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A Self-Analysis Point Sheet for Classroom Mediation With Disruptive Graduating Seniors

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Walden University

College of Social and Behavioral Sciences

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Teresia Ramona Gridiron

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Walden University
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Abstract

A Self-Analysis Point Sheet for Classroom Mediation With Disruptive Graduating

Seniors

by

Teresia Ramona Gridiron

MA, Walden University, 2014

BA, Chicago State University, 2006

AA, South Suburban College, 1994

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Social Psychology

Walden University

Abstract

Researchers and educators recognize the need for an effective in-class mediator to avoid the removal of students from class, to accomplish and achieve positive academic and social change by eliminating classroom disruption. The purpose of this research study was to address this need by examining a classroom mediation using a self-analysis point sheet for disruptive, graduating seniors. The specific focus of this qualitative, phenomenological study was to examine the real-life classroom experience from the perspective of senior high school students as it relates to immediate classroom discipline via a self-analysis point sheet. The main question examined how students experience the use of the self-analysis point sheet, an intervention to reduce disruptive classroom behavior. The subquestions explored whether the use of seeing and applying a point-sheet as an in-class mediator eliminated any suspension and whether a self-analysis point-sheet served as a positive social change tool. The social cognitive theory of self-regulation was the framework to understand how students experienced this intervention. A content analysis was conducted on the data to determine themes in the student experience. The participants agreed they would suggest the use of the self-analysis point sheet be recommended and used by other senior high school students. Implications for positive social change included getting a better understanding of the effectiveness of the self-analysis point sheet from the student's perspective. This study could also provide additional research on the self-analysis point sheet method, thus potentially increasing its use by educators.

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Dedication

This research is dedicated to my son, Richard M. Tunstall who passed on October 16, 2016: to Gil (Andrea), Derick (Zorana) Anton (Shantelle) and daughter-Talia, and to my 19 grandchildren who was trusting, believing, and encouraging my pursuit to the completion of this work, to obtain my PhD.

Acknowledgments

I first give praise and honor to my Lord and Savior for the courage and confidence to begin and complete my dissertation. I also acknowledge my mother Geneva Brown, who encouraged me when I would become extremely tired and would say to me rest and work on the paper when you can focus and would say, you can do it! To my son Derick, how listened to me as I read my drafts to him and would tell me often to take a break and let your brain reboot, and then continue. To my family that sacrificed my presence verbally and physically so that I may reach my goal to obtain this PhD. To Dr. Brazier, the Pastor of Apostolic Church of God, who inspired me to acquire my PhD, because he was the first person, I knew that received his PhD. To my Advisor, Chair-Dr. Elisabeth Weinbaum, and Committee Person-Dr. Peggy Samples and a host of team members that encouraged and believed in my ability to complete the task in order to become Dr. T. Gridiron. To a host of family, loved ones, my church Calvary GR, and friends that prayed and supported me even when I missed many important events, even the church ones, Thank you!

My real acknowledgement is to realize social change begins within the individual that which has occurred in my heart and not just the writing of a document, but to implement perfection in every aspect of life in order to communicate the dialogue that must validate the script of the pen.

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Chapter 1: Introduction to the Study

Classroom management is highly supported by educators, parents, and students in favor of proactive approaches that facilitate positive long-term effects for child/student success and wellbeing (Gridiron, 2013-17). The positive results of teacher skills and students' behavioral outcomes provided substantial improvements leading to educational implications (Bernstein-Yamashiro & Noam, 2013). The use of a proactive strategy provided clarity within a classroom setting. The keystone approach provided a student with social skills; an ability to inform teachers, parents, and others of a situation that is not comfortable; and courage to implement motivational skills that enhanced academic learning (et al., 2015). Bernstein-Yamashiro and Noam (2013) documented the approaches and strategies that educators sought and used to implement positive behavior in the classroom and bridged the gap of reactive results to proactive results. This approach, which was referred to as keystone intervention, may have provided the potential for positive and proactive strategies to build classroom management skills, reduced negative, challenging student behavior and punitive short-term discipline as well as implemented long-term positive goals (Bernstein-Yamashiro & Noam, 2013).

One proactive intervention that used the keystone approach was the self-analysis point sheet. Although there has been quantitative data conducted on the effectiveness of this proactive intervention, qualitative research has yet to be conducted (Oliver et al., 2015) on its effectiveness. The purpose of the present study was to address this gap in the research. In Chapter 1, the background, problem statement, purpose statement, research

questions and framework were discussed. Additionally, the nature of the study, significance, limitations, and delimitations were put forth.

Background

Bottiani et al. (2017) discussed the relevance and focus of discipline for a student that is disruptive. The National Center of APA (2017); Eagly (2017); and Oliver et al. (2015) described classroom behavioral interventions with positive teacher-student relationships, assessments, and classroom management for high school students. Eagly and Department of Education-Department of Justice (ED-DOJ) (2014) discussed the use of peace conflict resolution implementing the use of a positive and challenging intergroup analysis.

Wisner and Starzec (2016) and Wood (2017) discussed habits in personality are represented in memory marking and influence an individual's behavior and decision-making. Hitchcock et al. (2015) discussed the internal and external validity of an individual/small group strategy that is effective in innovation, adoption, and improvement within various settings, including classrooms. Mason et al. (2013) found that implementing positive classroom affect and academic and social capabilities through discipline assisted the student in remaining focused, improved his or her behavioral performance. Sechi and Bui (2016) discussed the importance of perception of how an individual views his or herself and others, how an individual acts and reacts, and how an individual perceives other actions and reactions. Sechi and Bui stated that studying interactive learning in group dynamics can assist by providing knowledge and

helping a people understand themselves and others and having a positive attitude toward social responsibility. Therefore, it was necessary to provide a tool (in the case of this study, a self-analysis point sheet) that was supportive in the classroom. This intervention was used to continue positive classroom discipline and implement immediate mediation, which provided an opportunity for the student(s) to eliminate disruption.

Students who are easily distracted in class often needed training or some guidance in social communication (American Psychological Association [APA], 2017; Eagly, 2017; Oliver et al., 2015). The recent results of self-monitoring research revealed interventions was effective (Carillo et al., 2019; Cherry, 2019). Wood (2017) discussed that habits changed through intervention in response to obtaining and achieving set goals. Understanding the action of habits reduced intergroup discrimination through personality, observational influences, enabling the individual to differentiate from behaviors and attitudes that are negative through social psychology (Bland, 2019; Cherry, 2019).

The National Center on Intensive Intervention (NCII) at the American Institute for Research (AIR, 2015) discussed “fostering independent learning” and the motivation of practical strategies, which placed students in charge of their learning and goes beyond traditional “study skills” to address the psychological factors that influenced academic success and lifelong learning that enhanced classroom motivation and contributed to filling the gap identified in the problem statement: the psychological aspects of student behavior. Mulvey et al. (1953) and Gagliardi (2014) discussed inclusive education that prevented out-of-school suspension. This approach focused on inclusiveness, provided,

and assisted students in the classroom with discipline. Mulvey (2014) focused on “Reform in education developing new programs and procedures to increase achievement within the classroom” (p. ix).

Problem Statement

More than 3 million public school students received out-of-school suspensions annually Department of Education-Department of Justice (ED-DOJ, 2014). More specifically, there were more than 100,000 expulsions for non-violent behaviors, resulted in hundreds of thousands of hours of instructional time lost in 2011 alone annually Department of Education-Department of Justice (ED-DOJ, 2014). Extensive research has indicated that suspension and expulsion are not successful behavioral improvement methods to construct a safe, supportive, productive learning environment and increase student retention Department of Education-Department of Justice; National Center on Intensive Intervention (ED-DOJ, 2014; NCII, 2015). Problematic conditions that lead to classroom disruption included a lack of communication and the disrespectful behavior of students in a classroom setting (Wisner & Starzec, 2016).

To date, many interventions have focused on classroom discipline and management through expulsion and detentions, with little success National Center on Intensive Intervention (NCII, 2015). Alternative methods are much needed to address unruly classroom behavior. The self-analysis point sheet for disruptive behavior is an intervention that showed promise (Oliver et al., 2015). The self-analysis point sheet focused on shifting attention to the student transgressor through self-analysis and self-

reflection (NCII, 2015). To date, little research has been conducted on the self-analysis point sheet intervention strategy. Further research was needed for an increased understanding of the nature of this method as an in-class mediator for positive social development. The more research that was conducted on alternatives to the more traditional and less successful interventions methods, the greater the potential there was to impact positive social change through optimizing student development and decreasing high school drop-out rates, crime rates, and other community issues a senior high school student might be a part of.

Purpose of the Study

The purpose of this study was to assess the effectiveness of the self-analysis point sheet, an alternative to more traditional interventions, used to address disruptive behavior in the classroom setting. Thus far, little research has been conducted on this alternative behavior management intervention, particularly utilizing qualitative methods (Bottiani et al., 2017; Eagly, 2017). To address this gap, I used a phenomenological approach to study high school seniors that needed an in-class mediator to eliminate classroom disruption and the removal of students out of the learning atmosphere.

Research Question

The following are the main research questions and the sub-questions:

Main Research Question:

Research Question 1: How do students experience the implementation of the self-analysis point sheet as an intervention to reduce disruptive classroom behavior?

Subquestions:

Subquestion 1: How does the use of seeing and applying a point-sheet as an in-class mediator decrease in-school and out-of-school suspension?

Subquestion 2: How does a self-analysis point-sheet serve as a positive social change tool?

Conceptual Framework

I used Bandura's (1991) social cognitive theory of self-regulation as the framework to understand how students experienced the self-analysis point sheet as an intervention when they engaged in disruptive classroom behavior. Bandura contended that cognitive, behavioral, and environmental factors converge to influence self-regulation through "self-monitoring of one's behavior, its determinants, and its effects; judgment of one's behavior in relation to personal standards and environmental circumstances; and affective self-reaction" (p. 248). Meaning, the practical implications and goal-performances of the self-analysis point sheet increased self-efficacy in students by increasing their attention and focus on behaviors, cognitions, and environmental factors that foster successful outcomes and reduced negative outcomes in the classroom setting.

Nature of the Study

The nature of the study was qualitative, using a phenomenological study of consciousness with a direct experience approach (Husserl, 1962). This approach was positive constructivism along with an advocacy/participatory method (Kemmis & Wilkinson, 1998). The population I studied was high school seniors that needed an in-class mediator. The in-class mediator assisted students with a self-analysis point sheet

that provided immediate review of their behavioral responses in order to eliminate any disruption. Husserl's phenomenological approach exclaimed that the perception of the experience itself was the source of knowledge. The students selected as participants for the study are used to resolving immediate issues by negative physical or verbal responses. Meaning the selected students have previously had issues with discipline and thinking out or discussing what was bothering them. The students have not often allowed themselves or authoritative individuals to assist with positive decision-making processes, mediation, resilience, or mindfulness attributes that promoted guided practices to self-efficacy and positive academic and social outcomes.

Emiliani (2017) subject of inquiry, assisted a senior high school student with everyday life decisions in behavior and thinking procedures, in inclusive social skills, social and self-awareness, and self-regulation within the classroom setting. Dotterer (2015) examined how academic adjustment was malleable through mitigating the situation as not severe; this allowed distraction shifting as an antecedent modification strategy. This approach was also defined as the intervention strategy (Vincent et al., 2015). Balfanz (2015) mentioned the need for an alliance to benefit a student through support to obtain closeness and to understand why it is important to better oneself through resilience and mindfulness (Agnoli et al., 2018; Secchi & Bui, 2018). Dorfler (2019) and Wenschlag (2018) implemented the enhancement of resilience and self-efficacy (Bandura, 1982) as a human agency to support an adaptive style of motivation in everyday life. This method was commonly used to assess knowledge realistically within an academic discipline and, therefore, was appropriate to assess how students experience

the self-analysis point-sheet as an intervention in the classroom setting to reduce disruptive behavior (see Moustakas, 1994).

Specifically, I examined the lived experience of students who was given the self-analysis point sheet as an intervention to decrease disruptive classroom behavior. In individual interviews, senior high-school students were asked open-ended questions about their experiences concerning the intervention. The interviews were recorded and then transcribed. Hand coding was used to analyze the transcriptions of the interviews for common themes.

Definitions

The terms used in this study have multiple meanings, providing understanding and context.

Problematic conditions: Actions or activities that create a potential distraction that are not acceptable and need to be eliminated (Merriam-Webster, 2020).

Distraction shifting: The use of resilience through antecedent modification, strategizing challenging behavior appropriate and expected behaviors (Robinson et al., 2014; Secchi & Bui, 2016).

Intervention strategy: An intentional altering of a course of action for prevention through an arrangement according to a systematic approach (Vincent et al., 2015).

Self-efficacy: The innate ability of an individual to reach or obtain a goal (Bandura, 1982; Lent, 2016).

Self-monitoring: An individual's recording of their own activities (Snyder, 1974).

In-class mediator: A document placed on a student's desk to act as a visual reminder for positive behavior modification (NCII, 2015).

Point sheet: An in-class mediator analysis used to describe broad behaviors gaining or losing immediate points (NCII, 2015).

Self-analysis: An individual's analysis of themselves, their motives, and characterization (NCII, 2015; Snyder, 1974).

Assumptions

In this study, I assumed that I was able to bracket my personal experiences, biases, and perceptions prior to the research interview allowing the participant's interview responses to be trustworthy, honest, and complete. The use of the participants' time and attention was important during the interview to keep the flow of confidence. The bracketed approach assured the quality of the participants' acquired knowledge and understanding. This approach was important for its ability to obtain what a high school senior feels and thinks about using a self-analysis point sheet as an immediate in-class mediator.

