GTC Teacher Research Programme

Research Question:
To what extent does giving children responsibility for their behaviour have positive effect?

Karen Jones, Aberhill Primary School
Acknowledgements

I would like to thank many people who have helped me endlessly throughout this research project.

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Chapter One
Synopsis
Synopsis

The effect of using target setting incorporated into a behaviour management incentive was studied with a primary seven class of pupils. The aim was to see if there was positive effect on behaviour when children were given responsibility through target setting.

The purpose of this research was to devise a target setting behaviour reward system that motivates children to take responsibility for their own behaviour in class.

The children responded very well to the target setting system incorporated into the classroom. Instances of misbehaviour were less frequent after implementation and the children were very eager to try and follow their classroom rules in order to gain reward time for themselves and their classmates.
Chapter Two
Introduction
Introduction

Behaviour has always been and will most likely always be an issue close to the hearts of many individuals involved in education. Over the past few decades it has become an issue brought to the attention of both those involved in education and public alike through the media, the focus becoming increasingly unfavourable.

During my short teaching career I have constantly encountered children who find it difficult to show positive behaviours and conform to the school discipline policy. Some of these children come from troubled backgrounds and to my knowledge some do not. Constant indiscipline in class has disrupted lessons and put other children off task.

I have found that the children who have found it difficult to follow school rules in the classroom have shown inconsistent behaviour patterns and it seemed to me there was 'no rhyme nor reason' as to why they were choosing to misbehave. What I wanted to do was create a positive behaviour management system that the children and I could work with. I wanted a system that would allow the children (a primary 7 class) to be able to consistently choose appropriate behaviours for themselves to promote their independence for continuing on to secondary schooling.

As improving the behaviour of all children in my class was a big priority for me, I believed this would be an extremely relevant and interesting area to study for research purposes. Throughout my BEd course and subsequently my teaching career, I have been very interested in all aspects of children’s behaviour, the behaviours displayed by children, what causes them and how they can be adapted.
My research project will focus on the following:

Research question – To what extent does giving children responsibility for their behaviour have a positive effect?

Specific objectives –

1. To review current literature in the field of behaviour management and self-esteem.

2. To develop a critical understanding of the relationship between self-esteem and behaviour.

3. To create and develop an appropriate positive behaviour reward system incorporating target setting using 'cool in school' language and skills.

4. To evaluate the ability of the target setting system in achieving positive behaviours and raising self-esteem.

It is hoped that research findings will benefit both me and fellow practitioners. I envisage that I will be able to create a reward time system using target setting with the children that will allow them to set their own goals and hopefully achieve them allowing them to participate in a reward time activity of their choice. My goal is to progress with the children so that they can independently run the reward time system with all children cooperating with each other and showing themselves as confident, disciplined individuals.

Many methods were used in order to gather information from the children and staff in my school. A variety of questionnaires (described fully in methodology section) were used before, during and after the research period. I wished to obtain the thoughts of the
children about how they perceived the behaviour in their classroom in a non-threatening way. These questionnaires worked well as I was able to get an insight and overview of how they were feeling within the classroom environment. I also used a questionnaire with all teaching staff within the school. Again these were used to gain insight into the thoughts of other practitioners working within the same environment as myself in a (hopefully) non-threatening manner.

As well as using questionnaires, I also used frequency schedules to track how frequently different behaviours were displayed by individual children in the class. At the end of the research period, an interview schedule was used with a control group in order to hear from the children any changes they had noticed in classroom behaviour.
Chapter Three
Review of the Literature
Literature Review

Behaviour Management – Where we are now

Managing children's behaviour has increasingly become an issue of interest, relevance and debate over the past decade. With incidents being reported in our newspapers on an almost weekly basis, it is not difficult to understand why.

Gray (2002) states that standards of behaviour in schools seem to be deteriorating. This has much to do with charges in values in society as a whole as well as children being increasingly exposed to a range of corrupting influences.

Teachers are being put under increasing strain as children's behaviour seems to get further out of control in some schools and many are left with the feeling that teaching has now become more of a 'policing' job, with a great percentage of time being spent on trying to manage pupil behaviour resulting in less time in the classroom for teachers to do what they are employed to do...teach. The EIS (1995) state,

"Second to workload, discipline was the next most common reason for stress among teachers" (Watt, Higgins & Reid, 1999, p46).

This is also stated in Luton (cited in Rumbold, 1992), as she states that disruptive behaviour from children as well as constant inattention greatly contributed to the stress and low morale of teachers. Wheldall (1988) and Merrett (1989) cited in Ferguson &
Houghton (1992) also agree by stating the amount of time teachers are spending dealing with disruptions from children, and the stress which inevitably results from dealing with disruptions on a daily basis constitutes an area of concern for many educators. Mosley (1992) highlights this as she states that schools have witnessed a rise in indiscipline during the past 15 years.

“You can no longer assume that students have been prepared socially or academically at home for the increasing demands of school. You need, therefore, to invest the time and effort to teach your students the behaviour and academic skills necessary for success in school”.

(Canter, 2001, p4).

Many educators now ask what is it that has changed so dramatically that teachers are forced to spend a frighteningly high percentage of time in the classroom on behavioural issues and what can us as teachers do in order to create an ethos of positive behaviour with maximum learning opportunities for our pupils?

The above issue will be investigated throughout this review of the literature.

**What is Behaviour Management?**

According to Porter (2000) behaviour management has two meanings. The first is to prevent disruptions proactively, through the teacher meeting the children's needs these being educational, social and emotional. The second definition states that behaviour management is the proactive intervention that the teacher does in order to get her pupils
displaying acceptable behaviour. These are primary and secondary behaviours. Primary behaviours are unsafe acts, disengagement and disruptive off-task behaviours whereas secondary behaviours are concerned with the child’s negative reaction to the teacher’s attempted correction of the initial behaviour.

Crebbin (2000) states that discipline is only one part of the overall spectrum of behaviour management. She believes that this factor may never need to be addressed if the other areas of management are effectively working. She states that no classroom management strategy will prevent the problems of disruptive behaviour if there is little effective teaching at the onset.

What is being done in the way of improving behaviour?

It is only recently that it has become seemingly necessary for there to be explicit teaching of good behaviour in schools. As Mosley (1992) states, the 5-14 National Guidelines highlighted the need that was to teach children about acceptable behaviour and behaviour expectations in varied situations. Watt, Higgins and Reid (1999) agree as they confirm that the national guidelines for personal and social development 5-14 recommends that the explicit teaching of behaviour and discipline should be taught in the curriculum in the form of attitudes, values and beliefs.

There is no doubt that local education authorities are beginning to address the need of ‘good behaviour’ to be taught within schools. Fife Council has indeed helped to develop and promote a new resource in which children are taught to choose the ‘cool’ way to behave in everyday situations. ‘Cool in School’ has been piloted in schools across the
region and due to its positive feedback is now being introduced to primary schools all over the county. The resource is taught through Personal and Social Development and therefore fits neatly into the national curriculum.

**Behavioural Theories**

When looking at positive behaviour management in the primary school it is clear that there are many different approaches used by teachers. It is therefore imperative that the views of the theorists are considered and investigated in order to gain insight on the different strategies used to deal with behaviour in the classroom.

Through initial reading about positive behaviour management it was discovered that there were many different theories on the subject. One thing that all the theories have in common is that positive management approaches really emphasise the need to teach children how to behave appropriately, making them aware of their rights and also in connection with this their responsibilities.

