a traditional token system. In

each research study, there were different “variable groups that must be clearly and operationally defined because each group represents a different population, and the way in which the groups are defined affects the generalizability of the results” (Fallon, Collier-Meek, & Kurtz, 2019, p. 254). Teachers have to know the population and their needs in order to help them be successful academically.

CHAPTER III

METHODS

Design

In this study the design used was a causal-comparative design. The study was conducted to determine the relationship or correlation between two different classroom management strategies and academic achievement in mathematics. A geometry pre-test was given to the entire class. The pre-test was read aloud to the students and was not timed. After 4 weeks of instruction on geometry, the students were given a county assessment. This assessment was given to the whole class and was read aloud. Again, the students were not timed. During the 4 weeks, data was also collected on the number of Woodchuck bucks earned and Class DoJo points earned.

Participants

In this study the sample group was 24 second grade students at an elementary school in a suburb area in DC. There are 13 females and 11 males in this class. There are 19 Caucasian students, two African American students, two Asian students, and one bi-racial student. The students are seven or eight years old. Only 2 students receive free and reduced meals. There is one student with a behavior Individualized Education Plan (IEP). This student only receives services during writing, so they did not receive any additional support during this study. This particular group of students is extremely loquacious and active. They struggle with staying on task, following directions, and waiting their turn to talk. The dependent variable is the change of these students' behavior due to the independent variable, the positive classroom management.

This is a middle to high class community. The parents are actively involved with school activities, helping teachers and students in the classroom, making donations, and always looking for a way to raise money for the school. The parents from this community are involved daily.

Instrument

The instruments used for this study are a mathematics test and checklists for documenting Woodchuck bucks and Class DoJo. A math test was given prior to and after learning our Geometry Unit. The scores from these tests were documented and collected to demonstrate how well students did after receiving positive praise from earning Woodchuck bucks and Class DoJo points. The pre-test provided teachers with information about what their students already know, what their students do not know at all, and what their students have a little knowledge about. The final assessment demonstrates all of the skills the students learned over a course of 4 weeks.

The students earned and collected Woodchuck bucks for an entire month. This study was conducted for the month of February 2020. At the end of the month, the students counted and turned in their Woodchuck bucks for prizes at the class store. During the study, the teacher wrote down on a checklist each student's Woodchuck bucks earned and what they chose from the class store. The Class DoJo points were reset each morning before the students come in, allowing parents plenty of time to check the points earned and not earned. The teacher created a checklist to document the students' points earned each day. The points earned did not receive any type of prize or reward. These points were also not displayed in the classroom during the day. It is the parent's responsibility to discuss their child's Class DoJo points with them when they get home.

Procedure

At the beginning of February 2020 prior to beginning a new topic in math, a pre-test was given to the entire class. The students were not given any information about the new topic. The teacher read through the pre-test with the entire class as a whole group. The pre-test was then collected and scored. This was not a graded assignment. It allowed teachers to assess what their students already knew about a new topic.

The students were each given a small container with a lid and their name on it. This is their Woodchuck buck box. The students were directed to keep their box in a safe place in their desk. They could keep their Woodchuck box out on their desk during the day. The students were told that they can earn Woodchuck bucks for positive behaviors like: following directions, being respectful, helping others, cleaning up, staying on task, frequently participating, teamwork, etc. Woodchuck bucks could be earned in the classroom, in the hallway, in the cafeteria, and at cultural arts. They can be earned almost anywhere in the school. The students were asked to write their first name only in pencil on the back of the Woodchuck buck when they earned it. This way if a student drops one or misplaces their box, their name is on all of their earned Woodchuck bucks.

Class DoJo is an online classroom management tool. The students were told that they could earn points for positive behaviors like: following directions, being respectful, helping others, cleaning up, staying on task, frequently participating, teamwork, etc. This is similar to the Woodchuck bucks, but on Class DoJo “negative” points can be given; they are worth zero points. Their goal is to earn at least five points a day. The principal articulated that Class DoJo points and Woodchuck bucks earned cannot be taken away. It is also important for parents to be informed when something happens at school. Therefore, points are not truly taken away, just marked as a negative when necessary. The computer makes two different noises when a student

earns a point or loses one. Unfortunately, the students' DoJo points cannot be displayed in the classroom either. So, some students know when they are earning points or losing them, but they are not really sure until they get home. At the end of each day the students' points are written down on a checklist charted by the teacher.