Scope and Delimitations

The boundaries of this study were limited to the possibility of generalization since the focus was high school seniors that needed an in-school mediator to provide guidance in thinking before responding to negative behavior within the classroom. The guidance of the self-analysis point-sheet was implemented a positive and appropriate action that was applicable and demonstrated characteristics of growth and promoted an academic and social change that was and can be used for the achievement of positive,

lifelong goals, and specific aspects that are applicable and consistent for any grade level, eliminating the broad scope to other students.

During a discussion prior to conducting this study, I was able to ascertain the behavioral expectation standards of a high school and a middle school in Grand Rapids, Michigan, with the principal at a middle school, where I was currently employed as a dedicated guest teacher/substitute. The middle school, with Grades 6-8, is an educational institute that prefer the use of point sheets as a motivational incentive. Point sheets are a reminder to the students of their need to refocus in academics and to continue a positive behavior of self-discipline that included restorative practices that assist the students in reaching their goals in academics along with promoting positive social communication skills (Bland, 2019; Gregory et al., 2016; Kline, 2016).

Bland (2019) stated that restorative practices was used as an operational function to correct or implement using virtuous language, correcting levels of voice usage, remaining seated, and eliminating aggressive behavioral actions and the repetition of negative history conduct. Gregory et al. (2016) focused on the building of a positive teacher-student relationship. Kline (2016) examined the disparities of exclusion approaches, stating they were not effective for a growing society of social change. The strategic approach of restorative practices assisted students at the study middle school as they prepared to transition to high school.

The middle school under study is directed by a principal with the dedicated support of faculty and staff. The principal, a leader of principles, standards, and experience in educating youth at the middle and high school level, returned to the middle

school where the need to educate youth to advance to another change that was greater than the one from elementary to middle school. The principal believes in a uniformed dress code in support of structured and focused discipline that entailed an excellent oneness and a positive learning atmosphere that implements a set goal of short- and long-term results. The results are those that are utilized in the state of Michigan.

In the state of Michigan, goals at the middle school are guided by the student handbook, implementing accountability with follow-through expectations upon enrolling. The guided set of behavioral expectations are those that are for the middle school and high school level student. I selected the middle school as an example because this middle school demonstrated the leadership and student expectations that are expected in today's growing society. The middle school is an exemplar of great dignity and respect that follows a precedent to model a higher level of learning that is complied with and for a high school senior who must remain mindful of their decisions and behaviors. The model is to eliminate recidivism of any negative recurrence of behaviors that would lead to any suspensions or actions affecting their decision processes (see Anzalone, 2015). Meaning, a senior high school student that was planning to graduate or transition would need to implement self-discipline as a motivator in order to survive in the real world of life experiences outside of school.

In this study, I focused on seniors in one Western Michigan public high school. I did not include the high school grade levels 9 through 11. However, this does not mean the self-discipline tool, the self-analysis point-sheet as an in-class mediator, would not work for other schools, school levels such as elementary, middle school level, or the

grade levels 9 through 11 globally. In this research I recognized this study can be used by other school levels and not just high school seniors. I delimited this study to improve the academic and social behavioral influence that limited the ability to generalize the results of the study to the greater population. The findings of this study addressed an immediate need for high school senior student(s) graduating and entering the real world beyond school.

Limitations

In as much as this study was designed with the building of character academically and socially at the entrance and throughout the completion of the student's educational training procedure, in discipline and guidance to provide, project, and initiate an acceptable set of goals. This procedure emulated a positive social change of achievement. The social change was used to build relationships in the present and future, short- and long-term implementing guidance and direction. The limitations of this study were that it is designed for high school students at the twelfth-grade level. The purpose of the limitations was to implement trust and honesty and to eliminate any biases with the use of bracketing. I was careful and alert not to implement any gestures, verbally or nonverbal behaviors. I was also careful to avoid any questioning that would produce undue influence by forcing or indirectly imposing my views or my thought by any means of persuasion. As an Educator/Teacher Substitute of the participants I may have taught, the students were made aware to respond without caution as to my position, but to give honest responses. This was included to eliminate any weakening of the research.

Significance

This research filled a gap in the literature by investigating the lived experiences of students who was given the self-analysis point sheet as an intervention to decrease disruptive behavior in the classroom setting. The more traditional behavioral management strategies, such as suspension and detention, was relatively unsuccessful at reducing disruptive behavior. This study addressed the call that, “Teachers prioritized the importance of the need for corrected classroom behavioral issues” (APA, 2017). Providing additional research findings on the self-analysis point sheet method from the point of view of the student, provided an additional perspective that offered additional insight into the effectiveness of this behavioral management strategy, thus potentially increased its likelihood of use by educators.

The self-analysis point sheet served as an inductive conceptual form of mediation, allowing the students to observe self-change academically and socially, enabling the student to see and understand the cause of action that potentially influenced positive lifelong learning (Woods, 2017). It indicated to the students the academic and social areas that need improvement and assisted as a challenging in-class mediator for the students. This enabled the student to view, read, and recognize the necessary changes within his/her behavior (Mulvey et al., 2014).

Furthermore, this intervention supported and filled the void of an in-class self-discipline tool, contributed to the student setting goals, implemented student/teacher positive relationships, and allowed the student to see his or her own behavioral improvement academically and socially. It had the potential that fostered the ability of the

students to acknowledge and understand the relevance of positive social communication skills in class, in the community, at home, and within oneself.

Summary

This chapter identified a complete coherent, clear, and understandable approach expressing the introduction of the research. I provided a background that contemplated the deep reflective design of the framework. Additionally, I identified the purpose of the study, the research questions, the conceptual framework, the nature of the study, and the definitions of the terms. My conclusion of this chapter included the assumption relationship of the study, the scope of the study, the limitation of the study, the significance of the study, and a summary of the chapter. In the next chapter, a review of the literature review is presented.

Chapter 2: Literature Review

The purpose in this study is to assess the effectiveness of the self-analysis point-sheet from the perspective of the student, which is an alternative to more traditional interventions, used to address disruptive behavior in the classroom setting. A paucity of research, thus far, has been conducted on this alternative behavior management intervention, particularly using qualitative methods (Bottiani et al., 2017; Eagly, 2017). To address this gap, I will use a qualitative, phenomenological approach of high school seniors who need an in-class mediator. In this study, I address the call that, “Teachers prioritize the importance of the need for corrected classroom behavioral issues” (APA, 2017).

Literature Search Strategy

The search engines and databases that I used consist of the key subjects: *education* and *psychology*. Databases that I used were Google Scholar, ProQuest Central, ProQuest Dissertations & Theses Global, PsycArticles, Psychology Databases Combined Search, Education Source, ERIC, EBSCO, Elsevier, Sage, ScienceDirect. The key subjects consist of *education*, *high school*, *discipline*, *monitoring*, *check list*, *point-sheets*, *self-analysis*, *discipline*, and *social psychology*. I used coordinating conjunctions “and” and “or” to obtain a germane/relevant search. In the case of the lack of available research on self-analysis mediation using the point-sheets as an immediate classroom tool, I rephrased and rearranged words and used references from the current literature available with the use of related cited article links.

Conceptual Framework

I will use the qualitative, phenomenological approach to understand how students experienced the self-analysis point sheet as an intervention when they engage in disruptive classroom behavior. I will use Bandura's social cognitive theory of self-regulation for this purpose (Bandura, 1991). Bandura contended that cognitive, behavioral, and environmental factors converged to influence self-regulation through "self-monitoring of one's behavior, its determinants, and its effects; judgment of one's behavior in relation to personal standards and environmental circumstances; and affective self-reaction" (Bandura, 1991, p. 248). That is, the practical implications and goal performances of the self-analysis point sheet may increase self-efficacy in students by increasing attention and focus on behaviors, cognitions, and environmental factors that foster successful outcomes and reduces negative outcomes in the classroom setting.

The National Center on Intensive Intervention's (2015) concept of fostering independent learning and motivation implement student self-responsibility by practical strategies and by overseeing their behaviors, actions, and decision making. This action encourages a student to recognize the importance of an immediate mediator, the self-analysis point-sheet that is available at hand in the classroom. Bandura's (2015) and Sechi and Bui's (2016) cognitive perception process of acquiring knowledge and understanding is obtained through the student's thought, experience, the use of the student's sense of perception to view others, how an individual view the self, how an individual act and reacts, and how an individual perceived others' actions and reactions. These empirical observed and experienced outcomes include self-organism,

self-reflecting, and self-regulating implement self-efficacy in human behavioral response (Bandura, 1982). Moustakas's (1994) study of consciousness with a direct experience approach will guide an intervention to assess knowledge realistically within an academic discipline to examine the lived experiences of students who are given the self-analysis point sheet to decrease disruptive classroom behavior, to establish positive social change.

Heintzelman (2019) and Wood (2017) discussed that habits change through intervention in response to obtain and achieve desired set goals. Understanding the action of habits reduced intergroup discrimination through personality observational influences, enabling the individual the ability to differentiate from behaviors and attitudes that are negative through social psychology. Heintzelman added that the experience of meaning in life (MIL), along with environmental and the coherence of external stimuli, contributed to positive change and structural meaningfulness within an individual's life. Bandura (1991) suggested that the mental action of process acquired knowledge and understanding through stimulus, feedback response, with cognitive functions in social learning, implemented the individual's influence, ideas, and experiences. Bandura and Wood (2017) suggested that the study applied in an educational setting would enhance student achievement and successful practices. In detail, I examined the usefulness of this study by applying inducements of the previous mentioned functions, with a self-analysis point-sheet (Zhu et al., 2017). NCII (2015) selected the self-analysis point-sheet for the purpose of students that required academic and behavioral support. This current study will benefit from the supportive structure listed in the following sections. Bandura used

social cognitive theory because it affects behavior and growth using the key components of self- efficacy, self-regulation, observational learning, and reciprocal determination— an influence by personal attributes and social environmental atmospheres within an educational setting.

The Keystone Approach

I will build on the phenomenon keystone approach for this study to include intrinsic/extrinsic skills for both the teacher and student (Creswell, 2014). The intentional desired behavioral strategy within a learning environment is to unconsciously transfer/project classroom management (Allday et al., 2011). To eliminate unnecessary distractions from learning, the projective strategic training will supplement and enhance controlled classroom atmospheres (Debruin-Parecki et al., 2010), implementing and fostering appropriate independent learning, a strategy that will give students responsibility for their performances (Harvey et al., 2007; Sanders & Horn, 1995). This strategic educational and psychological approach excels beyond traditional learning, implementing the psychological factors that influences proactive academic success and established social skills (APA, 2006; Rosas & West, 2009). The psychological aspects of student motivation enhance the psychological aspects of positive student behavior.

The Creswell (2014) research method is a phenomenon method that will assist and benefit in future areas of study. This approach, which is referred to as a “keystone” intervention, will provide the potential for positive and proactive strategies to build classroom skills and reduce negative challenging student behavior, reducing punitive short-term discipline, and implementing long-term results. To maintain a quality keystone

approach of best practices within a classroom setting, the selective system of methodology is used as a concept of applying a phenomenon keystone approach that will enhance the intrinsic/extrinsic strategy implementing a desired controlled behavior through classroom management. This approach which is referred to as a *keystone* intervention will provide the potential for positive and proactive strategies to build classroom skills and reduce negative challenging student behavior, reducing punitive short-term discipline, implementing long-term results. The strategic educational training approach for teachers/educators will transfer and support both student/teacher significance as a positive, lasting, academic, and social change. The inclusion of a combined advanced educational plan will not only enhance positive class participation, but encourage home, community, and other additional social engagements that will implement past results with present opportunities, and future social and academic decision making. Classroom motivation as an effective strategic discipline-control approach will improve the psychological aspects of student behavior with self-monitoring (Parks & Hinsz, 2006).

As an effective strategic discipline-control, the proactive approach will implement good communication skills that will build wholesome relationships with parents/guardian, community, peers, student, and teacher. The purpose of teacher/student interaction is to build social and academic skills as a positive means of affect through adjustment and intervention displaying the best self (Bottiani et al., 2017; Carillo, 2018-19; Dotterer & Lowe, 2015; Zhu et al., 2017). The focus for both the student and teacher implements trust and validity within the intent of structure, and it also implements

realistic expectations in classroom management interventions of interaction. Brophy (1983; 1998; 2013) stated that the social findings advised for a successful management of social constructivist within a learning environment, requires teaching on a broader scale than the traditional transmission and educational practice (Wisner & Starzec, 2016).

Proactive Classroom Support

The proactive affect strengthens classroom relationships and diminishes weaknesses (Madden & Senior, 2018). A proactive approach can create a controlling atmosphere within a classroom. This cause leads to the current studies of classroom management (Kratochwill et al., 2015) using an immediate classroom mediation. Positive social communication skills within a learning atmosphere projects a nurturing environment that accelerates long-term communication skills and encourages the development of skills needed through a unified motivation for both teacher/student that will increase an improvement in an immediate learning atmosphere. The keystone approach will eminent a positive coherent whole within an educational learning environmental setting (APA, 2006), producing the improvement in self-discipline, social and academic outcomes needed for a real-life experience in a growing society (Sanders & Horn, 1995).