The work of Lee and Marlene Canter is very much focussed on using positive responses to encourage and teach children how to respond and behave in different situations. The 'Assertive Discipline Behaviour Management Programme' will be the one behaviour management strategy given attention within this study of the literature as it is one which over the past few decades has been introduced to primary schools throughout the world, including Scotland, establishing strategies that are commonly practised in classrooms today.
Assertive Discipline Behaviour Management

Canter and Canter (1992) invented a discipline model in the 1970’s named 'the assertive discipline behaviour management model'. This model was introduced, as it was believed that too many teachers were becoming disheartened by the increasing degree and frequency of misbehaviour in classrooms. Disheartened teachers of course cause concern. As Hanco (1994) states, discouraged teachers cannot encourage children, the result being that so much is lost; for the children, the teachers and eventually the society.

Canter and Canter did much research in this area with the most successful teachers’ classroom practise being observed. These teachers were extremely comfortable with their classroom management. What the Canters found was that the majority of teachers shadowed used a positive and assertive approach to their class management. The assertive discipline model was then created with its model being based on consistency, follow-through of actions stated and the building of positive relationships (cited in Caner & Canter, 1992).

"The key to Assertive Discipline is catching students being good:
recognising and supporting them when they behave appropriately and
letting them know you like it, day in and day out". (Canter, 1989, p56).

Canter (1989) recommends a three-step cycle of behaviour management to establish a positive discipline system. The first step is for teachers to realise that whenever they want their children to behave well and to follow specific directions, they must teach the
specific behaviours. The second step involves teachers using positive repetition to reinforce the children when they are following the directions already taught in step one. The third and final step is to use the negative consequences outlined in his/her Assertive Discipline Plan if a child is still misbehaving after being taught a 'direction' and after his/her teacher using positive recognition.

Canter and Canter (1992) (cited in Porter, 2000) describe reasons for disruptive behaviour being down to a lack of respect. There is less respect from children to teachers, parents and other professionals. Canter and Canter also believe that in this modern age there is a considerable lack of discipline and stability in many children's lives that results in children having poor self-esteem. These children do not have the skills or knowledge needed in order to choose appropriate behaviour. This is where it is important for teachers to take control and teach appropriate behaviours to her children, as it should not be expected that this social learning would already be in place from the child's upbringing.

Two other strategies will be looked into to see how the behavioural approaches vary. These are the 'limit-setting approach' and 'applied behaviour analysis'. Each theory will inevitably have its advantages and disadvantages with individual teachers finding one perhaps more appealing and suited to her teaching style than another. However as Mcinerney and Mcinerney (1998) and Woolfolk (1990) suggest, what is important is that all teachers will have some sort of behaviour management programme in place. This needs to be structured in the manner that it allows them to have control over their class while also providing a healthy, stimulating and productive learning environment for the children.
Limit-Setting Approach

The limit-setting approach states that the teacher has rights to enforce an ordered environment in the classroom so learning can take place. It is the teacher’s responsibility to develop and maintain warm relationships with her pupils in order to encourage their respect and cooperation. It is an important job for the teacher to teach her children the rules she wishes to be adhered to in order to help the children be clear about them and follow them successfully (cited in Porter, 2000).

Two firm believers in the limit setting approach are Jones and Canter & Canter (cited in Porter, 2000). Canter & Canter (1992) believe that the only requirement for successful learning is order. As Charles (1999) states,

"The goal of obedience is to provide psychological safety, to protect students from performing behaviour that they would regret later, and to allow them to build on their positive skills" (cited in Porter, 2000, p22).

Porter (2000) agrees with Charles (1999) as she states that limit-setting teachers prevent behavioural problems in the classroom by gaining and maintaining order.

Applied Behaviour Analysis

Applied behaviour analysis is another theory of behaviour management that is extremely popular at present. The theory of applied behaviour analysis is behaviour continues
because it works. The child earns something that he/she desires, for example teacher attention. The reasoning behind applied behaviour analysis is if you want disruptive behaviour to cease, then you must stop it from working. The way in which this is achieved is by rewarding a different behaviour or by punishing the target behaviour (cited in Porter, 2000).

Behaviour, either good or bad is more likely to occur if it receives a positive response and works. To stop or change inappropriate behaviour the response it receives must be changed.

**Self-Esteem Influencing Behaviour**

Mosley (1992) believes, building on and enhancing the self-esteem of children is seen as playing a big part in the promotion of positive relationships and behaviour in the classroom.

As MacGrath (1998) states, the children in a class who are most likely to disrupt themselves and others are those who feel unsure of themselves and those who have the lowest self-esteem. She also believes that the more a child is personally satisfied at working on a task, the more work he is likely to do therefore he is less likely to disrupt others around him.

Wragg (1993) cited in Moss (1994) believes that the most effective teachers actually work hard to boost their pupils' self-esteem using different strategies that suit both themselves and the children in their care. This links to the beliefs of Canter & Canter
(2001) as they state that children having true success with increased self-esteem only really happens when the children, having learned how the teacher expects them to behave, chooses that behaviour on their own.

Dinkmeyer & Dreikurs (1963) cited in Porter (2000) believe,

"Each child needs encouragement like a plant needs water. Without it, his growth is stunted and his potential snapped". (Porter, 2000, p1).

McNamara & Moreton (2001) agree by stating, Maslow's hierarchy of needs shows self-esteem is a basic need being placed just above food, water and shelter. Self-esteem is a clear need; if children have low self-esteem then teachers must work to raise it if a child is going to progress and grow into an emotionally healthy individual.

Within our classrooms, it is often obvious those children who suffer from low self-esteem. It is our duty as teachers to work with individuals to help them to see themselves as human beings worthy of positive attention.

"I am not who I think I am. I am not who you think I am. I am who I think you think I am" (McNamara & Moreton, 2001, p19).

Labelling

Fontana (1995) states that very young children are aware of themselves as separate human beings but due to the adult care they are given, they have little opportunity to
really explore and get to know themselves, their likes, dislikes and emotions. At this young age the adult carers in their lives begin to assign labels to the young child. Common labels include 'he's good' or 'he's bad' or 'she's truthful' or 'untruthful'. Because the child is unable to explore the accuracy of these labels, he/she accepts them with no questions asked.

"A child's self picture is a learnt one, dependant upon the descriptions provided by others" (Fontana, 1995, p253).

A child who is continually labelled bad will begin to believe and perceive themselves as a bad person. By the time a child comes to school he already has a clear picture of who he is relying on the labels he has already been given. Teachers then too begin to label the child as 'good' or 'troublesome'. These labels either mirror those given at home or can be conflicting. However both can be damaging to the child as it is essential that he/she is not labelled but given the opportunity to explore and develop his/her own positive self picture.

Challenges and Expectations

Dean's (1992) beliefs mirror those of Fontana (1995) as he states; development of self image is linked to other people's hopes and expectations for an individual. A child who comes from a family who has holds high expectations of him (expectations that are achievable by the child) may find it easy to rise to the challenge and achieve. However if the expectations are unrealistic then the child will only feel a failure and consequently try to protect his self-esteem by no longer making an effort.
"The extent to which a child is praised or scolded or is acknowledged in achieving success or failure influences his or her attitudes and behaviour" (Dean, 1992, p12).

Docking (2002) also agrees with the thoughts of Dean (1992) and Fontana (1995) as he states that high self-esteem seems to be the outcome of successfully meeting challenges. He believes that children feel more committed to goals they see as being achievable. He finally states that as human beings we feel more motivated to respond positively to challenges set by ourselves than to satisfy requirements imposed on us.

The Self

Kant (cited in Fontana, 1995) suggests that 'self' should be split into subject and object. The subject is (I) and the object is (what I know about me). The 'I' is pure awareness and the 'me' is the things of which I am aware.

The part of self-concept that tends to be of interest (for the purpose of enhancing the positive) tends to be the 'me' aspect of self. According to Rodger (cited in Fontana, 1995), self-concept is concerned with the individual's personal outlook on the world. He discusses concepts of organism, self and congruence. The organism takes into account a human being's inborn survival needs such as food and shelter or feelings and emotions and the need for other people to hold us in high regard. Children have a great need to be held in high regard and it is this need that drives them to behave themselves and do as parents and teachers tell them. Their need for high regard is so strong that
without evident high regard and recognition from others, the child is unable to hold themselves in a positive light.