CHAPTER IV
RESULTS

The tables below demonstrate the data collected for the Geometry Pre- and Post-Assessments, as well as the Woodchuck Bucks and Class DoJo points earned for the month of February 2020. Figure 3 shows that there was an increase for almost all of the students from the Geometry Pre-Assessment to the Geometry County Assessment. The students were more successful on the Geometry County Assessment upon receiving more Class DoJo points and Woodchuck Bucks in class for positive behavior. Overall, Table 3 shows that there was a positive correlation coefficient of .517 between Woodchuck Bucks and Geometry post-test and a positive correlation coefficient of .433 between Geometry post-test and Class DoJo points earned. Tables 1 and 2 imply that there were no significant impacts on students' gain on Geometry either from Woodchuck Bucks or from Class DoJo points. There is a significantly positive correlation between post-test and points/bucks.

Figure 1

Geometry Pre-Assessment

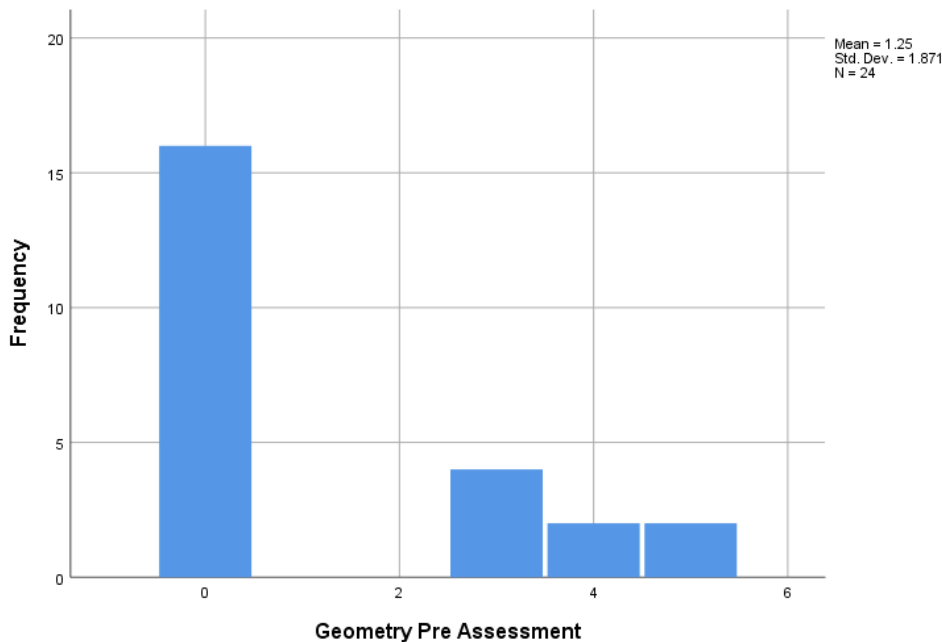


Figure 2

Geometry County Assessment

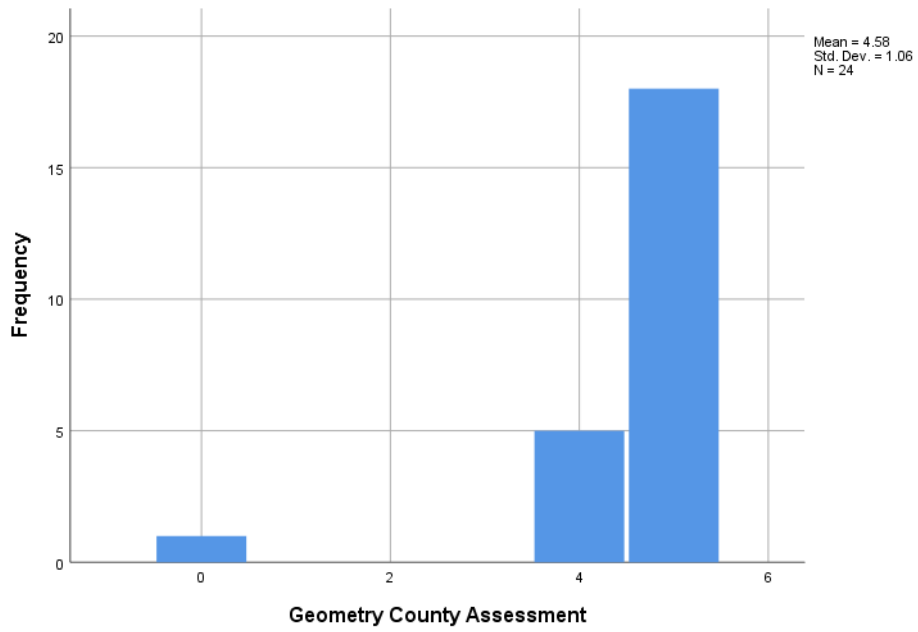


Figure 3

Assessment Gain

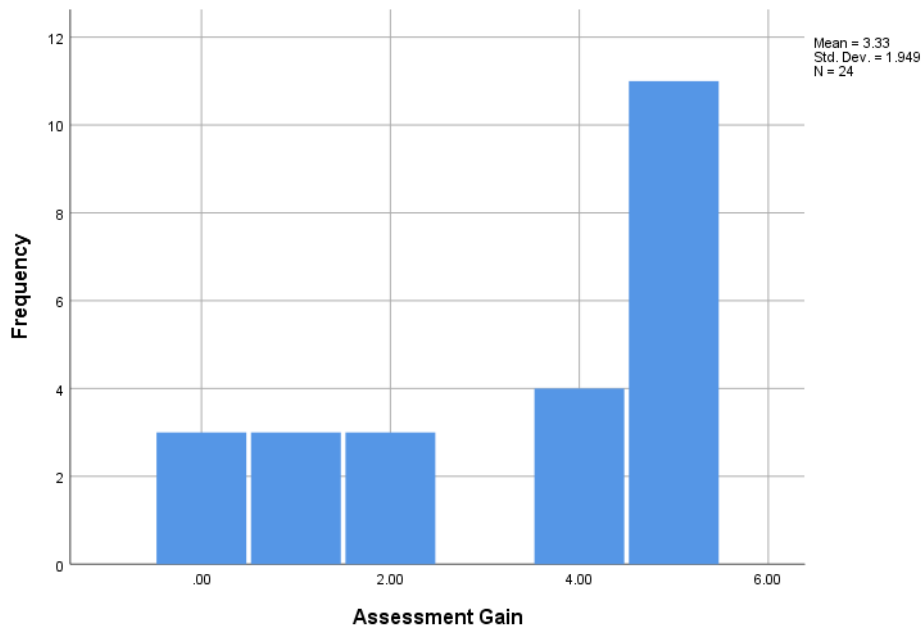


Figure 4

February Monthly Woodchuck Bucks

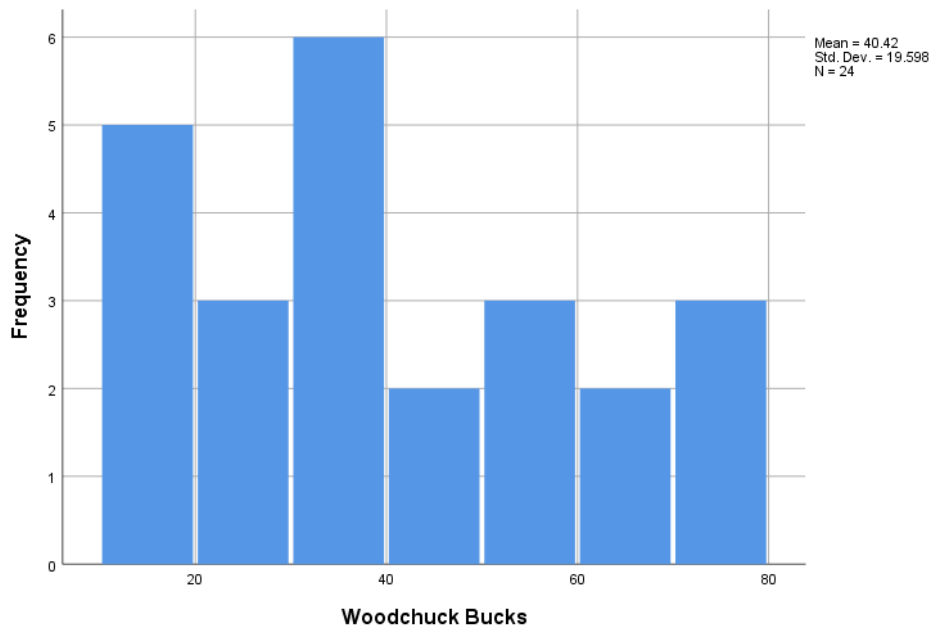


Figure 5

February Monthly Class DoJo Points

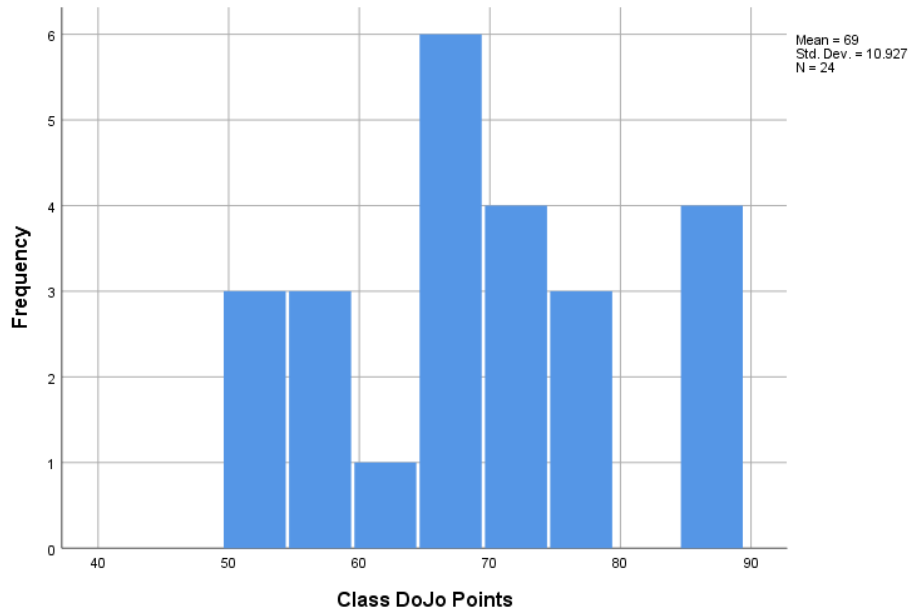


Table 1

Comparing Pre and Post Geometry Tests

Statistics					
	Student Count	Mean	Median	Std. Deviation	Significantly Different between Pre and Post tests?
Geometry Pre Assessment	24	1.25	.00	1.871	Yes (p=0.000)
Geometry County Assessment	24	4.58	5.00	1.060	

Table 2

Correlations between Assessment Gain and Woodchuck Bucks/Class DoJo Points (For All Students)

	Correlation Coefficient	P value (need to be < 0.05 to be significant)	N	Note
Woodchuck Bucks	-.016	.942	24	Insignificant negative
Class DoJo Points	.163	.447	24	Insignificant positive

Table 3

Correlations between Assessment Gain and Woodchuck Bucks/Class DoJo Points (Students Scored < A on pretest. "A" students had no room to grow)

Assessment Gain		Correlations		
		Correlation Coefficient	P Value	N
Spearman's rho	Woodchuck Bucks	.029 (Insignificantly Positive)	.898	22
	Class DoJo Points	.115 (Insignificantly Positive)	.609	22

Table 4

Correlations between Posttest and Woodchuck Bucks/Class DoJo Points

		Correlation Coefficient	P Value	N
	Woodchuck Bucks	.517**	.010	24
	Class DoJo Points	.433*	.035	24
	Geometry County Assessment	1.000	.	24
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

CHAPTER V

DISCUSSION

The original hypothesis for this study is, “The hypothesis is that neither a token nor a digital system will have a significant impact on students’ academic achievement.” After conducting this study, it is proven that the original hypothesis is supported by the data collected.