Resiliency Through Self-Discipline

Resiliency is a step of determination for a desired outcome that can be observed (Cherry, 2019). Bandura (1991) posited that demonstration of an individual to control his or her behavior is a self-efficacy or a type of self-discipline through the student being able to interact within the environment of the desired setting. Wenschlag (2018) stated

that high school seniors are faced with significant stressful times. The impending pursuits and adjustments will entail inevitable real-life experiences high school seniors will face as they transition from adolescents to young adults into a real world of activities. Wenschlag (2018) discussed the importance of resiliency as a tool or pillar of creative opportunities for personal empowerment (COPE). COPE has three fundamental pillars of interest-thoughts, feelings, and actions that would allow a student/individual to observe and refocus on the immediate mediator, the self-analysis point sheet to implement the characterization of positive social communication skills as a self-efficacy determinant resiliency factor.

Observational Learning

Cherry (2019) discussed the development of an individual's social behavioral can influence resiliency by observational learning that is used by replicating behaviors of others. The use of Wenschlag's COPE tool along with the self-analysis point sheet in the classroom would allow the student to observe his or her own behavior and others, reintegrating classroom discipline, would reiterate the use of reciprocal determination in the classroom setting. These actions implement the intervention of mediation for a student to adjust to his or her surrounding in order to acquire the agreed upon positive result. The student will be able to immediately set direction in the present situation in order to gain his or her future result. Cherry (2019) stated, observational learning is a method that is often used by an individual to learn and apply a strategic cope mechanism, to inspire a positive behavioral setting of a situation that may not be liked or acceptable but, is necessary to implement change into action in order to obtain a desired goal. Such

as job training, education, and counseling.

Self-Regulation Through its Determinants

Classroom Intervention. The educational psychological keystone approach as a proactive strategy for classroom management is highly supported by educators, parents, and students in favor of proactive approaches that will implement long term effects for a child/student success and well-being (Vincent, Sprague, Pavel, Tobin, & Gau, 2015). The positive interaction of teacher skills and student's behavioral outcome provides increase in substantial educational improvements in educational implications (Vincent et al., 2015).

The use of a proactive strategy provides clarity within and during a classroom in progress. The keystone approach provides a student to gain social communication, the ability to inform the teacher, parents, and others of a situation that is not comfortable to the student, and the courage to implement motivational skills that will enhance academic learning. Ducharme and Shecter (2011) provided documented research that proved a percentage of the approach and strategy that bridged the gap of reactive results to proactive results that educators sought and used to implement positive behavior in the classroom. This approach, which is referred to as *keystone intervention*, may provide the potential for positive and proactive strategies to build classroom management skills and reduce negative challenging student behavior, reducing punitive short-term discipline implementing long term results (Vincent, et al., 2015).

Described classroom behavioral interventions with positive teacher/student relationships, assessment, and classroom management for high school and disabled

students. The intervention will continue to implement an opportunity for student(s) to eliminate disruption. Prochaska, DiClemente, and Norcross, (1992) emphasized thorough meaning to moving to higher levels within oneself. Two influences that motivation plays a key role in self-regulation because it encourages working toward a future reward. BrainMass (2017), discussed change as a part of progress within the human life cycle along with the need to move forward. As an individual raises-lift or move to a higher position or level, the individual implements willpower-the initiated power, to decide and initiate action, creating more awareness of the control they have over change creating a power willingness to continuing change process (Prochaska, & Norcross, DiClemente, 1992).

Discipline is another area that an individual must initiate in order to keep order and stay in control of oneself and others desires and wants. It is not easy to always keep control. Eventually you learn to prioritize. In order to avoid chaos in any situation of need, it is important to have emotional control as a form of self-regulation applicable in motivation through the anticipatory of moral thought and action (Bandura, 1991a, 1991b). Emotions can cause an individual to react to instinctive feelings rather than considering reasoning or gaining insight of a situation (McFaul, 2017).

Mindfulness

Angoli, Iannucci, Pelagatti, & Corazza, (2018) explored the connection of the wandering of the mind. Mindfulness is an alternative to stress, anxiety, depression, and other issues that can be affected medically such as high blood pressure and heart disease. Mindfulness is a strategy that enables an individual the ability to have joy, to be content,

to have confidence, and to have self-acceptance. Angoli, et al. (2018) jointly explored the two mental states of mind wandering (MW) and mindfulness to distinguish measurements of observation, alert performance with the ability to describe with thought and thinking. Scientist (2019) implemented an individual the ability to respond respectfully. Responding respectfully allows an individual to respond without non reactivity. In other words, to be nonreactive is not showing or giving an expression verbal or nonverbally. This action also eliminates judging through behavioral communication of any sort.

Deliberate creativity and spontaneous mind wandering provided a positive effect of achievement of an interaction that would build a positive social creativity (Dorfler, 2019). This type of response supports an individual with the need of academic and social adjustment that is necessary to obtain a short and long-term goal. The short and long-term goal increases the motivation of conceptual exploration that provides an interaction of refraining through the act of bracketing that through reflective abilities to regard the potential of the main purpose of the use of the self-analysis point sheet benefit of reflexive and the ability to be positive, to the respect of mindfulness increasing the process of continual learning (Eisenbach, 2014). The self-analysis point sheet will be used as a visual source of encouragement. Eisenbach (2014) stated, words matter to leaders, educators can implement an internal fortitude the courage to endure discomfort in an unfavorable circumstance within a situation strengthening and inhibiting resiliency and self-consciousness in the student with internal strength and emotion.

Emilliani (2017) examined individual's behavior and thinking situations as

mundane and ordinary when they react with a lack of interest. This behavior can partake as an attribute in everyday life and its situations that are observed and processed behaviors of other individuals (Bandura, 2011). These behaviors can be an influence of positive or negative outcomes (Cherry, 2019). Students are often persuaded to interact as an observed social learning action, behavior, or idea to promote positive behavior change. Jiang; Kellermanns; Minion; Morris, (2018) examined the cause-and effect relationship that family related phenomena can be a strategic management in the classroom to interject the development of a student to enhance affect, emotion, and intergroup activity. Heintzelman (2019) found that environmental structure the coherence of external stimuli links an individual experience and meaning in life (MIL). The organization provided meaning in life (MIL) and maintain well-being for humans to obtain (Meyer, 1922) the necessity of life (Maslow, 1968) the necessity of time implements behavior change through goal setting and the process to reach those specific goals. Heynen (2018) examined responses to social problem situations and empathy the tendency to understand and share the emotions of others. Heynen added that juvenile delinquents have not learned to respond appropriately to non-delinquents in a social environment. Inadequate coping with competition is associated with less empathy that could trigger counter-empathetic reactions. Heynen (2018) added that an individual must have well-developed social perspective taking abilities to cope with competition and change would hamper moral effectiveness and an individual's cognitive understanding. This behavior would include the ability to change and adapt in a situation that may arise within a daily setting.

Motivation to Change

Psychology Today (1991-2017) stated the desire to perform is a motivation implemented within the individual. It is the desire to power-up self-influence and self-control allowing the individual to press toward a higher desire and ability to change who an individual is and the desire of who/what the individual's greater desire is by implementing positive results. The American Psychology Association (APA) defined motivation as the internal and external attribution, a desire and energy of an individual's effort to obtain a goal such as a need or an incentive reward through expectations. An internal attribution can be controlled through effort or a no control ability; an external attribution can be displayed as a control task difficulty, or no control which is viewed as luck (Heider, 1958; Weiner, 1974). The indication of needs will implement an acceptable behavior as an operant/overt action of responses. Maslow's (1943) hierarchy of needs provides a category of needs that implements a vast of motivational categories that relates to existence, relatedness, and growth (ERG), a need category (Schneider & Alderfer, 1973).

Schneider and Alderfer (1973) expanded a research study ERG, for the use of academics, organizations, and their employees to display external measures. The study explains the relationship that exist between motivation and behavioral change, a form of action used to connect people, objects, or a concept such as a union through marriage, an organization, family, or friend(s). The ERG consists of three conceptual categories relating to human needs: existence, relatedness, and growth, an external interaction. Schneider and Alderfer categorizes *Existence*-the goal of possessing material evidence,

and the individual's satisfaction is inclined to line up with another individual's progress of delay and restrictions. *Relatedness*-needs are mutual sharing of thoughts, feelings, and desires with significant others. The main quality of relatedness differs from existence needs because relatedness without mutuality, cannot be satisfied, implementing positive results. *Growth*-needs include desires of creative and productive effects upon his/herself and their existing environment (Alderfer, 1969).

Short-and Long-Term Change Through ERG

The desire to be creative and productive implements an immediate short-term motivation that can be obtained from another individual who projects ideas, wisdom, and agreeable content on behalf of the listener/learner. When a mutual advantageous conjunction of distinct elements known as synergy-interaction/cooperation, can be conveyed upon individuals so that motivation within will produce short-term motivation (Parcardi, 2011). The impact as a member of a family, group, or organization has its rewards and motivational qualities. The advantage of family, group, or organizational membership will implement short-and-long term motivation. When an individual internalizes the advantage of membership and consciously labors to maintain its qualities through a high state of mindful contributions, a long-term motivation can be acquired most effectively (Parcardi, 2011).

Alderfer (1972) proposed that the ERG Theory is an approach that can benefit organizational atmospheres. When Alderfer's ERG theory does not provide satisfaction, the approach will produce a negative reaction for the individual. The negative reaction will continue to reverse backwards implementing frustration-regression

vice-versa the satisfaction-progression process of ERG (Schneider & Alderfer, 1973).

The ERG theory can account for short-and long-term change for an individual in a setting. This theory can work if the human individual recognizes the use of the ERG to assist in the effort of control (Schneider & Alderfer, 1973).

The effort of control will then progress the level at hand, mastering the use and purpose of its present state. As the individual recognizes his/her control at the present level, it can motivate the individual to continuously perform the existence/relatedness/growth behavioral responses. Once the individual is aware of the attributes of the situation, the individual can progress to the long-term processing, use of satisfaction-progression will eliminate frustration and/or regression (Schneider & Alderfer, 1973).

The ERG motivational concept involves interpersonal relatedness in the workplace as well as an educational institution, a need that is important due to the enormous length of time, effort, and energy that is put into an individual's daily work and educational ethic. As the individual recognizes his/her values as a human existence, the level of growth implements human motivation. Interpersonal social communication in a setting exhibits an interest in the value of both the organization and the individual. Maslow's (1943), need to belong implements the ability to affectionately perform an individual's duties and responsibilities. The need to relate and socialize inspires acceptance and possible long-term employment as well as promotion for an organization and its employees. Schneider and Alderfer (1973), planned to achieve convergence of Maslow and ERG measures in organizations to assist an individual's progression in social

improvement; the results will implement the desired expected outcome for the individual that to effectively perform together.

Maslow's Hierarchy, Schneider and Alderfer ERG theory of combined measures of needs are an expected synergy, an interaction of cooperation that will work together with coordination, is viewed, and required as an essential and necessary tool for motivation. The use of inter-correlation and inter-measures during the (3) theory studies, provided some differences within the individual measure of results (Schneider & Alderfer, 1973). Intercorrelation is defined as a relationship connected within an agreement obtained between more than one participant or individual. Inter is defined as amongst, between, and within. Measure is defined as a positive/ascertain of the results from the three studies mutually.

Bindra (1985) concluded that under the category of motivation, emotion, and personality within a unified theoretical framework, it is possible to relate with the diverse phenomena aimed at a specific goal, will endow each instinct with a specific energy and a specific direction. Further, during excitement the immediate goal of mental activity determines and promotes specific thoughts and actions. The action within the individual implements a motivational drive as a strong sensory of stimulation. Bindra (1985) emphasized that all goal-directed actions are addressed and must be addressed to environmental stimuli-so that the basis for goal-direction is provided by the environmental stimuli that is characteristics of learned behavior, socialization of group, institution, or organization, and not by internal needs or drive stimuli.

The Limitations of the ERG Theory of Selection Accounting for Motivation and Behavior Change. The limitations of the ERG theory are not empirical-verifiable, nor does observation or experience in the procedure of the study apply. Schneider & Alderfer, 1973 theory discussed the limitations in the ERG concept does not provide precise guidelines meaning, there is no set order of progress providing ascertain in maturity at a specific level.

Schneider & Alderfer, (1973) stated, “Maslow’s Hierarchy of needs is inadequate in conceptualization and is not currently sufficient for development of operational indicators and organizational settings; the concept lacked support and does not provide concrete validity. Park & Hinz (2006) group motivation as an organization/employee, discussed the integration of approach and avoidance. The integration of approach and avoidance can potentially provide a better perspective within a group experience while investigating a goal-directed behavioral result.

Group motivations are perceived and associated with rewards, facilitating positive outcomes, and is considered as “strength in numbers,” is recognized as a source of security to minimize the occurrence of negative outcomes (Park & Hinz, 2006). The integration of approach and avoidance in small groups can potentially broaden an individual’s knowledge of the group experience, that will lead to inquiries of goal-directed behaviors (Park & Hinz, 2006).

BrainMass (2017) and Park and Hinz (2006) discussed change as a part of progress that broadens an individual’s knowledge within the human life cycle, implementing the need to move forward. Prochaska et al. (1992), thoroughly emphasized

excelling to higher levels of discipline within an individual. As the individual progresses to a higher position or level, the individual implements the initiated power-willpower, to decide and initiate an action, implementing additional awareness of control over change, establishing a willingness of power to continue the change process of progress (Prochaska et al., 1992). The influence of motivation plays a key role in self-regulation because it encourages working toward a future reward. Discipline, another role that an individual must initiate to continue with control over change and to remain in control of oneself and others.

The concept of ERG can influence an individual's personal behavioral responses in order to change the outcome of productivity within an organization or group setting along with Maslow's Hierarchy. Prochaska's et.al (1992) main purpose through self-change, is to implement the desire or need to change something, a group, a final project, or someone, implies the opportunity to improve a situation, a circumstance, or an individual. A higher need-self transcendence (see below) Koltkov (2006) stated, the expectations concerning "higher needs," are the major emphasis in humanistic psychology that positions and supports itself on self-transcendence, seeks to further a cause beyond the self and to experience a communion beyond the boundaries of the self through the peak experience (Maslow, 1943).