Rodger believes that if the child’s basic needs are met then he will develop a self that ‘is in congruence with it’. However, if the basic needs are not met and there is little or no balance, then this can prompt the development of ill psychological health.

Children have a desire to satisfy their own needs, their need to have people’s (especially adult’s) attention, their need for material possessions and so on. Adults in the child’s life need to work with the child so that he can learn to share, take turns etc. If the child is taught to see that it is ok to have a desire to fulfil you inner needs while needing to be mindful of other people, then the child will learn without upsetting the balance of self. On the other hand, a child who does not receive guidance of this kind, or who is continually sent mixed messages from others about the kind of person he is will find a frustrating imbalance between organism and self.

As McNamara & Moreton (2001) state, high self-esteem is vital for children to have the ability to progress academically and achieve success. If a child has high self-esteem then he is willing to try new things and take risks. If at first he fails, he has the ability to deal with the failure and move on, which itself results in high self-esteem.

A child with low self-esteem, however, has fear of failure. He is unwilling to try new things or to take risks. He therefore doesn’t progress academically and feels a failure because of this. This can in turn lower his self-esteem even further and results in emotional and behavioural difficulties.
Roffey & O'Reirdon (2003) agree stating, "When the student begins to feel more effective in school as a result of interventions put in place to address less serious concerns, behaviour often improves overall as the spiral of negativity begins to be replaced with a spiral of success".

Personal Perception

Human beings have personal constructs about every aspect of life. As educators we have to work hard to encourage the development of positive constructs as it is 'as important a part of the educational process as the factual transmission and assessment of subject-based knowledge'. (Fontana, 1995).

Children become very good at hiding their feelings from both themselves and others. They are good at putting on an act that shows they are not bothered about what anybody thinks about them. They also pretend they don't care about or take on board other people's criticisms of them, especially teacher's criticisms. This can install feelings of anger in teachers, the result being they criticise the child further. When this situation occurs, the result can often be that the child defends their self-esteem by ignoring the teacher and by pretending that the teacher's opinion means nothing to them. It is imperative that teachers always remain aware of how they speak to their pupils ensuring that comments and actions always protect their self-esteem.

"Delinquent groups tend to suffer from low self-esteem, and often their 'toughness' and anti-social behaviour would appear to be an
attempt to protect this self-esteem by demonstrating their power to
destroy things that society deems to be important, and thus prove to
all and sundry that they do really matter after all" (Fontana, 1995,
p266).
Chapter Four
Methodology
Methodology

In order for me to successfully carry out my intended research, I decided to focus on a qualitative approach. The qualitative approach will be suited to my investigation and will be the one most frequently used (although the quantitative approach will also be touched upon). My reasons for selecting the qualitative approach are, the data collected is likely to be subjective considering and analysing the views and opinions of the sample groups as well as there being interaction with the sample. The data being analysed is more likely to involve language and words rather than numerical statistics.

Discussing the qualitative approach, Cohen & Manion (1994) state,

“Successful handling of individual accounts requires the researcher to know the content extremely well and to work toward the gradual emergence of tentative interpretive schemata which he then modifies, confirms or falsifies as the research continues.” (Cohen & Manion, 1994, p208).

The samples I have chosen to work with are my class of Primary 7 pupils and teaching staff within the school. I decided to work with my own class of children as I know them very well and already have an idea of what behaviour is like within the classroom.

I feel it is important that alongside looking at the views of the children in the school, I gain a clear idea of the views of my teaching colleagues as I am sure that every teacher will have different experiences of behaviour from their children. I have decided to include all teaching staff in my sample group to ensure I get information from staff covering all areas of the school, primary one through to seven. It is vital to look beyond
the upper school year groups in order for me to gain insight into how teachers of different year stages within the primary school view the issue of behaviour, whether their findings and experiences are similar or opposing.

In order to collect data I have decided to use more than one data collection instrument. Questionnaires, a self-esteem indicator and observation schedules will be used as well as an interview schedule that will be used with the children.

The questionnaire

There will be two different questionnaires used for the purpose of data collection. The first questionnaire will be used with my teaching colleagues. The purpose of this questionnaire is to discover the views, thoughts and feelings about behaviour that teachers through all stages of the primary school hold (see appendix one). This questionnaire will be issued to all teachers within my school. It is hoped that I will receive at least one completed questionnaire from each year stage in order to compare thoughts of staff working in different departments in the school. This questionnaire will be issued and requested that it be completed anonymously with only the stage the teacher is currently teaching being stated on the form.

The second questionnaire will be used with primary seven children. This questionnaire will elicit the children’s views on themselves and behaviour, the behaviour of their classmates and the teacher and how she deals with behaviour (see appendix two and three).
The observation schedule

The purpose of using the observation schedule (see appendix four) will be to enable me to observe the frequency in which certain behaviours occur within the classroom setting. The schedule will allow me to observe behaviours and to note the consequences for each type of behaviour.

The interview schedule

An interview will be held with a sample group of children within my class at the end of the research period. The schedule (see appendix five) has been designed to elicit information including the children's thoughts and feelings about behaviour issues and reward systems in the class.

Objective 1

To review current literature in the field of behaviour management and self-esteem

Objective one was met through extensive reading of textbook materials as well as journals and information from the web. From reading, my knowledge of the subject area expanded and allowed me to devise further specific objectives on which to focus.

Objective 2

To develop a critical understanding of the relationship between self-esteem and behaviour

The first stage of gaining understanding of the relationship between self-esteem and behaviour involved issuing questionnaires to all members of teaching staff within the school in order to find out their views on behaviour within the school. I wished to find out what behaviours were displayed by children, if the school reward systems were working
effectively for pupils and if staff members used their own incentives above those in place through school policy. These anonymous questionnaires were issued to staff members who were asked to return them, completed, to myself. Results will be discussed in the following chapter.

Self-esteem questionnaires (see appendix six) were issued to the children at the beginning of the research period in order to see how each child viewed themselves. This questionnaire was taken from 'The ALPS Approach, Accelerated Learning in Primary Schools', (Smith & Call, 1999). The questions were used to see if each child had a high self-esteem or low self-esteem by looking at the boxes ticked.

Objective 3
To create and develop an appropriate positive behaviour reward system incorporating target setting using 'cool in school' language and skills

Taking into consideration the children's previous experience with the 'cool in school' programme, I decided to use the language taught through the pack and incorporate it into our target setting.

We started off by using a circle time session to discuss the four school rules and what it meant in everyday language to the children. When we had discussed this, we looked at the positive behaviour system within the school. The children were asked on their views on the system and what they liked/distilled about it. We decided from there that the children enjoyed earning points within the classroom which would eventually gain them a reward time. However it was felt that it could sometimes be unfair as I might be inconsistent at rewarding points and points might not always be given for the same things. From there we decided that, since the children enjoyed earning points and were
motivated by this, we would keep a point system running but create a more structured system. We decided that it would be a good idea to incorporate our reward time system into the current system of behaviour ticks. The current school policy states that if you are following the school rules you will earn a behaviour tick, one before lunchtime and one in the afternoon. We decided that if no-one lost a tick before lunchtime then twenty reward time points would be given to the class with the same applying in the afternoon. If, when it came to the end of the day, no-one had lost a tick then ten bonus points would be rewarded to the class.
Chapter Five
Results
Results

This chapter aims to present the results stemming from my research. The findings will be split in order to focus on each of the specific objectives.

Objective 2

To develop my knowledge of self-esteem in children and find out if there are clear links between self-esteem and behaviour.

The following results are taken from the self-esteem indicator questionnaires issued to primary seven children at the beginning of the research period (see appendix seven).