Implications of Results

After conducting this study, the researcher was able to conclude that the token and digital classroom behavior management systems do not have any significant impacts on the students’ improvements on the Geometry tests. However, the data indicated that there was a significantly positive correlation coefficient of .517 between Woodchuck Bucks and Geometry post-test scores and a significantly positive correlation coefficient of .433 between Geometry Post-test and Class DoJo points earned. Students with higher scores on the post-test tended to receive more points or bucks, but students who received more points/bucks may not have higher gains on the Geometry tests. The students overall scores increased significantly from the Geometry Pre-Assessment to the Geometry County Assessment, although the correlation analysis did not prove that the gain was associated with the implementations of the digital or token systems.

Threats to the Validity

One of the threats to the validity of this study is the testing instrument. The Geometry Pre-Assessment and County Assessment were similar, but not the same exact test. The pre-assessment actually had more problems on it for the students to solve. Part of this was to check for the students’ understanding of the topic prior to teaching it. The students should have some prior knowledge of Geometry from Kindergarten and First Grade. Students who started with higher scores on the pre-test did not have as much room to grow, which probably resulted in the

insignificant correlations between assessment gain and points/bucks. Another possible threat of validity is the lack of student manipulatives. Some teachers provided their students with manipulatives and other teachers did not. In this study with this class, they were not provided with manipulatives for additional support.

Previous Studies and Existing Literature

One study that was conducted was the Class-Wide Function Related Interventions Teams (CW-FIT). The CW-FIT program has “four main elements: (a) teaching socially appropriate communication skills, (b) using differential reinforcement with an interdependent group contingency, (c) extinguishing or eliminating potential reinforcement for problem behavior and (d) implementing individual interventions using self-management, help cards, and/or functional assessment” (Caldarella et al., 2015, p. 357). All of these elements are beneficial for teachers and students. All students can benefit from being taught socially appropriate communication skills and problem solving skills. Some behavior plans work better for students.

One similarity between CW-FIT and this study is the differential reinforcement. In this study there was a token system (Woodchuck Bucks) and a digital system (Class DoJo points). Some students responded better to the Woodchuck Bucks, and some students responded better to the Class DoJo points. Another similarity between these two studies is the plan to eliminate reinforcement for problem behaviors. During this study the teacher did not take away Woodchuck Bucks or Class DoJo points. Both studies want to encourage and reward positive behavior.

In another study they discussed a class wide peer-assisted and self-management program (CWPASM). In the CWPASM program, they taught children how to manage their behaviors. In both studies students are learning how to manage their behaviors. When students are more

focused in class, they are more successful academically, and both the CWPASM and CW-FIT studies were able to demonstrate this.

Implications for Future Research

In this study it revealed that students are more successful when they are praised for positive behavior with both a token system and a digital classroom management system. Students want to be successful, but sometimes the students just need additional praise to encourage them to keep trying their best. The students' Geometry Math assessments results confirmed that students can be successful with praise from educators. Students are also motivated because they receive incentives and rewards when they earn Class DoJo points. They are rewarded for working hard, trying their best, being respectful to others, and for keeping their hands and feet to themselves.

Conclusion

All in all, the study conducted provided valuable information to educators because it demonstrated that students can be more successful when they are working towards an incentive. The students demonstrated their ability to work harder and try their best when they were rewarded. The students displayed a positive response to both the token system (Woodchuck Bucks) and the digital classroom management system (Class DoJo points).

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