An Example of a Peak Experience. Using an example of myself as a Teacher/Substitute, I have narrowed my workplaces down at school locations. The four schools of selection include the time of travel that measures up to the approximate same distance. The daily timing at the school locations varies. One of the schools that

really stands out to me is for the reason, it is beyond outstanding, extremely high in respect, and its dedication of academic and social behavioral possess immeasurable results. The school solely reminds me of myself; therefore, I realize I would have to adjust myself in order to obtain a goal there as a permanent employee or as an administrator/psychologist. The categorization of a motivational purpose can be extrinsic (outside the person) or intrinsic (internal within the person) or both can consist of steps of support that consist of: Contemplation-being aware there is a problem and should seriously consider making a change; Preparation-the intent to take action to change:

Action-the modification of behavior, experiences, or environment in order to overcome the problem/issues of the final project which includes commitment of time and energy, gaining external recognition through maintenance-the prevention of relapse as a continuation, not an absence, of change: Other categories of intrinsic sources and communications are identifiable as body/physical, mind/mental, cognitive/thinking, affective/emotional, attempted/voluntarily, and transpersonal/spiritual.

In addition to the motivational purpose, I would have to start my day earlier, end my day later, and work every day! During this time of my life and age, I am currently preparing for retirement within the next four years. Meaning, I need to add some security treasures to my income. I am aware that my short motivation is to prepare for my long-term goal results by making necessary self-changes-internal and externally to implement Maslow's hierarchy of needs. I am ready and willing to make changes for a better and an acceptable outcome. A better outcome results in an overall change consisting of an excellent pay, excellent retirement, and helping others reach their goals in life-Maslow's

transcendence level in life. In conclusion, an individual working with an organization can change for the best to better oneself and the organization. This example as a result implements the ERG theory and Maslow's Hierarchy theory, and the JDI concept. The three conceptual theories can proficiently produce an effective change within today's society. In order to obtain the (3) theories, an individual must be able to intercorrelate the requirements, interacting within the system and establishing control within oneself and surroundings.

General Aggression Model

Blankenship, Allen, Kane, & Anderson (2019) emphasized the framework of the personological factors of a situation, an integration and comprehension of understanding and aggression toward human out-groups. Adorno, Frenkel-Brunswik, Levinson, & Sanford (1950) thoroughly explored the inclusive, comprehensive aspects of the in-depth General Aggression Model (GAM), the purpose of combining an integrative framework to understand aggression that leads to behaviors of conflict and interpersonal violence. The GAM carefully regarded the role of social, cognitive, personality, developmental, and the biological factors of aggression. Aggression is a behavior that is hostile toward an individual deliberately. Its routes are internal and affective through arousal and cognition, the mental process to gain knowledge of an individual's thinking process, an experience and perception of an individual's belief of what is said and done involving the thought process. Allen summarized aggression as thinking about hurting someone intentionally is not the same as taking the action into effect (Joslyn, Vollmer, & Kringle, 2019). In the

process of acquiring efficacy to reduce disruptive behavior and to increase academic engagement with the use of group contingency for older high school students.

Group contingency reward or results are for the group and not individual but to the entire group. The use of the self-analysis point sheet could be used as an individual group discipline. Meaning, A student that is a group participant can apply the point sheet as an individual behavioral analysis to improve his or her results as needed. Joslyn et al. (2019) discussed the use of the Good Behavior Game, a tool used in an elementary classroom setting for learning disabilities (Flower, et al., 2014), Bremen et al. 2015), behavior disorders (Groves and Austin, 2017, 2019; Joslyn et al. 2017) Joslyn and Vollmer, in press; Sy et al. 2016) and college student. In as much as a GBG is productive, yet it lacks individual discipline that improves self-efficacy (Cherry, 2016). The self-analysis point sheet can guide or promote positive student behavior even in group settings.

Adorno et al. (1950) investigated the interpersonal violence that is frequently surfaced as personological factors that are linked to the endorsement of discrimination and aggression, toward out-group members sociologically identify as not part of the existing categorical social status. An example of such behavior consists of a black student stated as a question to me, “is that your real hair?” I respectfully responded yes; the student continued in the conversation “oh so you think yours is better because another black student hair is not the same texture.” I explained to the other students (black) that sat around listening, that I am now able to take care of my hair and able to go to the hairdresser. The girl, a senior in high school, gets angry and states blur-

tingly, “because your hair is long and straight, healthy and pretty, you think our hair, referring to the other students present, is not good.” I responded to her speaking to both and all that was listening, I thought her hair was as it appeared. The authoritarian personality approach of the student was expressed as an individual that was intimidated without cause (Adorno et al. 1950). Further, Dotterer & Lowe (2015) examined the relation between experiences with discrimination and dimensions of academic adjustment beyond academic achievement, in areas of school bonding or school self-esteem. Moreover, Dotterer & Lowe (2015) investigated the important mechanisms that may assist by clarifying how adolescents’ experience with discrimination is linked to their academic adjustment. In explanation, the proximate processes of GAM provided details of how personal and situational factors influence cognitions, feelings, and arousal which in turn affect appraisal and decision processes, in turn influence aggressive or nonaggressive behavioral outcomes (Dotterer & Lowe, 2015).

Social Behavioral Representation. The need for social change is derived from the social identities consisting of individuals within the greater social structure of the classroom. The collective action approach and purpose is to achieve social change that is demonstrated from group- based/collective characteristics of individuals. A variety of motivational theories such as: McClelland’s Theory of Acquired Needs-power, achievement, and affiliation; Maslow’s Theory-Deficiency needs-biological & physiological, safety, belonging and love, esteem, and growth needs that are cognitive, aesthetic, self-actualization, and transcendence; Vroom Expectancy Theory-effort, performance, outcome, and valence to make a positive change are displayed through the

group's relationship of real-life internal/external truths. Van Zomeren & Spears (2009) theory can be implemented within the classroom to motivate students as a collective group setting, group paralleling, and/or interacting and using various theory approaches. (See appendix)

Van Zomeren & Spears (2009) added the use of a collective action defined as “group member(s) engages in collective action strategies anytime he or she is acting as a representative of the group and the action is directed toward improving the conditions of the entire group” entail (Wright, Taylor, & Moghaddam, 1990, p. 995). In the process of acquiring efficacy to reduce disruptive behavior and to increase academic engagement with the use of group contingency for older high school students, Emilliani & Passini (2017); Kitiyama (2017) examined how cognition and representation socially through thought activities, helped to acquire knowledge and understanding that is acquired through the senses in everyday life. The use of group contingency reward or results are used for the group entirety and not individuals. The use of the self-analysis point sheet can be used as an individual group discipline. Meaning, a student that is a group participant can apply the point sheet as an individual behavioral analysis to improve his or her results as needed within a group setting.

Joslyn et al. (2019) discussed the use of the Good Behavior Game, a tool used in an elementary classroom setting to assist with learning disabilities (Flower et al., (2014), Bremen et al. 2015), behavior disorders (Groves and Austin, 2017, 2019; Joslyn et al. 2017) Joslyn and Vollmer, in press; Sy et al. 2016) including college level students (Cheatham et al.). In as much as a GBG is productive, it yet lacks individual discipline

that improves self- efficacy (Cherry, 2016). The use of the self-analysis point sheet can assist in group settings to guide or promote positive student behavior.

The use of the collective action within an educational setting to assist as a representative for Teacher/Administrator purpose, is directed toward the improvement of the conditions that consist of participating and obtaining academic awareness that will enhance the entire academic class/group setting Kitayama (2017); this collective action can implement social skills as well as short- and long-term benefits. The collective action representatives are apt to adhere and continue with the plan throughout the desired outcome of accomplishment. (See appendix)

The proximate cycle process serves as a learning trial that effects the development and accessibility of aggressive knowledge structures. Adorna et al. (1950) a fascist behavior or action that triggers an inward alarm to a situation that is out of the traditional appearance and is attached to figures of strength that disdains the purpose of rendering respect (Gragg, 2015). Gragg (2015) examined life experiences of students in a rural high school that faced major obstacles and implemented strategies to complete the requirements in order to obtain a high school diploma. Blankenship, Allen, Kane & Anderson (2019) considered the role and types of aggressive attitudes and their influence. Distal processes of GAM detail how biological and persistent environmental factors can influence personality through changes in knowledge structures. GAM has been applied to understand aggression in many contexts including media violence effects, domestic violence, intergroup violence, temperature effects, pain effects, and the effects of global climate change.

Summary

The related themes of a social cognitive concept of a human learning and willingness of high school seniors to change their academic and social approach through a guided tool-a self-analysis point sheet was able to observe behaviors in his/herself. The students were able to learn apply new behaviors and accomplishing new behavioral change within the classroom setting (Bandura, 2015). The point-sheet as a feedback responsive tool can enforce positive influence for behavioral change in the present and would implement future positive reflective stimulus review through learned experience and reinforcement mediator (Bandura, 2015), the classroom intervention mediating tool. As mentioned above, Bandura contends that cognitive, behavioral, and avoid issues” (APA, 2017) consisting of a solution to eliminate classroom disruption.

Environmental factors converged to influence self-regulation through “self-monitoring of one’s behavior, its determinants, and its effects; judgment of one’s behavior in relation to personal standards and environmental circumstances; and affective self-reaction” (Bandura, 1991, p. 248). Meaning, the practical implications and goal-performances of the self-analysis point sheet increased self-efficacy in students by increasing attention and focus on behaviors, cognitions, and environmental factors that foster successful outcomes and reduces negative outcomes in the classroom setting. The use of the self-analysis point-sheet as an immediate classroom mediator fills the gap of the need for teachers to” prioritize the importance of the need for corrected classroom behavioral issues” (APA, 2017) consisting of a solution to eliminate classroom disruption.

Chapter 3: Research Method

The purpose of this qualitative study of classroom mediation using a self-analysis point sheet for disruptive graduating seniors was to assess the value of the self-analysis point-sheet from the perspective of the students as an alternative to more traditional interventions, used to address disruptive behavior in the classroom setting. Little research, thus far, was conducted on this alternative behavior management intervention, particularly utilizing qualitative methods (Bottiani et al., 2017; Eagly, 2017; Stephenson, 2018). To address this lack of research, I used a qualitative, phenomenological approach in this study of high school seniors that needed an in-class mediator. In this chapter, I discussed the research design and rationale, the role of the researcher, the methodology that included the selection of participants, instrumentation, published data instruments collection, issues of developed research instruments, procedures for recruitment of participants, data collection for student participation, the data analysis plans, issues of trustworthiness, the ethical procedures, and the summary.

Research Design and Rationale

The following are the main research questions and the sub-questions:

Main Research Question:

Research Question 1: How do students experience the implementation of the self-analysis point sheet as an intervention to reduce disruptive classroom behavior?

Sub questions:

Subquestion 1: How does the use of seeing and applying a point-sheet as an in-class mediator decrease in-school and out-of-school suspension?

Subquestion 2: How does a self-analysis point-sheet serve as a positive social change tool?

To examine these questions, a qualitative, phenomenological methods was used. The phenomenological approach allowed for the examination-of lived experiences that assist individuals in understanding the meanings that attribute to their behavior, actions, and interactions with themselves and others (Moustakas, 1994; van Manen, 1990). Furthermore, the characteristics of a qualitative research included the use of a philosophical thought and belief that inform our understanding of underlying reasons, opinions, and motivations that provided insight into the problem or situation. The rationale for using this research design and method was that it aligns with the questions being asked in the study, with the primary one related to the lived experiences of disruptive students as it relates to their experience with the self-analysis point sheet. This method allowed for a more in-depth examination of the students' thoughts and feelings, which was harder to achieve with quantitative designs (Moustakas, 1994). Too, another rationale is that little research thus far had been conducted using qualitative research to examine the effectiveness of the self-analysis point sheet (Oliver et al., 2015),

Overall, the qualitative research processes began with specific observations of an individual's experience and interpretations of the social world. The analysis of inductive process, nonrandom sample, rich description, purposeful and small samples, were emphasized in detailed meaning and understanding within a natural setting, using descriptive data and an interpretative process as the perspective of qualitative inquiry (Bogdan & Biklen, 2007; Creswell, 2007; Denzin & Lincoln, 2008; Merriam, 2009).

To gather the qualitative phenomenological data in this study, semi structured interviews was used. This allowed for some structure in the questions asked to address the issue at hand, but it was also allowed for greater exploration of emergent thought and feelings as well as greater engagement of the participants in the interview process (Bevan, 2014).

Role of the Researcher

My role as the researcher, the primary data collector, and analysis researcher, included being careful, alert, and aware, as well as not to implement any biased behavior. As a Teacher Substitute that has worked in the field of education within the school district that I am using for my research, I was careful not to imply any suggested thoughts by pushing or indirectly imposing my views or my thoughts on the participants by any means of persuasion. I enabled myself to reduce any such implications by avoiding questions that would suggest a thought of persuasion. I avoided and eliminated any facial expressions or gestures that I might imply of my own desire using bracketing. I did not communicate any verbal or non-verbal behavioral suggestions my position as an ordained Elder(ess) in ministry, 3 degrees, an Associate's in Arts (AA), a Bachelor's in Arts (BA), and a Master's in Social Psychology (MA) and I am currently seeking my doctorate in Social Psychology.