Table 1: Number of responses to questions

<table>
<thead>
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<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
<th>Do not know</th>
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<tbody>
<tr>
<td>Do you ever want to answer a question but do not in case you look foolish?</td>
<td>1</td>
<td>27</td>
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<tr>
<td>Do you like to do well at school?</td>
<td></td>
<td></td>
<td>12</td>
<td>15</td>
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<tr>
<td>Do the others in the class listen to you when you have a suggestion?</td>
<td>2</td>
<td>19</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Do you like reading?</td>
<td>7</td>
<td>14</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Do your parent(s) like to hear about what you are doing at school?</td>
<td>9</td>
<td>17</td>
<td>1</td>
<td></td>
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<tr>
<td>Do you often feel lonely at school?</td>
<td>15</td>
<td>10</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Do the others in the class ever pick on you?</td>
<td>13</td>
<td>9</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Does pleasing the teacher make you try harder?</td>
<td>10</td>
<td>16</td>
<td>2</td>
<td></td>
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<td>Question</td>
<td>6</td>
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<tr>
<td>When you close your eyes can you imagine yourself being really good at something?</td>
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<tr>
<td>Do you like watching television?</td>
<td></td>
<td>9</td>
<td>19</td>
<td></td>
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<tr>
<td>Do you think of things about yourself you would like to change?</td>
<td>2</td>
<td>16</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Do you often feel sad because no-one wants to play with you?</td>
<td>15</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>When you try hard at school do you get better?</td>
<td>1</td>
<td>14</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Do you enjoy doing maths?</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Do you ever dream about being someone else?</td>
<td>11</td>
<td>14</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Are the others in the class pleased if you do well?</td>
<td>3</td>
<td>13</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Do other children often break friends with you?</td>
<td>8</td>
<td>15</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Do you like to join in when there are group games in class?</td>
<td>2</td>
<td>9</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

Questions 4, 10 and 14 are used as mask questions and are not relevant when looking at children's self-esteem.

From looking at the results detailed above the findings came through that the self-esteem of the children in my class was 'normal' and no child came through as having a low self-esteem. I analysed the children's individual responses and no child had more than one 'negative' on their questionnaire.

There was a clear limitation at the early stages of my research with these results as I had planned to research the links between self-esteem and behaviour.
Children in my class who I would have said as having low self-esteem gave themselves high scores on the self-esteem indicator. This either meant that I was completely wrong about the above mentioned children or they either covered up their real thoughts and ticked boxes they thought were ‘right’ or couldn’t be bothered participating responsibly therefore they randomly selected boxes to tick. Whatever the reason may be, this left me with a huge problem as my initial intended research question was to uncover links between self-esteem and behaviour. I decided then that I could do one of two things. I could either decide myself which children I saw as having low or high self-esteem or I could change the direction of my research project. I decided, after much deliberation, that it would be best to take my research project in a slightly different direction as I found the results related to self-esteem were going to be limited. The new focus I decided to take was on the actual creation and implementation of a target-centered behaviour management incentive.

Since I decided that self-esteem would no longer be a focus of my research, the questionnaire devised for the teachers did not mention self-esteem but instead concentrated on their thoughts on classroom behaviour.

The following table shows responses given by teachers when given various statements regarding classroom behaviour (see appendix eight).

Table 2: Number of responses to behaviour statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children in your class are aware of the school rules.</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The children are aware of the procedure that takes place following breaking of a school rule. E.g. warning, lost tick...

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>5</th>
<th>2</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent low-level misbehaviour is a problem in the classroom.</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Time spent on dealing with misbehaviour seriously takes away from teaching time.</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Children respond well to incentives in place in the school. E.g. earning ticks and golden time.</td>
<td>0</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I use other behaviour management strategies (above and beyond ticks) to encourage children to follow rules in the classroom.</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I find setting behaviour targets with the children in my class improves behaviour.</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>I find brain breaks are useful at calming children down/diffusing situations in the classroom.</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

![Pie chart showing awareness of school rules](image1)

![Pie chart showing procedure following breaking of a school rule](image2)

![Pie chart showing persistent low-level misbehaviour](image3)

![Pie chart showing time spent on dealing with misbehaviour](image4)
The data indicates that all teachers working within the school see children's behaviour and behaviour management as a challenging area of their profession. The results show that children are aware of the classroom rules but there is still a problem of misbehaviour within classrooms. The results taken from the teacher questionnaires show that children already respond well to behaviour incentives in place within the school's discipline policy but teachers are still unhappy with the amount of time having to be spent on low-level problems occurring in classrooms that take away from valuable teaching time.
Objective 3

To create and develop an appropriate positive behaviour reward system incorporating target setting using 'cool in school' language and skills

Before creating a new reward system for the children I thought it necessary to illicit the views of the children on what they thought of behaviour in the classroom (see appendix nine). The following table shows the responses given by the children.

Table 3: Responses given by children

<table>
<thead>
<tr>
<th>Section 1 – All about me</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what our 4 school rules are.</td>
<td>Yes – 25</td>
<td>No - 0</td>
<td></td>
</tr>
<tr>
<td>I follow the school rules in the classroom.</td>
<td>0</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>I follow instructions given by playground supervisors in the playground.</td>
<td>0</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>I am a good role model for younger children in the way I behave.</td>
<td>1</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>I want to behave well to earn rewards for myself and the class.</td>
<td>0</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>I try hard to become ‘star of the day’.</td>
<td>0</td>
<td>8</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>The behaviour of my classmates is good.</td>
<td>0</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>I get annoyed when someone else misbehaves in my class and stops me from doing work/getting to do fun things.</td>
<td>1</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Misbehaviour/failure to follow school rules is dealt with in the same way no matter who it involves.</td>
<td>7</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>I can get on with my work when somebody is misbehaving.</td>
<td>2</td>
<td>17</td>
<td>6</td>
</tr>
</tbody>
</table>
Section 3 – The teacher

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is fair in the way she deals with misbehaviour.</td>
<td>0</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>The teacher always follows the procedure of: one warning, lost tick and 5 minutes of golden time then discipline book when someone misbehaves.</td>
<td>0</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>The teacher treats everyone in the class the same when dealing with misbehaviour.</td>
<td>0</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

Section 4 – The classroom

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try hard to follow school rules to gain points for extra reward time.</td>
<td>0</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>I think reward time is a good reward for working well and behaving in class.</td>
<td>0</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>I find it easier to follow school rules when there is a target to work towards.</td>
<td>0</td>
<td>11</td>
<td>14</td>
</tr>
</tbody>
</table>

The above data shows that as the teachers had previously indicated, the children do indeed know their school rules. Most of the children do try hard to follow the school rules and there was no-one that stated they never follow school rules. Every questionnaire showed that the children thought the behaviour of their classmates was ‘sometimes’ good and twenty-four responses showed that the children sometimes or always got annoyed when someone in their class misbehaved. The responses showed that the children believed the teacher was always fair in her response to misbehaviour and most children thought the teacher treated everyone the same in these situations. I was pleased to find that all of the children sometimes or always tried hard to follow school rules in order to gain some kind of reward for their class and thought reward time was a good reward to work towards.

The data collected from the children allowed me to conclude that all the children were aware of the need to behave in a certain way within the school. It also showed they
were keen to earn extra reward time as a class and use a target setting system. This
allowed me to follow on to my next section of the research with ease.

A behaviour frequency observation schedule was used with the children before and after
implementation of the new behaviour management system (see appendix ten). The
following graphs show the frequency of misbehaviour in like for like lessons observed
before and after the reward time system was established with the class.

The above graphs show that a child talking when they were supposed to be working was
a problem before intervention and less of a problem afterwards.
The above graphs show that there were seven incidents of misbehaviour in the Environmental Studies lesson taught before intervention and six afterwards. The frequency of misbehaviour did not alter much during these particular lessons.