In as much as my students/participants are aware of my accomplishments that I have obtained in my life, I made sure that my participants only concerns were, to be honest, to give true answers, and to provide what they feel and what they felt. The participants were expected to give answers without acknowledging my positions as an

educator, an individual with educational degrees, and as a Clergy, during the research activity.

The participants did not have to respond to any ethical concerns, or my position/titles as an authoritative position of power; nor would it interfere with a conflict of interest eliminating any biases. My plan was as follows to assure my participants/students their research answers are only to a researcher, not to their teacher. My participants/student's participation was only to implement a safer academic and social atmosphere implementing a positive social change within any environment.

Methodology

This section was described the criterion selected for the rationale of the study, the location, the population, and the sampling strategy. Additionally, the rationale was provided the sources of data, instrumentation, and protocol for the interviews and observation.

Population

The population consisted of senior level high school students between the ages of 17-26 within a classroom setting that need to make better decisions to promote a positive outcome academically and socially. I used the multi-stage setting due to the ability to identify the group and the organization with the students that are participants from the school and the classrooms I worked in as a long-term Teacher/Substitute Guest Teacher. Due to the select participants that are senior high school students, a consent/assent approval was necessary to conduct research at the location of the high school within the classroom. The principal of the selected research site was provided a

letter of cooperation granting permission to collect all relevant data access, participants and facility use, and/or use of personnel time for research purposes.

Location of Study

For this study, I selected a Kent County Public High School. There are at least 18 public high schools located in Grand Rapids/Kent County, the largest city in West Michigan. West Michigan has a Center Based Program that offers high school students an opportunity to obtain a high school level education or transition into employment and become a productive member within the global community in today's society. The select students were 12th grade and between the ages of 18 to 26 years of age, in need of special education or related services, and have not graduated from high school.

Sampling

The sample was drawn from a school population of 76. There are 10 students per classroom. The classroom setting had approximately 5-7 student participants/1-2 per class, 5 classes per day, selected to use the point sheet for their classroom behavior.

Relationship of Saturation and Sample Size

The relationship between sample size and saturation relies on what the researcher desires to know, the purpose of the inquiry, what is the risk factor, what was practical, what provided credibility, and what was completed with effectual time for a desired result and resources (Patton, 2015). In this study, I began with 5 to 6 participants to allow the criterion for the sample to move toward the theoretical connection, driving to the measurement of how applicable the concept is to achieve a commutative and progressively deeper understanding of the self-analysis point-sheet significance as an in-

class mediator (Corbin & Strauss, 2014; Rudestam & Newton, 2014). Sampling was done so that there was no more allowance or need to further investigate the relationship to other concepts, becoming saturated as a meaningful and complete comprehensive study. Meaning, sampling was continued until there was no new information, causing saturation (Patton, 2015; Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, ... & Jinks, 2018).

Participant Acceptance and Recruitment

The selected participants/students were selected by previous classroom disruptive behaviors that cause removal from the classroom, any suspension, or expulsion. They also must be using or have used in the last month a self-analysis visual assistance in the classroom setting. The Student Participants must be senior high school level or transitioning to employment, and the participants were selected by the principal of the research facility.

Measures and Materials

The Student Self-Analysis Point Sheet. The purpose of a self-analysis point sheet was to provide an immediate mediator in the classroom to assist the student with a reinforcement strategy as a reminder and a resiliency approach. The point sheet was placed on the student's desk to act as a visual reminder of his purpose and goals, implementing the targeted behavioral expectations. At the end of the time, period/day, tallied points were added and reviewed to see if the student met his or her goal.

This document was produced under the U.S. Department of Education, Office of Special Education Programs, Award No. H326Q110005. The National Center on

Intensive Intervention at American Institutes for Research developed the Point Sheets/Behavior Report Cards and was published in 2015. The recent use of the point sheet updates recorded at NCII in April 2017, include class passes for class breaks, rewards, a brief escape (Collins et al. 2016). Collins (2017) interest is primarily in the development of behavioral interventions to support African American students in urban schools with limited resources. Dr. Collin's focus was developing peer-mediated interventions to address the academic, behavioral, social, and emotional needs of students within multi-tiered systems of support. The instrument has been used in a high school classroom with high school students (Collins, et al. 2017). This instrument was modified according to the classroom setting and its pupils' classification. See Appendix A for Student Self-Analysis Point Sheet

The senior high-school student participants were asked open-ended questions about their experiences concerning the intervention as an existing debriefing procedure. The questions were formulated in consultation with the members of the researcher's committees. The questions for the participants were as follows:

- Tell me about your overall experience using the point sheet.
- How do you as the student feel about using the point sheet?
- In what way has the point sheet influenced your behavior, if at all?
- How does/or can the point sheet influence short-and long-term goals? If so, how?
- How would you suggest the use of the point sheet to other senior high school students?

Procedure

The intent of this study was to examine the lived experience of students who were given the self-analysis point sheet as an intervention to decrease disruptive classroom behavior. Before the interview started, the participants were asked to fill out an informed consent form. If they agree to the informed consent. The researcher then asked the student participants open-ended questions about their experiences concerning the Self-analysis Point-Sheet intervention. I met with the participants at the facility the first day of the research before class and before the research study began to discuss and provide verbal and written instructions. I conducted the recorded review in a private area within the last hour of an in-school session on an agreed upon day with each participant, so students can be dismissed to their transportation home to eliminate any stress to the students/participants. The interview was approximately 45 minutes. A debriefing occurred after the interview, and I asked if they had any questions. Contact information was provided to all participants in case they might have additional questions or if they wanted information related to the results of the study.

Proposed Analysis

The analysis included hand coding as suggested by Creswell & Creswell (2017). The hand coding is a qualitative data analysis used to organize, store, and analyze and defend the findings more efficiently backed by rigorous evidence in less time (Creswell & Creswell, 2017). Using the data analysis, I analyzed the qualitative analysis transcriptions submitted by the participants for common themes using the various mentioned resources. Braun and Clarke's (2006) thematic analysis method were used to

derive themes from the data. The use of a triangulation approach in the data collection strengthened the validity and credibility of the research findings (Patton, 2002). Fusch & Ness, (2015) use of cross-data check of the daily data collection from student/participant at the exit of the study assured accuracy of written and recorded data.

Issues of Trustworthiness

Privacy and Confidentiality

Participants' privacy was strictly confidential and centered on unwanted disclosure of information obtained about the participants. The American Psychological Association (APA, 2006) demands respect and concern for the dignity and welfare of the people who participated, with cognizance of federal and state regulations and professional standards governing the conduct of research with human participants, which is prepared and publicly known. To ensure confidentiality and non-traceability in the research (Lindsay, 2010), pseudonyms was used instead of actual names of the participants. Finally, it was made clear to the participants how harmless the research was to them, and that they were free to withdraw at any point during the research. Participants were informed that the information was protected from the principal or any other person in case they were afraid of what the authority/administration may do. Efforts were made to ensure that the interviews were conducted in a non-threatening manner and environment, codes were used, and data was carefully stored and protected (Cohen et al., 2007).

Credibility

Triangulation and Member Checks. My method of triangulation involved the use of multiple methods of data collection that was of the same phenomenon, consisting of interviews, observation, and field notes (Polit & Beck, 2012). The In-depth Interview (IDI) as my select method of triangulation, was described as one of the most powerful tools to gain an understanding and to explore human beings' topics in depth (Denzin, 1978 & Patton, 1999; Fontana & Frey, 2000). IDI interviews ranging from the structured and controlled to the unstructured and fluid provided rich information about personal experiences and perspectives (Russell et al., 2005). The IDI interview allowed for spontaneity, flexibility, and responsiveness for the participants. The triangulation approach provided a comprehensive understanding, data sources, and the systematic data analysis. Through member checking, I presented the complete written description of the document to confirm accuracy, credibility, and validity of the collected data of the study (Bekhet & Zauszniewski, 2012).

Prolonged Contact. As the researcher I spent sufficient time within the facility as an Educator employee at the select location; for research I became oriented to the situation so that the context was appreciated and understood. I was able to detect and account for distortions that might be in the data and to blend in. Based on this, it was assumed that trust was built with participants., and that they felt comfortable disclosing information.

Transferability

The Thick description was used to increase transferability in the qualitative research study (Tracy, 2013). A detailed description of the study was provided to give readers enough information to facilitate making connections to their own experiences, if there were any.

Dependability

Due to the use of 5 participants, per class at the same time was provided whether participants obtained the same results if the researcher could observe the same thing twice. The phenomenological study provided categories as an essence of the phenomenon (Creswell, 2007). Creswell, descriptive illustration of the “essence of the phenomenon,” was used with a personal bracketing that the researcher eliminated his/her feelings or interpretation of the collected data. The illustration was also provided a coding category for significant statements, meaning units, textural description, and structural description. The categories were a form of memo in the hand coding system consisting of an observed, interviewed, and an audio recorded data collection within the phenomenological study approach.

Confirmability

In this study, my interview preference is audio recording. I retained a researcher’s journal for the purpose of observation and reflection of the collection of data to insure record for an ongoing flow and conclusive review. I assured bracketing on the setting because the researcher would need to bracket his/her behavior (Creswell, 2013). To acquire knowledge and understanding during the interview, bracketing my

personal experience, biases, and perception prior to the collection of data, allowed the interviews to be completed with trustworthiness, credibility, and honesty, to insure the confidence and importance of the participants' time and attention. The use of hand coding helped form an attachment of some sort to the interview. Hand coding benefited the interviewer by reviewing the data collection to eliminate mistakes. Coding the collected data also allowed the researcher to go back and correct any changes to the data. Data coding was one important aspect for the researcher to provide proof of the evidence of the elements that was in the analysis. The data coding, hand, established security and privacy of the interviewee's stated description (Guba & Lincoln, 1982).

Ethical Procedures

The procedures for the proposed participant recruitment and data collection, a consent form, a letter of cooperation, and confidentiality agreement was provided through Walden University Institutional Review Board (IRB). These required documents were approved before I took any course of action to begin research at the select location. Any collected data was stored safely and securely. Each student was given a 45-minute interview frame in a private setting; this allowed time for the student's arrival,-interview, questions, and time to return to class.

As mentioned in the confidentiality agreement, I the researcher, did not use names of participants and acknowledge the participants as p1, p2, etc., per the number of students participating in the research study. Prior to the study, the students were aware and represented as Participants 1, 2 etc. The analysis/write-up plans included all possible measures to ensure that the participant identities were not directly or indirectly disclosed.

Measures were taken to store data securely to uphold the principle of beneficence because it prevents a confidentiality breach that could result in psychological and economic harms to the participant such as embarrassment or social stigma (Lincoln & Guba, 1987).

Institutional Permissions

These measures were also upheld beneficence in a second way by ensuring that the dataset was kept safe and intact so that it can be used to address the research questions and thus, benefit society. The research procedure was ensured privacy during the data collection. Confidentiality agreements were signed by a transcriber, whom I selected. I articulated a discrete plan for allowance of results with the participant's that is mentioned in the letter of cooperation implementing permission only through the Walden University IRB, consisting of the basic (3) ethical principles reserving the rights of privacy.

The description of the (3) ethical principles of psychological, economic/professional, physical, and other risk that were mentioned as restraints of abuse, were fully acknowledged, or described in the review protocol concerning risk and were stated to the facility and participants providing the beneficence of protection of security, of data information, and distress of research participation through the use of data information. The privacy of information was available to care providers in the contact, questions, and privacy information. I, the researcher proactively managed any potential conflicts of interest ensuring the respect of persons, and beneficence of participants implemented in the voluntary nature of study, allowing the participant withdrawal at any

time from the research. The research site was and has agreed to provide a letter of cooperation that granted/allowed permission for all applicable access to data, access to participants, facility use, and/or to the use of personnel time for research purposes. A more formal data use of agreement was available in place, in addition to a letter of cooperation such as the recruitment encouraged volunteer participation, implementing non-coerciveness, which was mentioned in the voluntary nature of study concerning a group setting. The researcher was acknowledged as a current worker, mentioned in the “Who am I” section.

Ethical Concerns

Ethical concerns were assured to the participants that there were no biased conditions left unattended. The participants were made aware that the self-analysis point sheets were standard and without prejudice, concerning culture or color. The point sheets were designed for academic, social, and behavioral improvement and nothing else. The participants were not harmed in any way (physically or mentally) in the name of science. The participants’ privacy was strictly confidential.

Summary and Transition

This chapter described the research design and rationale applicable to this study. The research questions and sub questions were described, defining the central concept of the phenomenon. My role as researcher was explained to the participants eliminating any biases, ethical issues, or power influences of any such. The methodology was described in depth so other researchers can replicate the study, identifying the selection of recruitment of participants, instrumentation, data collection instruments, sample size, a

data analysis plan, the issues of trustworthiness, ethical concerns, and procedures, with the implementation of saturation. Credibility and dependability through triangulation, transferability with thick description, and confirmability were described with appropriate strategies. The findings from this study were presented in the next chapter.

Chapter 4: Results

The purpose of this qualitative phenomenological study was to describe the lived experience of senior high school students who are given the self-analysis point sheet as an immediate in-class mediator intervention to decrease disruptive classroom behavior. The study focused on an effective self-reflective discipline tool that would assist senior high school students with disruptive classroom behavior, instead of students being removed from class, suspended in-or-out of school, or expelled. The study described was classroom interventions, relationships, along with classroom management would implement positive intergroup analysis and peace. The study discussed was designed to foster independent learning” and the motivation of practical strategies, which places the students in charge of their learning, that goes beyond traditional “study skills” addressing the psychological factors that influence academic success and lifelong learning that enhances classroom motivation and contributes to filling the gap identified in the problem statement: the psychological aspects of student behavior. This would allow students a chance to improve their behaviors with parents, teachers, principals, and communities short and long term.

The main research question was:

Research Question 1: How do students experience the implementation of the self-analysis point sheet as an intervention to reduce disruptive classroom behavior?

Subquestions included the following:

Subquestion 1: How does the use of seeing and applying a point-sheet as an in-class mediator decrease in-school and out-of-school suspension?

Subquestion 2: How does a self-analysis point-sheet serve as a positive social change tool?

In this chapter, I describe the social psychological thoughts, feelings, and behaviors of the participants resulting in a detailed and careful data analysis of the observed data collected. The data collected was visually, written, and recorded during the 5-day observation process from within the demographics of the senior high school classroom, 18-26 years of age that utilized relevant characteristics that define the study. The implementation of the descriptive data was categorized in themes and codes. Colors were used for the folders and the writing pens per participants 1-5. Evidence of trustworthiness is described within the credibility that is appropriate, the generalizing of transferability, the transparency of dependability, and the confirmability of confidence by the participant. I conclude the chapter with summarized results that are applicable to the research questions.

Setting and Demographics

This qualitative phenomenological study was conducted at a learning institution located in the West Michigan Public High School vicinity of Grand Rapids, Michigan. Grand Rapids, Michigan offers high school students an opportunity to obtain a high school level education or transition into college or employment to become a productive member within the growing global society. This study took place in and during an in-session classroom activity with senior high school students ages 18-26. The classroom assigned staff present daily consisted of the Teacher Supervisor (TS) and three Institutional Support Specialist (ISS). Present daily on staff is the principal,

administrative assistant, nurse, psychologist, and social worker. The select 12th grade and not more than 26 years of age students, in need of special education or related services, have not graduated from high school.

The students selected for the study was due to their need to improve their behavior without being removed from school/classroom. The need included the ability to apply a self-mediated tool daily to correct negative social and academic behaviors. Due to the traumatic conditions of the Covid-19 Pandemic virus affect, the entire population (students and staff) of the institution, were masked, seated six feet apart, the initial use of hand sanitation, and the frequent wiped down in the institution assured safeties for all, including the separation of each classroom activity in their setting, this included breakfast and lunch. There are at least 18 public high schools located in Grand Rapids, Michigan, the county seat of Kent County, the second-largest city in Michigan and the largest city in West Michigan.

Attributing Transition Factors

Students that are in transition are reviewed by the Positive Personal Profile (PPP), that attribute need supports such as additional skill building to help prepare the senior high school young adults, ages 18-26 years, for a job, are interviewed using key points (Transcen, 2018). Key points assist students with an opportunity to be selected using “sell yourself,” to be selected by an employer. The PPP includes areas such as dreams and goals, skills, and knowledge, learning styles, interest and talents, positive personality traits, values, environmental preferences, dislikes, quirks, idiosyncrasies, work experience, and support systems.

Key Points in Job Placement

Other valuable key points that are applicable in a transition center-CTC, I recently worked in as an Educator-Teacher/Substitute, consist of education, training, employment, and independent living. Students are placed by age, grade, and some have graduated from high school. Within the development or training of transition, some qualifications consist of a detailed interview that best describes a smooth transition for the individual student. A smooth transition would include after-school participation plans, what the student like to work with, what are the student preferences in work areas, how the student would like to work, such as standing or sitting, what type of atmosphere, what pace, what type of attire for a work site, the time preference of the day and the hours a student would prefer on a job. Transition centers can include living alternatives that may influence a student's dependency and independency in every aspect. A few select job placement areas for employment include banks/financial institutions, health care centers/hospitals, construction, food chain marketing, including local community retail.

Data Collection

In receipt of the Institutional Review Board (IRB) approval 03-09-21-0353302, to conduct my study, I selected and received permission to observe and review the select participants at the approved location. Prior to beginning the study, I provided copies of the self-analysis point-sheets, interview questions and research questions to the TS for each participant and extra copies for ISS to review. I collected data for this research study from five participants within a (5) day period of observation as I took notes each day within the classroom setting. All data note taking was done confidentially.

During my observation I collected data in the classroom during breakfast, physical education, and during classroom activities. Classroom activities included academic areas in reading, history, science, and mathematics. Daily I took notes during the (4) day classroom observation sessions. The observation included participation in response, completing assignments, following directions, and overall respect in every aspect of a student learning, cooperation through discipline, and building daily communication skills for short- and long-term use. On the fifth day of the data collection, I interviewed each participant individually.

Interviews

The interview session was individually recorded for each participant. Each participant and I were seated six feet apart with a recorder that picked up questions and responses successfully. Each student during the entirety of the research study was always accompanied by the TS and the ISS. Participants were made aware verbally and handwritten that they could discontinue the interview process at any time. Participants were also allowed to think about their responses during the recorded interview by myself pausing the recorder or by myself repeating the question as needed. During the interview I sometimes rephrased the question for the participant to get a much clearer understanding of the question being asked.

Data Analysis

Table 1*Summative Coding Table*

Codes	Categories	Theme	Participants' Identifier	Excerpts	
Goals	Self-skills overall effect	Short-term goals assist daily classroom accomplishments through expectations, discipline, resiliency, and persistence	P1	"It was not too good"	
			P2	"It was fun, helpful, it was fine, the point-sheet made me feel good"	
			P3	"I had good day using the point-sheet"	
			P4	"I applied the point-sheet, I did it on my own!"	
			P5	"The use of the quiz/point-sheet was okay"	
	Intervention	Resiliency is used to correct behavioral Responses			"It was good"
				P1	"Respect all teachers"
				P2	"I would want to use the point-sheet again"
				P3	"It helped me to remember"
				P4	"It was good every day, it helped me to follow instructions."
	P5	"I feel better"			

(Table continues)

Codes	Categories	Theme	Participants' Identifier	Excerpts
In-class mediation	Use of verbal and non-verbal communication demonstrates behavioral focus and interest		P1	Uses a thumbs up expression”
			P1, P2, P5	“Claps hands”
			P3	“It helped me to remember”
			P4	“It was good every day.”
Participation	Enthusiasm is expressed at various levels of interest in activities		P5	“It was good”
			P1	“I was amazed” “That is good” “Used a thumbs up expression”
			P3	“It helped him to get to the computers, it helped with football, sports.”
Discipline	Emergent use of unexpected resiliency for immediate discipline		P5	“I feel better.”
			P2 P4	To get a job and work on behavior with teachers” “It helped me follow instructions.”

(table continues)

Codes	Categories	Theme	Participants' Identifier	Excerpts
Respect for everyone	Goals implement a reminder of the use of school rules that are used to gain short-long term proper mannerism		P1	"It is good to be good" "Always do your job!"
			P2	"Can be used in music for the violin, at the music store and would be good for future goals with family and shopping"
			P4	"It will help you have and get money; it will help me work"
			P5	"One hundred percent approval" "You will be back Monday right"
			P1	"It would help other senior high school students" "uses two thumbs up!"
Positive social change	Transition/graduation approves comprehension and understanding with experience Recommends for other seniors		P2	"Nods head yes suggest for other senior high school students."
			P3	"I liked the way I earned and gained points." "Sure, of course, I would recommend to other students!"
			P4	"Uses thumbs up, thank you!"
			P5	
Skills				

In the data analysis I used inductive reasoning that provided a clear inclusive credibility through the using of hand coding. The analysis began with the collected data from the five-day research observation collection which included the interviews. During the observations I took field notes of the real-life classroom activities the participants were in.

The observation write-up provided coherence of the findings. Due to the massive collection of terms and codes, I winnowed and aggravated the data by assembling, reassembling, and clustering to focus on and to examine the research question subject area (Guest et al., 2012; Moustakas, 1994; van Manen, 1990; Yin, 2014). This allowed me to derive terms and form codes that I transcribed into seven main themes which provided a rich and quality data collection. Member checking was verbally done with the participants for validation through understanding, accuracy, and credibility. This process indicated saturation for the essence of the data, identifying the characteristics and the structure of the phenomena (Lincoln & Guba, 1985).

The use of tables was used to provide an appendix of the obtained data derived from the codes, themes, and subthemes, that added to the merging process of the data. I used triangulation, a research strategy, to help develop a comprehensive understanding, testing the validity through convergence of the collected data for the phenomena (Patton, 1999).

Discrepancy

The discrepancy in the data collection was obtained during the observation when the TS speaks or corrects a behavior or response and during the interview of Participant

1 response stating, “not so good;” when asked the like or dislike use of the point sheet as a senior high school student showing non-verbal expressions while watching his own behavior, then turns and says, “it was good,” in relationship to the use of behavior patterns (Yu et al., 2014). This statement occurred during the time the Participant used exact words that were verbatim quotes from the interview that provided key findings for the study, indicating saturation, triangulation, and confirmation of the resulting findings.

Evidence of Trustworthiness

Credibility

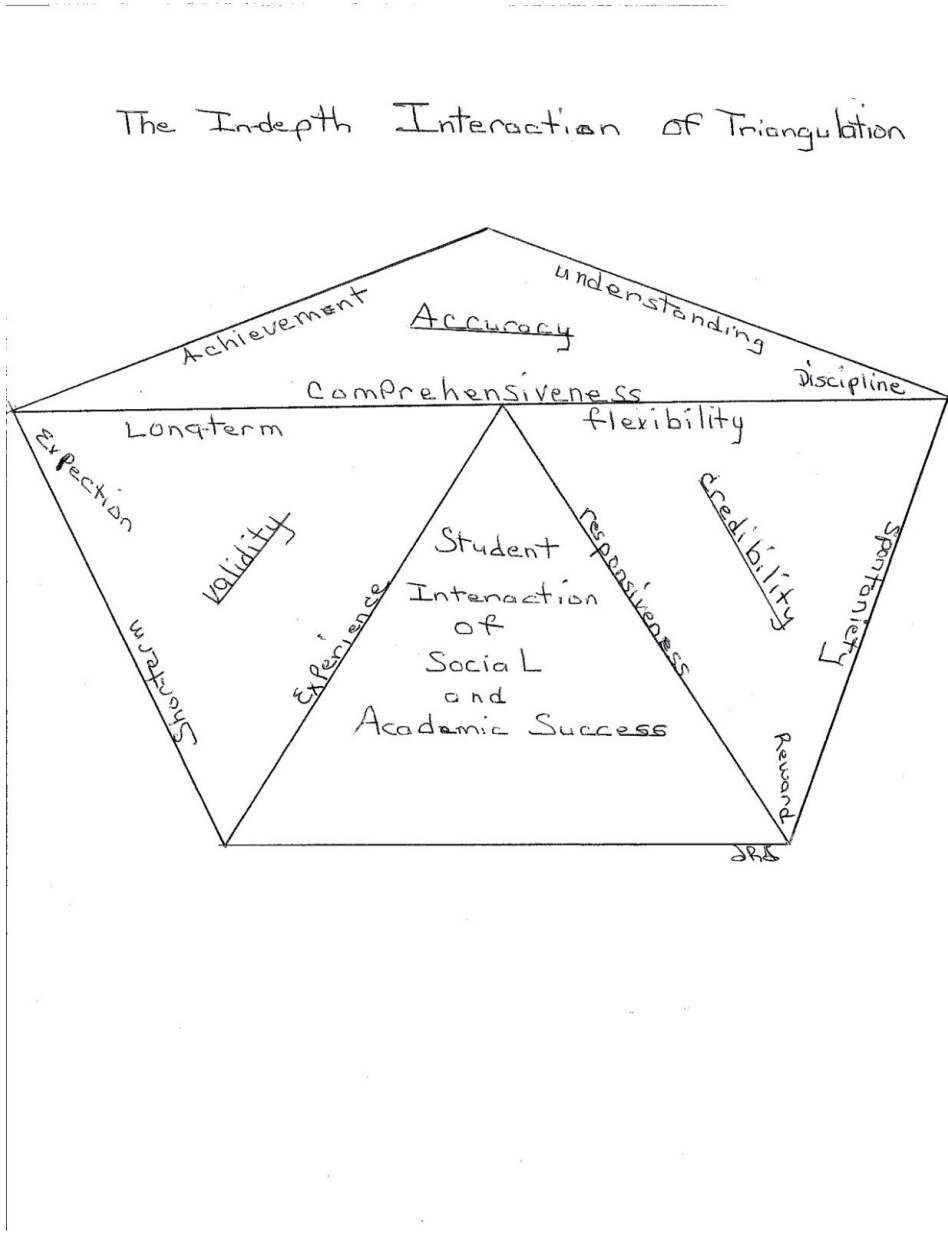
Triangulation and Member Checks

The use of a logical method used throughout the entire research phase implements an accurate description of credibility (Liao & Hitcock, 2018). My method of triangulation involved the use of multiple methods of data collection that was of the same phenomenon, consisting of interviews, observations, and taking field notes (Polit & Beck, 2012). The In-Depth interview (IDI) as my select method of triangulation was described as one of the most powerful tools to gain an understanding and to explore human beings’ topics in depth (Denzin, 1978 & Fontana & Frey, 2000; Patton, 1999). IDI interviews ranging from the structured and controlled to the unstructured and fluid provided rich information about individual experiences and perspectives (Russell et al., 2005). The IDI interviews allowed spontaneity, flexibility, and responsiveness for the participants. The triangulation approach provided a comprehensive understanding, data sources, and systematic data analysis. Through member checking, I presented the

complete written description of the document to confirm accuracy, credibility, and validity of the collected data of the study (Bekhet & Zauszniewski, 2012).