The above graphs show that the frequency of misbehaviour was three times more frequent before intervention than afterwards.

The above graphs show that again the frequency of misbehaviour has drastically fallen when before and after results are observed.

All of the above data shown in the frequency graphs show a drop in frequency of undesirable behaviours displayed by the children between two like for like lessons. This shows me that during the research period, the children were responding to the behaviour incentive in place.
Objective 4

To evaluate the ability of the target setting system in achieving positive behaviours.

At the end of the research period a second (shorter) questionnaire was used for the children to elicit their thoughts and feelings regarding the reward time system introduced to them as a behaviour incentive (see appendix eleven).

Table 2: Children's thoughts on Reward Time

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour in the classroom has improved since we signed the behaviour contract.</td>
<td>16</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>I like the new reward time system where we can earn up to 50 points a day.</td>
<td>27</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>It is easier to control my behaviour using warning cards.</td>
<td>20</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>I try my hardest not to lose a tick so I can gain reward time for my class.</td>
<td>24</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>I feel our class works more cooperatively to earn points using the new reward time system.</td>
<td>16</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

The majority of the children believed that behaviour in the classroom had improved since signing the behaviour contract (symbolising the introduction of the new behaviour management system). All of the children bar one said they liked the reward time system introduced to the class. Again the majority of the children (24 out of 28 questioned) stated they tried their hardest not to lose a tick (consequence of not following a school rule) so they could gain the reward time for their class.
An interview was conducted with a sample group of children from the class and their thoughts on issues surrounding behaviour were voiced (see appendix twelve). This interview was conducted at the end of the research period.

**Interview**

1. **Do you enjoy using the current target setting system in class in order to gain reward time?**
   - Everyone’s trying to meet the target
   - We’re all enjoying it

2. **How does the class target affect people’s behaviour in class?**
   - People don’t pay attention, it needs updated more regularly
   - People don’t think they’ll get a row if they don’t follow the target
   - They don’t think it’ll have an effect if they don’t do it

3. **Is it helpful to use cool in school language when doing target setting?**
   - It probably would help

4. **How often do you think the behaviour target should be changed?**
   - Once a week or every couple of weeks
   - If we’re not doing it right, keep working at it until we get it right – meet the target before changing it

5. **Do you remember to use cool in school skills in the classroom? Comment.**
   - When you’re angry you don’t think about it and words slip out that you don’t mean
   - Some people don’t like giving the last chance warning, it’s babyish
   - You’re not taken seriously and made a fool of
   - You can’t help it when you’re angry

6. **How effective are cool in school skills when dealing with behaviour that displeases you?**
   - Some people take the mick
   - If someone did something like take your pencil and you gave them a last chance warning, they would give it back because it was a joke.
   - It humiliates you and you sound like a TP (teacher’s pet)
   - You get the mick taken out of you if you go to the teacher

7. **Do you use cool skills anywhere else other than the classroom?**
   - No
   - You forget or don’t want to
8. Using the reward system in class, would you say the atmosphere was calmer, less calm or no change?
   - It's better since the reward time system
   - Calmer, not sure if it's to do with the reward system or if we are growing up
   - It's easy to keep track of points
   - If you get a warning you stop and think about it and stop being silly
   - If it wasn't for reward time it would be a riot
   - People wouldn't listen
   - Has improved because we used to throw crayons, pencils and anything we could get our hands on in French last year, people started to behave because they want points

9. Do you think the time of day has an effect on people's behaviour?
   - Yes!
   - At the end of the day you're tired and moany and stroppy
   - If you're going out straight after school, you're hyper and you get overexcited and can get into trouble
   - In the morning you might be grumpy, tired and not concentrating or paying attention

10. Do you think behaviour in the classroom changes during a term?
    - Just before we broke off at Easter we were hyper and going back to our old ways
    - We're hyper after the holidays and we come in thinking it's still the holidays but then we get calmer

11. Do brain breaks have an effect on people's behaviour?
    - Yes. Sometimes you're tired and we do one to get woken up or calmed down after gym
    - It helps you get back to your normal self and get on with things

12. If you come into school in a bad mood, does it make you misbehave?
    - Yes. You get moany at other people and they get moany back to you
    - Not really. You can just be quiet and get on with things

13. If you are unhappy at school, does it make you misbehave?
    - It might make you grumpy and want to snap at people

14. If you are in a happy mood, does it stop you from misbehaving?
    - If you're happy then you can get hyper and overexcited and you can still misbehave

15. If you get a warning card, does it help you to think about your behaviour?
    - Sometimes but if you're hyper it doesn't stop you
    - If it is just one person who gets a warning then it has an effect but if it's more than one person then they can just keep carrying on so they should be split up because it affects the mood of the class
16. What effect does the teacher have on behaviour?
   - It depends on the teacher's mood. If she's in a bad mood she might snap at you but if she's in a good mood then it's better.

Comments:
   - Behaviour might be better if it was boy/girl seating
   - One person getting a red card is annoying because it means everyone loses out on reward points
   - It's good though because if someone gets a yellow warning card it can make them think twice before misbehaving again because they don't want to lose the class points and be in people's bad books... everyone makes more of an effort because they want more points and more reward time.

The children's comments during the interview showed their true feelings on behaviour within the class. From the interview it was noted that the children were positive about using target setting in the class as 'everyone's trying to meet the target' however the children did state that some people don't pay attention and it needs to be updated more regularly.

When asked about using 'cool in school' the children came out with the following responses. They believed that people would pick on you and say it's babyish, that you wouldn't be taken seriously and made a fool of. The children also said that when they were angry, words simply slipped out and you couldn't think of a 'cool' response to give in these situations.

The children all agreed that the atmosphere in the classroom was much calmer since using the new reward system and that it was easy to keep track of points earned.

From the data it is apparent that the children are finding the new reward system easy to use and are enjoying earning points together in the classroom. The data also shows
that they are reluctant to use cool in school as they are fearful that they will be laughed at, cool in school doesn't seem to be working well in practice.
Chapter Six
Discussion
Discussion

Through researching the focus question and focussing on the specific objectives derived from it, it is clear that children having responsibility for their behaviour through a specific behaviour management system does indeed have a positive effect.

The children in my class, through measuring their self-esteem using an indicator questionnaire, came through as having relatively high self-esteem. I would say this was true for most of the children in my class however there are two children that I might have queried over this. This posed my first shortcoming in the research as I had initially planned to research links between self-esteem and behaviour. However, having thought about it I decided to make the focus purely on the links between children’s sole responsibility for their behaviour and the effect it has therein. I felt I could still consider the data acquired about the children’s self-esteem as it was then noted that the children in my class seemed to be generally happy and balanced individuals.

The findings from class teachers within the school all proved to be quite similar. Most of the teacher responses showed they had concerns about the behaviour shown by some children in their class. Ten out of thirteen returned questionnaires suggested that persistent low-level misbehaviour was a problem within the classroom with the same number of responses stating that time spent on dealing with misbehaviour seriously took away from teaching time. This clearly links with theory as Wheldall (1988) and Merrett (1989) state that the amount of time teachers are spending dealing with disruptions from children, and the stress which inevitably results from dealing with these disruptions constitutes a cause for concern for educators.
Having analysed the results from the teacher questionnaires I realised that although the children were aware of the school rules and the consequences for failure to follow them, there was still a problem with (in some cases serious) indiscipline within classrooms. This information insured me that the small scale research I was to carry out would indeed have genuine purpose and hopefully provide some practical findings that could help teachers who were concerned about behaviour management.

Nine teachers stated that setting behaviour targets with children improved behaviour in the classroom. I was not surprised by this response. Within the school, children who are misbehaving regularly are monitored through tracking diaries. These work with the child getting their diary signed for each part of the day either by a smiley, sad or straight face (for the younger children) or a score out of five for the older children. It has been my experience, and that of my colleagues, that for a lot of children these behaviour diaries work. The day is chunked down for them and they can experience success at regular intervals throughout the day. My thoughts on target setting are very much linked to this theory of the children experiencing regular success, enjoying the success and wanting to succeed further. These findings also mirror the thoughts of Docking (2002) who believes that human beings are motivated to respond to challenges set by themselves as they clearly see the purpose of it.

It was not a surprise for me to learn through the children's initial questionnaire that all of the children were aware of the school rules. Just under half of the children said they sometimes followed the school rules in the classroom compared to just over half saying they always follow school rules. Again this finding was not completely surprising, neither was the fact that no child said they never followed school rules. This finding mirrored the
views of teaching staff. It showed that the school discipline policy was working in the fact that the children knew what the school rules were but there was possibly something lacking for the children that could encourage them to choose to follow the school rules without constantly being told off or shouted at to do so.

From the data I found that twenty-one out of the twenty-five children questioned thought that 'reward time' was a good reward to get for behaving in class. Roughly the same number of children also stated that they try hard to follow school rules in order to gain reward time. This showed me that the children were eager to work towards a class incentive together. They were enjoying the reward time system already in place which gave me a starting point for adapting the behaviour reward system to make it more structured. The fact that over half of the children found it easier to follow school rules when there was a target to work towards mirrored my findings from literature and also encouraged me to incorporate target setting into the behaviour incentive.

When comparing data taken before and after intervention (behaviour frequency tables) it is clear to see that in most cases the results shown after intervention are more favourable. For example, if we look at two functional writing lessons taught we can see that before intervention there were nine cases of misbehaviour or disruptions to the lesson, five of these being children talking when they should have been working. After intervention in a like for like lesson taught at the same time of day there were only three cases of misbehaviour all of these being again children talking when they should have been working. I realise that talking when supposed to be working isn't the most serious of misbehaviour and in lesson two (after intervention) there are still three cases of misbehaviour however this is still a drop in frequency by two thirds.
Looking at the data shown by the frequency tables it is clear to me that introducing the behaviour incentive to the children had a profound effect on how they conducted themselves in the classroom as in all cases of like for like lessons observed, there was a decrease in frequency of misbehaviour after intervention.

A period of time after the new target setting incentive was introduced to the class the children completed a second short questionnaire. This data showed that over half of the children believed that behaviour had improved since signing the behaviour contract (indicating the beginning of the research period). Twenty-seven out of twenty-eight children questioned stated they liked the new reward system in place. Having been through the research period with the children when intervention into the ‘normal’ everyday running of the class had taken place, this statistic was not a surprise to me. Observing the children informally day to day and formally using a frequency schedule, it was evident that the children were actively trying to follow the classroom rules in order to earn reward time for themselves and their classmates.

I also found that physically issuing the children a yellow warning card when they were given their warning for not following a rule seemed to aid the children. I found that the children then thought about whether or not it was worth risking the twenty points by continuing to not follow the rules, the card was there to remind them visually that if they did then the whole class would miss out on the opportunity to gain reward time points. The data from the questionnaire shows that twenty children found it easier to control their behaviour using warning cards, one child didn’t think it helped and seven children did not know whether it helped them or not.
The children's thoughts about the behaviour incentive and the way it operated in the classroom became clear through the interview held with a sample group of children at the end of the research period. The children commented that they enjoyed target setting and gaining reward time points too. They stated that not many children pay attention to the targets and they should be updated more regularly in order for them to be more effective. This wasn't too surprising for me to learn. Although target setting was introduced as part of the behaviour incentive, it did filter out after a while. For the first week the target remained the same. Instead of writing down targets the children collectively agreed on, the target (from my point of view) simply became the children following the classroom rules. However this target was not recorded visually for the children to see. This was clearly a mistake on my part and I can only put it down to me forgetting to regularly update the written target. This is definitely something that I would need to consider should I repeat the process of introducing this kind of behaviour incentive in the future.

Although I believe that this small-scale piece of research has been successful as I have answered the research question and found that children having responsibility for their behaviour, in my experience, has a very positive effect; I would like to develop target setting incorporating it more centrally into the reward system I devised.
Chapter Seven
Conclusions
Conclusions

In conclusion, having completed the period of study, it would appear that allowing children responsibility for their own behaviour in the classroom does indeed have very positive effect on the children and consequently the classroom ethos.

My conclusions about this project have stemmed from the specific objectives highlighted at the beginning of this paper. Details of the above are as follows.

1. To review current literature in the field of behaviour management and self-esteem.

In selecting this area of study I was initially astounded by the volume of reading materials that could be obtained. Selecting appropriate materials then refining and focusing in on specific areas of behaviour management to concentrate on was decidedly difficult. To begin with I found that although I was doing a large amount of reading on behaviour management, I was not really going anywhere with the information I was gaining as the subject matter was so broad. It was then I decided to focus on specific aspects of behaviour management related to primary classroom environments and children's self-esteem.

If I were to repeat a project of this nature in the future, I would ensure I had a very clear focus at the beginning as although the process of reading the literature does take you off in different directions I feel an initial focus is important.
From the literature it was noted that children being involved in the process of behaviour management was important. From setting their own rules to being involved in deciding what consequences should be for not following them.

2. To develop a critical understanding of the relationship between self-esteem and behaviour.

This is an area of the research project that I would definitely change if repeated in the future. I made the mistake of coming across a self-esteem indicator questionnaire and deciding to use this one with the children. From the questionnaire, all of the children in my class came out as having high self-esteem. Although this is good news, I am unsure just how accurate this fact is. At this point in my research I decided to change the focus and work on implementing target setting into a behaviour management incentive.

The literature stated that children with poor self-esteem tended to display unwanted behaviours in class either by way of obtaining attention or by showing that they ‘don’t care’. It was this point that I had initially wished to focus on and perhaps would do in a future project. If I were to repeat this kind of study, I would ensure that I had looked in depth for a suitable self-esteem indicator. I would also broaden my focus groups. Using only my class as a sample group severely limited my findings. Ideally I wished to involve classes over all year stages in the school in order to compare findings and results, however due to lack of supply cover to the school this just wasn’t possible.
3. To create and develop an appropriate positive behaviour reward system incorporating target setting using 'cool in school' language.

The behaviour reward system devised and introduced to the class proved to be successful in achieving more positive behaviours in class. The children themselves were involved in deciding on how many points should be rewarded at the end of each period for nobody losing a tick during a series of circle time lessons.

Target setting started off well with the children working cooperatively to set the class target that should be worked towards. However using this pre-set target and linking it to the reward system where points were being earned proved quite difficult. They were in fact two separate systems that in our class were loosely linked. Although the target setting didn’t go completely as planned or fit as neatly into the devised system as I hoped, targets were still set and worked to. The target the children and I found worked best and the children really responded to was ‘to follow classroom rules’. This is obviously a target that wouldn’t be changed weekly but would remain for the period of time the reward system was in place. This target worked as it fit neatly into our school positive behaviour management policy. If the children were following their school rules then they would gain their tick (as stated in the policy). The added reward using the devised incentive would be that if no child lost their tick in each section of the day (before or after lunch) then reward time points would be given. I feel the reason this worked with the children so well was in the end it became very simple for them to use.

4. To evaluate the ability of the target setting system in achieving positive behaviours and raising self-esteem.

As mentioned previously I found the target setting, once adapted to suit the needs of the children and myself, worked very well in achieving positive behaviours in the classroom.
It was shown that the children wanted to do well in the class and wanted to follow the classroom rules as they could clearly see what they would gain from it. The target was consistently displayed on the wall beside the behaviour contract, school rules and reward time chart (see appendix thirteen), this made it visible for the children and helped them to remember to choose to act appropriately in the classroom and follow the rules. I also found that the warning cards linked to the incentive system worked well as they were a tangible resource the children would get if they were close to breaking a rule (not following/meeting the target) and therefore going to prevent the class from gaining the morning or afternoon's twenty reward time points.