Figure 1

Triangulation



Transferability

Transferability in qualitative research is important for studies to be replicated in other areas and with different participants, this achievement is by specific explanations (Anney, 2014). The transferability of this study is indicated in whether the results can be transferred and become applicable to other settings. The thick description was used to increase transferability in this qualitative research study (Creswell & Creswell, 2018). A detailed description of the study was provided to readers with enough information to facilitate making connections to their own experiences, if there were any.

Dependability

Dependability in a qualitative study is important to trustworthiness because it establishes the research study findings are consistent and repeatable with the collection of raw data. Due to the use of 5 participants, per class at the same time was provided to whether participants obtained the same results if the researcher could observe the same thing twice. The phenomenological study provided categories as an essence of the phenomenon, (Creswell, 2007). Creswell descriptive illustration of the “essence of the phenomenon,” was used with a personal bracketing as I eliminated my feelings or interpretation of the collected data. The illustration also provided a coding category for significant statements, meaning sections, textural description, and structural description. The categories were a form of memo in the hand coding system consisting of an observed, interviewed, and an audio recorded data collection within the phenomenological study approach.

Confirmability

Confirmability ensured the interpretations, findings, and establishing was obtained from the collected data. In this study, my interview preference was audio recording. I retained a researcher's journal for the purpose of observation and reflection of the collection of data to ensure record for an ongoing flow and conclusive review. I assured bracketing on the setting because the researcher would need to bracket my behavior (Creswell, 2013). To acquire knowledge and understanding during the interview, bracketing my personal experience, biases, and perception prior to the collection of data, allowed the interviews to be completed with trustworthiness, credibility, and honesty, to ensure the confidence and importance of the participants of the participants' time and attention. The use of hand coding helped form an attachment to the interview as I reviewed the data collection to eliminate mistakes benefited the interview. I was able to go back and correct any changes to the data. Data coding was one important aspect to provide proof of the evidence of the elements that were in the analysis. Hand coding the data established security and privacy of the interviewee's stated description (Guba & Lincoln, 1982).

Results

The themes identified were short-term goals to assist daily classroom accomplishments, expectations, discipline, resiliency, and persistence: resiliency is used to correct behavioral responses, use of verbal and non-verbal communication demonstrates behavioral focus and interest, enthusiasm is expressed at levels of interest in activities, emergent levels within the research study procedure, goals implement a

reminder of the use of school rules that have been used to gain short/long-term proper mannerism, and transition/graduation approves comprehension and understanding with experience. A detailed description of the themes

Short-Term Goals Assist Daily Classroom Accomplishments through Expectations, Discipline, Resiliency, and Persistence

An accomplishment performed in the data provides a day the participants gained a goal without being eliminated from any class activities or exclusions.

The participants expectations included participating and following instruction.

Discipline included participant 1-5 interaction, using resiliency that included waiting to respond before the participant had permission to do so, and resiliency established character in areas of persistence, in learning, and understanding, through the purpose of positive behavior.

Resiliency is Used to Correct Behavioral Responses

Behavioral responses consisted of academic and social interaction by the participants. The interaction was implemented with an immediate behavioral adjustment of all participants through verbal and nonverbal responses.

During observation, the student responded to the ISS respectfully to show listening skills were improving through immediate adjustment that included response timing, this allowed the participant to refocus to give a positive and mature recollection in understanding what was expected and why it was important to adjust. In the beginning of the observation, Participants 3 and 5 would continue to complete what they were doing by ignoring the instruction of the TS, instead of changing immediately from one

assignment or activity to the next. This behavior termed as ignoring included the action of Participant 1 interrupting a conversation when the TS was speaking with an adult/authoritative individual, instead of waiting for the TS to speak with P1. The Participant immediately accepted the reprimand for his behavior then stated, "I understand."

Use of Verbal and Nonverbal Communication Demonstrates Behavioral Focus and Interest

Social communication was expressed often through verbal and nonverbal activity. This activity implements great participation through sports during physical education, such as football and hockey, music was demonstrated through singing individually and with others, participating in group activity such as job training which included working with others, the use of sound effects that are used during football game introduction, and art was demonstrated through the development of computer designs. Job training for all the participants included the ability to follow instructions with timing as an automatic spontaneity to change directions at any moment through cooperation in teamwork. Spontaneity, related to the change of plans which happened when an individual for a specific duty was absent, this caused change of plans through the altering of job assignments. Social communication was also demonstrated through the care and interest of another individual's well-being. These levels of participation expressed the daily interest of the participants to reach short-term goals using a systematic approach of self-discipline that rendered earned rewards daily.

The use of the point-sheet, as an immediate in-class mediator, aim, and purpose was to visualize the importance of getting a better understanding of necessary change/complexity without simplifying the reality of life too much. Meaning, behavioral focus was necessary to demonstrate the whole purpose of using discipline through parts of the overall outcome. As the week progressed the participant's interest in activities grew with enthusiasm of gained points as rewards. This level of self-discipline became the end-of-the-day activity.

Enthusiasm is Expressed at Various Levels of Interest in Activities

On Day 3 the Participants expressed their interest to do the right thing daily after reviewing their classroom behavior and activity responses on the point-sheet.

Respect was gained and communicated to authoritative individuals in charge, as the participants followed directions without hesitation. P3 asked the ISS if he was going to the job training stating, "I'm going right," this was a way to check if his behavior is acceptable. P3 verbally expressed he remembered the previous behavioral action that was not acceptable. The IS allowed P3 to attend the job training session; a strategy was used by the IS to assist P3 to demonstrate self-discipline through following directions.

Emergent Use of Unexpected Resiliency for Immediate Discipline

Participants were reminded to read the rules that are posted on the board as a reminder of what was expected of everyone daily. The rules that are posted are the general district expectancies that implement respect to others and to oneself. P1 takes a time-out to regroup to continue throughout the day, to obtain a satisfied outcome. The participant expressed he was aware of his need to regroup using immediate resiliency;

time-out helps the student to think, remain calm, and to relax. The decision of time-out was permitted by the ISS with wise and strategic encouragement.

Goals Implement a Reminder of the Use of School Rules that are used To Gain Short-Long-Term Proper Mannerism

School rules are a standard reminder for the participants of what is expected to gain and change behavioral mannerism into an active and positive result. As mentioned previously, school vision rules are an expectation that is provided on the classroom board daily as the school vision. The point-sheet is an additional tool for the participants to implement the revealed meaning and purpose of the school vision implementing self-reflection, self-evaluation, self-analysis, and self-monitoring. The self-analysis point-sheet provided the student an opportunity to use an immediate mediator that assisted the student to reach hourly rewards and goals daily. The participants stated they were excited to use the point-sheet to check how well they performed daily by checking and totaling their points.

Transition/Graduation Approves Comprehension, Understanding with Experience

The selected participants look forward to participating in job training. Job training is the beginning to daily outings that allow the students to participate with people outside of the school building and vicinity. This school advancement means the student is making progress toward transition, a long-term goal achievement. Transition means a student has reached the school age limit, can advance to independent living, live on his/her own means of support, is able to obtain employment, and/or graduate. Reaching the age of 26 means the individual is ready to or must move on. Meaning, it is vitally

important for the student to implement positive social communication and academic skills.

Summary

The analytical data collection was obtained from the observations, the field notes, and the interviews provided the descriptive response to the main research question- How do students experience the implementation of the self-analysis point-sheet as intervention to reduce disruptive classroom behavior-the five select participants interviewed responded with an inductive and incisive description of their interactive classroom behavioral improvement. The result of the process of the main and sub-questions, the for the use of short-term Goals Assist Daily Classroom Accomplishments through Expectations, Discipline, Resiliency, and Persistence, Resiliency is Used to Correct Behavioral Responses, Use of Verbal and Non-Verbal Communication Demonstrates Behavioral Focus and Interest, Enthusiasm is Expressed at Various Levels of Interest in Activities, Emergent Use of Unexpected Resiliency for Immediate Discipline, Goals Implement a Reminder of the Use of School Rules that are used To Gain Short-Long-Term Proper Mannerism, Transition/Graduation Approves Comprehension, Understanding with Experience. Other questions for the participants were as followed during the interview: tell me about your overall experience using the point sheet, how do you as the student feel about using the point sheet? In what way has the point sheet influenced your behavior, if at all? How does/or can the point sheet influence short-and long-term goals? If so, how? How would you suggest the use of the point sheet to other senior high school students? The participants agreed they would

suggest the use of the self-analysis point sheet be recommended and used by other senior high school students. In the next chapter I will describe these findings that will lead to the conclusion and recommendations.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this phenomenological qualitative study was to describe the lived experiences of senior high school students of a phenomenon to assess the effectiveness of the self-analysis point sheet, an alternative to more traditional interventions, used to address disruptive behavior in the classroom setting described by a select of participants. The study focused on understanding how students experience the self-analysis point sheet as an immediate intervention when they engage in disruptive classroom behavior, with Bandura's social cognitive theory of self-regulation (Bandura, 1991). A paucity of research, thus far, has been conducted on this alternative behavior management intervention, particularly using qualitative methods (Bottiani et al., 2017; Eagly, 2017). In this study, I addressed the call that, "Teachers prioritize the importance of the need for corrected classroom behavioral issues" American Psychological Association, (2017).

In this qualitative study, I used five senior high school participants in-class as I observed their behaviors and responses to their teacher, in-class specialist, and their given assignments, while doing their daily activities. Previously before the start of the research, I provided the TS (Teacher Supervisor) and ISS (Institutional Support Specialist) with the letter of cooperation, a set of self-analyses point sheets, a set of questions that would be asked during the interview, color coded folders and pens were provided for each student/participant to work with during the research study. I took notes during the 5-day period and interviewed each student. With the notes and individual interviews that were

audio recorded, I gained a summative coding table that provided codes, categories, seven themes, and excerpts from the five selected participants.

Interpretation of Finding

The key findings of this study aligned with Bandura's (1991), social cognitive theory to influence self-regulation through self-monitoring of one's behavior. The seven main themes in this study aligned the conceptual framework that are applicable to this study. The social cognitive theory consists of behavioral, environmental, and cognitive, converged to influence self-regulation through self-monitoring of one's behavior. In this study senior high school students needed to address their social behavioral responses with self-discipline to improve social and academic performances in the classroom. The use of an immediate in-class self-discipline mediator would assist the student with remembering and correcting his or her behavior. Improvement would allow the student and teacher to communicate in a positive manner implementing the desired social and academic results and short/long term goals.

The NCII (2015) concept of fostering independent learning and motivation implemented student self-responsibility by practical strategies and by overseeing their behaviors, actions, and decision making. This action encouraged the students to recognize the importance of an immediate mediator, the self-analysis point-sheet that was available at hand in the classroom. Bandura's (2015) and Sechi and Bui's (2016) cognitive perception process of acquiring knowledge and understanding was obtained through the student's thought process into experience, resulting in the use of the student's sense of perception to view others, how an individual views the self, how an individual

acts and reacts, and how an individual perceived others' actions and reactions. This empirical observed experience for the students provided human behavioral responses of Bandura's (1982), self-organism, self-reflecting, and self-regulating, implemented self-efficacy. Moustakas's (1994) study of consciousness directed the intervention assessing knowledge of realistic discipline to examine the student's lived experience with the point sheet, established positive social change for the student's set goals (Heintzelman (2019) and Wood (2017).

Heintzelman (2019), discussion of the experience of the MIL contributed self-efficacy to the participants environmental and coherence of stimuli that provided positive change within the classroom as the students differentiated behaviors and attitudes, that were negative by correcting and examining their expected results. The results included the student's use of resiliency during participation of studies, by asking and following instructions, and by waiting to speak or be spoken to by another student, the ISS, or TS. Coherence of external stimuli obtained, confirmed, and contributed to positive continual change and structural meaningfulness within the immediate classroom setting by adding student achievement and successful practices (Bandura,1991). MIL added well-being to the continued use of resiliency in the routine of classroom expectations as the students reviewed their behavioral improvements in social and academic activity.

Bandura's (1991), mental act of process using the point sheet inducements gained progress socially and academically with behavior support (Zhu et al., 2017). NCII (2015). The key components of the student's self-efficacy to improve the actions and self-regulations to manage an immediate situation, observational learning of their action,

and reciprocal determination—an influence by personal attributes and social environmental atmospheres within an educational setting, assisted the students to obtain their points and daily goals (Bandura, 1991). These classroom enhancements unconsciously projected and transferred classroom management (Allday et al., 2011; Debruin-Parecki et al., 2010), fostered independent learning for the senior high school students with a strategy that gave the students responsibility for their performances (Harvey et al., 2007; Sanders & Horn, 1995). This strategic educational and psychological approach excelled during this study beyond traditional learning, implementing the psychological factors that influenced the desired proactive academic success and established positive social skills (APA, 2006; Rosas & West, 2009).

Creswell's (2014) keystone intervention reduced negative challenging student behavior as the students showed more respect to their TS and ISS. This action enhanced respect for other classroom students as well as for themselves. Students challenged themselves from sleeping in class, ignoring instructions, ignoring TS by stopping what they were doing and beginning the next task. The students begin to show they understood by verbally communicating why they needed to move on to the next assignment due to the timing available. These results improved their ability to ignore any excess play and not contribute to any distractions. These short- and long-term goals provided quality intrinsic/extrinsic self-management.