Although I did shy away from focussing on self-esteem in this particular project, I think it is worth noting that personally I feel the reward time system being used as a behaviour incentive did help raise the children's self-esteem. During the research period the behaviour of the children changed and all children were more frequently presenting positive behaviours and meeting their target of following the school rules. This meant that the children were more consistently earning their good behaviour ticks and gaining reward time points too. On a daily basis the children were being thanked and congratulated for choosing to display positive behaviour in the classroom. I feel this must have made positive impact on the children's self-esteem as it certainly did on the ethos of the classroom.

From completing this research I have found that giving children responsibility for their behaviour through target setting has had a very positive effect on the children involved. However as with all behaviour incentives I am sure this positive effect will not last forever. The children are connected to the incentive just now and are motivated to choose appropriate, positive behaviours in the classroom. However in order to retain the
children’s interest it is imperative that behaviour incentives are adapted every so often or even changed completely.

I have found the research undertaken very interesting. As mentioned above there are things I would change about the implementation of the study, however I am pleased with the findings I have obtained as they have had very positive effect on all those involved.
Chapter Eight
Recommendations
Recommendations

In light of the findings of this research I would like to make the following recommendations.

A wider sample group would be useful should there be adequate supply cover in school. This would ensure you gained data from more children in different year stages and allow you to compare findings to see if the behaviour management incentive had positive effect with children of all ages in the school or not.

It is important to ensure that you will be supported appropriately throughout your research. One problem I encountered was complete lack of supply cover available to the school. As there were four teachers involved in undertaking research projects through the GTC, any supply had to be shared equally. It is worth noting that lack of supply does have an effect on research and unfortunately can limit possibilities.
Chapter Nine
References and Bibliography
References and Bibliography


Available:


Available:

http://www.scotland.gov.uk/structure/hmi/ppd1.htm


Appendix One
Teacher Questionnaire

Please answer the following questions as honestly as you can. All questionnaires are anonymous and should be returned to my pigeon hole (Rm21). Thank you in advance for your time.

Key:
1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. Don't know

1. The children in your class are aware of the school rules.

   1  2  3  4  5

2. The children are aware of the procedure that takes place following breaking of a school rule, e.g. warning, lost tick...

   1  2  3  4  5

3. Persistent low level indiscipline is a problem in the classroom.

   1  2  3  4  5

4. Time spent on dealing with misbehaviour seriously takes away from teaching time.

   1  2  3  4  5
5. Children respond well to incentives in place in the school, e.g. earning ticks and golden time.

1 2 3 4 5

6. I use other behaviour management strategies (above and beyond ticks) to encourage the children to follow rules in the classroom.

1 2 3 4 5

7. I find setting behaviour targets with the children in my class improves behaviour.

1 2 3 4 5

8. I find brain breaks are useful at calming children down/diffusing situations in the classroom.

1 2 3 4 5
Please complete and return to room 21. Many thanks, Karen.

Indicate which of these behaviour incentives you use with the children by putting a tick next to it.

Reward Time/Popcorn Party (or similar system where points are earned and letters are turned over to spell out the reward).

Table of the week

Star of the day

Star chart

Other (please name and describe)

If you have used any of the above, please comment on its level of success in the space below:
Appendix Two
Name:

Questionnaire

Key - N = Never
S = Sometimes
A = Always

Please answer the following questions as honestly as you can.
Don't look at your friend's sheet...remember there are no right or wrong answers!

Section 1 - All about me!

1. I follow know what our 4 school rules are. Yes No

2. I follow the school rules in the classroom. N S A

3. I follow instructions given by playground supervisors in the playground. N S A

4. I am a good role model for younger children in the way I behave. N S A

5. I want to behave well to earn rewards for myself and the class. N S A

6. I try hard to become 'Star of the day'. N S A
Section 2 - All about my class!

7. The behaviour of my classmates is good. N S A
   Comment:

8. I get annoyed when someone else misbehaves in my class and stops me from working/getting to do fun things. N S A
   Comment:

9. Misbehaviour/failure to follow school rules is dealt with in the same way no matter who it involves. N S A
   Comment:

10. I can get on with my work when someone is misbehaving. N S A
    Comment:

Section 3 - The Teacher!

11. The teacher is fair in the way she deals with misbehaviour. N S A
    Comment:
12. The teacher always follows the procedure of: one warning, lost tick and 5 minutes off golden time then discipline book when someone misbehaves. N S A
Comment:

13. The teacher treats everyone in the class the same when dealing with misbehaviour. N S A
Comment:

Section 4 – The Classroom!

14. I try hard to follow school rules to gain points for extra reward time. N S A
Comment:

15. I think reward time is a good reward for working well and behaving in class. N S A
Comment:

16. I find it easier to follow rules when there is a target to work towards. N S A
Comment:

Thank you for your views and comments, Miss Jones.
Appendix Three
Reward Time

1. Behaviour in the classroom has improved since we signed the behaviour contract.
   Yes      No      Unsure

2. I like the new reward time system where we can earn up to 50 points a day.
   Yes      No      Unsure

3. It is easier to control my behaviour using warning cards.
   Yes      No      Unsure

4. I try my hardest not to lose a tick so I can gain reward time for my class.
   Yes      No      Unsure

5. I feel our class works more cooperatively to earn points using the new reward time system.
   Yes      No      Unsure

Comments:
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Subject taught (brief outline) -

Behavior (frequency)
1. Talking when supposed to be working
2. Shouting out
3. Refusal to carry out instructions
4. Inciting others
5. Vicious/threatening behaviour
6. Derogatory name calling
7. Ridiculing for cultural differences
8. Abuse of personal property
9. Refusal to sit next to/talk to/work with or help others
10. Intimidation
11. Punching/kicking

Consequences of behaviour -
Key: W=warning, LT = lost tick, GT=lost golden time, D=discipline book
1.
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Appendix Five
Interview

1. Do you enjoy using the current target setting system in class in order to gain reward time?

2. How does the class target affect people’s behaviour in class?

3. Is it helpful to use cool in school language when doing target setting?

4. How often do you think the behaviour target should be changed?

5. Do you remember to use cool in school skills in the classroom? Comment.

6. How effective are cool in school skills when dealing with behaviour that displeases you?

7. Do you use cool skills anywhere else other than the classroom?

8. Using the reward system in class, would you say the atmosphere was calmer, less calm or no change?

9. Do you think the time of day has an effect on people’s behaviour?

10. Do you think behaviour in the classroom changes during a term?

11. Do brain breaks have an effect on people’s behaviour?

12. If you come into school in a bad mood, does it make you misbehave?

13. If you are unhappy at school, does it make you misbehave?

14. If you are in a happy mood, does it stop you from misbehaving?

15. If you get a warning card, does it help you to think about your behaviour?

16. What effect does the teacher have on behaviour?

Comments:
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<tr>
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<tr>
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<td>Do you ever want to answer a question but do not in case you look foolish?</td>
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Appendix Seven
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Appendix Eight
Teacher Questionnaire

Please answer the following questions as honestly as you can. All questionnaires are anonymous and should be returned to my pigeon hole (Rm21). Thank you in advance for your time.

Key:
1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. Don’t know

1. The children in your class are aware of the school rules.

1  2  3  4  5

2. The children are aware of the procedure that takes place following breaking of a school rule, e.g. warning, lost tick...

1  2  3  4  5

3. Persistent low level indiscipline is a problem in the classroom.

1  2  3  4  5

4. Time spent on dealing with misbehaviour seriously takes away from teaching time.

1  2  3  4  5
Please complete and return to room 21. Many thanks, Karen.

Indicate which of these behaviour incentives you use with the children by putting a tick next to it.

Reward Time/Popcorn Party (or similar system where points are earned and letters are turned over to spell out the reward).

Table of the week ✓

Star of the day ✓

Star chart ✓

Other (please name and describe)

If you have used any of the above, please comment on its level of success in the space below:

The majority of these techniques work however you must be consistent. My only problem has been that some children can be very ungrateful with the actual reward. The children are usually pleased with themselves when getting stars so this gives more motivation. Ticks and golden time work for most but are sometimes a very little 'punishment' for the very badly behaved.
Appendix Nine
Questionnaire

Key - N = Never
S = Sometimes
A = Always

Please answer the following questions as honestly as you can. Don't look at your friend's sheet...remember there are no right or wrong answers!

Section 1 - All about me

1. I follow know what our 4 school rules are. Yes No

2. I follow the school rules in the classroom. N S A

3. I follow instructions given by playground supervisors in the playground. N S A

4. I am a good role model for younger children in the way I behave. N S A

5. I want to behave well to earn rewards for myself and the class. N S A

6. I try hard to become 'Star of the day'. N S A
Section 2 - All about my class!

7. The behaviour of my classmates is good. N (S) A
   Comment: we can be noisy

8. I get annoyed when someone else misbehaves in my class and stops me from working/getting to do fun things. N S (A)
   Comment: I like to do my best

9. Misbehaviour/failure to follow school rules is dealt with in the same way no matter who it involves. N S (A)
   Comment: It doesn't matter who you are

10. I can get on with my work when someone is misbehaving. N S (A)
    Comment: It doesn't bother me.

Section 3 - The Teacher!

11. The teacher is fair in the way she deals with misbehaviour. N S (A)
    Comment:
12. The teacher always follows the procedure of: one warning, lost tick and 5 minutes off golden time then discipline book when someone misbehaves. N (S) A
Comment: She forgets sometimes

13. The teacher treats everyone in the class the same when dealing with misbehaviour. N S A
Comment: She doesn't like misbehaving

Section 4 - The Classroom

14. I try hard to follow school rules to gain points for extra reward time. N S A
Comment: I love reward time so we try hard

15. I think reward time is a good reward for working well and behaving in class. N S A
Comment: It's really fun

16. I find it easier to follow rules when there is a target to work towards. N S A
Comment: It makes you try hard

Thank you for your views and comments, Miss Jones.
Appendix Ten
Before Intervention

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**Subject taught (brief outline)** - Functional Writing
  - Wanted Posters

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<th>Behaviour (frequency)</th>
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<tr>
<td>1. Talking when supposed to be working</td>
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<tr>
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<td>10. Intimidation</td>
</tr>
<tr>
<td>11. Punching/kicking</td>
</tr>
</tbody>
</table>

**Consequences of behaviour** -
Key: W=warning, LT=lost tick, GT=lost golden time, D=discipline book

1. W (G.A), W (R.G), LT (G.A), W (C.M), LT (R.G) |
2. W (L.S), W (G.U) |
3. LT (C.M) |

4. |
5. |
6. |
7. |
8. |
9. LT (G.U) |
10. |
11. |
Date: 28.4.06  Time: 9:30 - 10:45
Duration - 1 hr 15 min

Subject taught (brief outline) - Functional Writing
Instructions

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Consequences of behaviour -
Key: W=warning, LT = lost tick, GT=lost golden time, D=discipline book
1. W (SM) U (G A) U (G R)
2.
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Appendix Eleven
Reward Time

1. Behaviour in the classroom has improved since we signed the behaviour contract.
   (Yes)  No  Unsure

2. I like the new reward time system where we can earn up to 50 points a day.
   (Yes)  No  Unsure

3. It is easier to control my behaviour using warning cards.
   (Yes)  No  Unsure

4. I try my hardest not to lose a tick so I can gain reward time for my class.
   (Yes)  No  Unsure

5. I feel our class works more cooperatively to earn points using the new reward time system.
   (Yes)  No  Unsure

Comments: I think the Reward Time System helps us to behave.
Appendix Twelve
Interview

1. Do you enjoy using the current target setting system in class in order to gain reward time?
   - Everyone's trying to meet the target
   - We're all enjoying it

2. How does the class target affect people's behaviour in class?
   - People don't pay attention, it needs updated more regularly
   - People don't think they'll get a row if they don't follow the target
   - They don't think it'll have an effect if they don't do it

3. Is it helpful to use cool in school language when doing target setting?
   - It probably would help

4. How often do you think the behaviour target should be changed?
   - Once a week or every couple of weeks
   - If we're not doing it right, keep working at it until we get it right – meet the target before changing it

5. Do you remember to use cool in school skills in the classroom? Comment.
   - When you're angry you don't think about it and words slip out that you don't mean
   - Some people don't like giving the last chance warning, it's babyish
   - You're not taken seriously and made a fool of
   - You can't help it when you're angry

6. How effective are cool in school skills when dealing with behaviour that displeases you?
   - Some people take the mick
   - If someone did something like take your pencil and you gave them a last chance warning, they would give it back because it was a joke.
   - It humiliates you and you sound like a TP (teacher's pet)
   - You get the mick taken out of you if you go to the teacher

7. Do you use cool skills anywhere else other than the classroom?
   - No
   - You forget or don't want to

8. Using the reward system in class, would you say the atmosphere was calmer, less calm or no change?
   - It's better since the reward time system
   - Calmer, not sure if it's to do with the reward system or if we are growing up
   - It's easy to keep track of points
   - If you get a warning you stop and think about it and stop being silly
   - If it wasn't for reward time it would be a riot
   - People wouldn't listen
9. Do you think the time of day has an effect on people's behaviour?
   • Yes!
   • At the end of the day you're tired and moany and stroppy
   • If you're going out straight after school, you're hyper and you get overexcited and can get into trouble
   • In the morning you might be grumpy, tired and not concentrating or paying attention

10. Do you think behaviour in the classroom changes during a term?
    • Just before we broke off at Easter we were hyper and going back to our old ways
    • We're hyper after the holidays and we come in thinking it's still the holidays but then we get calmer

11. Do brain breaks have an effect on people's behaviour?
    • Yes. Sometimes you're tired and we do one to get woken up or calmed down after gym
    • It helps you get back to your normal self and get on with things

12. If you come into school in a bad mood, does it make you misbehave?
    • Yes. You get moany at other people and they get moany back to you
    • Not really. You can just be quiet and get on with things

13. If you are unhappy at school, does it make you misbehave?
    • It might make you grumpy and want to snap at people

14. If you are in a happy mood, does it stop you from misbehaving?
    • If you're happy then you can get hyper and overexcited and you can still misbehave

15. If you get a warning card, does it help you to think about your behaviour?
    • Sometimes but if you're hyper it doesn't stop you
    • If it is just one person who gets a warning then it has an effect but if its more than one person then they can just keep carrying on so they should be split up because it affects the mood of the class

16. What effect does the teacher have on behaviour?
    • It depends on the teacher's mood. If she's in a bad mood she might snap at you but if she's in a good mood then it's better.

Comments:
• Behaviour might be better if it was boy/girl seating
• One person getting a red card is annoying because it means everyone loses out on reward points
- It's good though because if someone gets a yellow warning card it can make them think twice before misbehaving again because they don't want to lose the class points and be in people's bad books... everyone makes more of an effort because they want more points and more reward time.
Appendix Thirteen
Golden Rules
1. We must be polite.
2. We must be caring and helpful to all members of staff and to other pupils.
3. We must carry out instructions promptly.
4. We must respect other people's property.

Our Behaviour Contract

Our Class Target
We will pay attention in lessons.
We will do our best by listening and working on our tasks.
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