The intrinsic/extrinsic strategic self-rewarding approach was rewarding overall for the entire classroom setting as a positive enduring academic and social change overall through student self-monitoring (Parks & Hinsz, 2006). Creswell's, (2014) and Parks &

Hinsz, (2006) strategic discipline control and self- monitoring implemented positive communication skills. As the classroom setting recognized the respect of a realistic intervention of self-discipline, the classroom gained class management interactions (Kratochwill, DeRoos, & Blair, 2015). (Kratochwill, et al. 2015) accomplished trust and validity through the unification of student and teacher interactions within a learning environment. I used Brophy, (1983;1998; 2013), social findings approach, of a social constructivist management that was transmissional on a larger scale within the learning environment for the student self-analysis practice (Wisner & Starzec, 2016). The keystone approach eminent of an improved learning environment produced a real-life experience within the growing society (APA, 2006). This strategic approach enhanced student participation as a positive enduring academic and social change through self-monitoring (Parks & Hinsz, 2006).

The adjustment and intervention through self-discipline of the student's behavior improved their knowledge and understanding of their best self (Bottiani et al., 2017; Carillo, 2018-19; Dotterer & Lowe, 2015; Zhu et al., 2017). In this area of study, it was not easy for the student not to express his personal feelings verbally or non-verbally (Cherry, 2019). The students expressed control over likes and dislikes, understandings, and misunderstandings in or during class activities. The use of resiliency was a resource for the students to revisit and use continuously throughout the course of study. Wenslag (2018), stated high school seniors are likely to encounter stressful times in their lives. Resiliency was used as a tool for creative opportunities for personal empowerment (COPE). COPE used as an immediate mediator can assist in three fundamental areas of

interest-thoughts, feelings, and actions that allowed the students to observe their behavioral responses and refocus on the immediate mediator, the self-analysis point sheet that implemented the characterization of positive social communication skills of self-efficacy, a determinant resiliency factor (Cherry, 2019; Wenslag, 2018).

After the proactive affect strengthened the classroom relationship and created a control atmosphere (Kratochwill et al., 2015), the students observed, reviewed, and gained the result of positive communication, the student was able to praise himself and his classmates, (giving high fives) for a job well-done and their well-being as a student, the students were able to obtain the reward and accomplishment they worked for (Creswell, 2014; Ducharme & Shecter, 2011; Vincent et al., 2015). Prochaska et al., (1992) emphasis to move to higher levels within oneself through motivation, will-power, and change played a key role in self-regulation because it encouraged the students in working toward a short and long-term goal. These goals stated by the students during the review included getting and keeping jobs, obtaining, or making money, purchasing select items of interest such as instruments in music.

BrainMass (2017), discussed change as a part of progress within the human life cycle along with the need to move forward. As an individual raises-lift or move to a higher position or level, the individual initiated willpower and decided and initiated action in discipline, creating more awareness of the control factor they used to change (Prochaska et al., 1992). The students recognized instinct of emotional reactions caused negative issues that minimized their scores and points. Instead of reacting emotionally they resulted in resiliency from voicing their opinion or thought, this reaction

sometimes responded with a shrugging reaction of the shoulders by moving them up and down without verbal communication (McFaul, 2017).

A step of determination through resiliency was observed as P3 fought to stay awake. This behavior was viewed as a real-life experience producing social and academic improvement by pushing himself to read during class without standing as suggested by TS to stay awake. Everyone reacted in a positive manner through verbal praising and applauding P3 for his effort to socially and academically interact and by pursuing and adjusting to fight against himself through resiliency, implementing personal power and growth (Wenslag, 2018) within the learning environment (Sanders & Horn, 1995). The main goal of reaching the ability to discuss likes and dislikes as a student with the TS or ISS, made the decision to force himself to stay awake without causing class disruption, implemented another level of discipline and maturity (Ducharme & Shecter, 2011; Meyer, 1922).

During the time P3 received praise, he continued to improve in ways to remain awake by volunteering to read and respond to the TS during classroom activities. This action acknowledged as an alert performance caused the student the ability to respond respectfully (Scientist, 2019) and not in a mundane disrespectful behavior. Usually, when a student is asked to do a thing by an authoritative figure that could draw attention to embarrassment, the student usually responds with a negative comment or reaction. Instead, the student created the achievement of classroom interaction, the desired outcome a student and teacher desires (Dorfler, 2019). This improved behavioral reaction of internal fortitude to endure discomfort during unfavorable circumstances, thus

it implemented academic and social growth within the moment (Eisenbach, 2014). In this situation, the student was able to examine his responses by empathizing with the class setting and considering *his* outcome as he questioned the TS, “I am going right,” because this is usually a behavior that could cause the students nonparticipation if the student does not follow instruction. In this situation the student was able to discipline himself as well as look out for the other student’s score/points to achieve higher scores through self-discipline (Heynen, 2018) implementing Maslow’s (1943) hierarchy of needs as a self-actualized problem-solving peak experience, the experience of looking out for others that gives satisfaction for all.

The peak experience happened when the student accomplished his desired goal through self-discipline. The categorization of the motivational purpose was extrinsic (outside the person) and intrinsic (within the person). Both consisted of the steps of support in contemplation-being aware there was a problem and should seriously consider making a change; preparation-initialized the intent to take action to change: action-the modification of the student’s behavior, experiences, and environment to overcome the problem/issues of the final project which included commitment of time and energy, gaining external recognition through self-maintenance the prevention of relapse as a continuation, and not an absence of change.

I acknowledged the influence of Allen, et al. (2018) the GAM (General Aggression Model) as a group mediator within classroom settings, assisted in the analysis to understand, as the students discussed their scores/points to adjust decision processes and situational factors (Dotterer & Love, 2015). Social behavioral

representation was applied in the student's classroom performance, participation, and ability for immediate change. This behavior of McClelland's theory of acquired needs of the power to achieve and affiliate the point sheet questionnaire as an immediate mediator became Maslow's environment of safety, belonging through love expressed by support of Vroom expectancy implemented self-efficacy, performance through maintenance outcome, and valence to make good choices of communication that made a positive change displayed through group relationships of real-life internal/external truths within the classroom (Van Zomeren & Spears, 2009).

Vroom theory was applicable in group collection or needs to assist in areas concerning students accepting or doing an absent student's job/responsibility (Van Zomeren & Spears, 2009). Real-life situations occur in everyday life, causing entire groups in classroom, work, and home settings such as cleaning/straightening the classroom before dismissal, this also provided growth that acquired knowledge and understanding for the students (Emiliani & Passini, 2017; Kitiyama, 2017; Wright et al., 1990, p. 995). In explanation, the proximate processes of GAM provided details of the student's personal and situational factors that influenced cognition processes, feelings, and arousal, which in turn affected aggressive or nonaggressive behavioral outcomes in a positive manner (Dotterer & Lowe, 2015). These select students examined the additional immediate in-class mediator feature of a self-analysis point sheet, a vast aspect of the social psychological human function in routine and resilience was needed to understand what made life meaningful and important between social communication and the daily expected behavioral results instantaneous.

Limitation of the Study

The limitations of this study were designed for a small group of high school students ages 18-26 years, at the 12th grade level. In as much as this study was designed with the building of character academically and socially using the basic school rules agreed upon at the entrance and throughout the completion of the student's educational training procedure, in discipline and guidance to implement, to project, and to initiate the acceptable set of goals. This procedure emulated a positive social change of behavioral classroom achievement. Social change can be used to build relationships in the present and future, short- and long-term implementing guidance and direction.

Another limitation was to implement trust and honesty and to eliminate any biases with the use of bracketing. I was careful and alert not to implement any gestures, verbally or non-verbal behaviors. Also, I was careful to avoid any questioning that would produce undue influence by forcing or indirectly imposing my views or my thoughts by any means of persuasion. Other limitations as an Educator/Teacher Substitute of the participants I may have taught, I did not participate in any of the classroom activities; I was present only as a researcher. The students were made aware to respond without caution as to my position, but to give honest responses. This was included to eliminate any weakening of the research.

The execution of this study without stating, it is impossible to know if the tool, the self-analysis point sheet was effectively working as I observed the participants' behavior and as they looked forward to the gaining of scores/points daily. The ultimate

findings are the results provided discipline in every aspect of what a classroom is designed for. An addition to the limitation of the study was the social change that implemented the cause-and-effect relationship of one event that caused another event to occur (Cottrill, 2018; Feltz, 1982). The limitation of the study questions social change as a short-term effect for the moment or is it a long-term implication. For this study, the purpose and accomplishment of the point sheet was to provide an immediate mediator to eliminate any suspension and to increase positive in-the-classroom participation. To ensure the trustworthiness of the study was defined in description is, it provided the necessary participation, the data analysis indicated that I had reached saturation, meaning, the design of the study eliminated classroom disruption.

Recommendations

This study addresses the call that, “Teachers prioritize the importance of the need for corrected classroom behavioral issues” (APA, 2017). Providing additional research findings on the self-analysis point sheet method from the point of view of the students will provide an additional perspective that may offer additional insight into the effectiveness of this behavioral management strategy, thus potentially increasing its likelihood of use by educators. I examined the lived experience of students who were given the self-analysis point sheet as an intervention to decrease disruptive classroom behavior, to further research of the cause and effect of the results that are grounded within the strengths of the in-depth persistence of the students to gain points/scores that revealed their desires to better their academic and social behaviors within a changing society.

The self-analysis point sheet serves as an inductive conceptual form of mediation, allowing the students to observe self-change academically and socially, enabling the student to see and understand the cause of action that will potentially influence positive lifelong learning (Woods, 2017). It indicates to the students the academic and social areas that need improvement and it assists as a challenging in-class mediator for the students. This enables the student to view, read, and recognize the necessary changes within his/her behavior (Mulvey et al., 2014).

Furthermore, this intervention supports and fills the void of an in-class self-discipline tool, contributing to the student setting goals, implementing student/teacher positive relationships, and allowing the student to see his or her own behavioral improvement academically and socially. It has the potential to foster the ability of the students to acknowledge and understand the relevance of positive social communication skills in class, in the community, at home, and within oneself.

Implications

The implications of this study for positive social change can continuously elicit a positive social impact in communication and student/teacher relationship within a classroom setting as well as within an individual's community environment. This action can eliminate any suspensions, improving academic and social outcomes. The purpose and actions of achieving positive social communications can be demonstrated in group-based/collective characteristics of the student into real-life experiences. Real-life experiences that are beneficial include family, organizations, and the global growing society. Students can learn to trust and believe in themselves, their teachers, and others.

Trust in this study is obtained as the student realizes he/she should be honest with their behavioral responses. As the student recognizes and accepts his/her lack of contribution to a positive behavioral response, he/she will be able to review, recognize, and adjust his communication skills immediately. This adjustment may assist in self-management through self-discipline. This finding can strengthen and improve social community actions that include job ready interaction skills.

The use of the self-analysis point sheet suggested as a recommendation by the participants of this study, as a reminder as an immediate in-class mediator, and a character builder can improve classroom settings at various levels with positive academic and social, short, and long-term goals. This finding is the stated desired goal of teachers that can provide the vision for the stakeholders to invest in. This investment would include and embrace an atmosphere that enables a safe and improved educational environment.

Summary

In this chapter, I covered the findings of my current research and the interpretation of the study. The peer-reviewed literature in Chapter 2 is compared to the knowledge and discipline of this study findings. The themes analyzed in this chapter consist of the interpretation of the findings, the limitation of the study, recommendations, and the implications of the impact of positive social change. This study describes the desire of educators who needed in-class mediation for disruptive high school seniors. Senior high school students are faced with multiple decisions and situations in their lives. The need for an in-class mediator would build teacher/student

relationships implementing the main objective of education, to build self-skills through social and academic characterization short and long-terms. Students need to learn and understand the purpose and goal throughout the required educational system is to implement the skills needed to better prepare our youth for real-life experiences. Senior high school students need to use and know it is vital to obtain positive social communication skills to continue to move forward. Self-discipline along with positive communication skills is needed to progress in an individual's daily lives. The need for an in-class self-discipline tool as an immediate mediator is needed to assist a student in remaining in class.

Conclusion

Teachers have desired an intervention discipline for high school students that are disruptive in the classroom. The use of a self-analysis point sheet as an immediate classroom mediator improved senior high school students' communication skills socially and academically. Findings during this study implemented students gaining knowledge and understanding of self-efficacy by using self-responsibility through working toward a daily short-term goal that advanced to the students' projecting their daily and long-term outcomes.

This study was conducted during the Covid-19 Pandemic. The value of social communication in any manner was significant to everyone that was able to come together again. Education and the presence of teachers, student peers, and the mere existence of life implemented the appreciation of respect for others. The use of the self-analysis point sheet as a guide that is the general set of school rules were given and made available to

the students in a less but rigorous way through question, to understand the in-depth meaning and purpose of learning and interacting with others in an acceptable manner.

The students were able to learn and know disruptive behavior not only interferes with the teacher's plans, but with everyone's progress, especially the student causing the disruption.

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Appendix A: Student Self Analysis Sheet

1. Did I(student) discipline myself today?
2. Was my(student) behavior respectful to myself?
3. Was my(student) behavior respectful to my teacher or person(s) in charge?
4. Did I(student) respond in a respectful manner?
5. Did I(student) allow myself to regroup if I(student) responded inappropriate?
6. Did I(student) do all assigned work today?
7. Did I(student) raise my hand and wait to be called on?
8. Did I(student) participate in the class activities?
9. Was I(student) satisfied with my outcome today?

10. How many points did I(student) receive for my results today?

Total Points Earned: (total can be 50 points)

period1 period2 period3 period4 period5 period6

Appendix B: Interview Questions with Research Questions

Main Research Questions

RQ1: How do students experience the implementation of the self-analysis point sheet as an intervention to reduce disruptive classroom behavior?

Sub questions:

SQ1: How does the use of seeing and applying a point-sheet as an in-class mediator decrease in-school and out-of-school suspension?

SQ2: How does a self-analysis point-sheet serve as a positive social change tool?

Appendix C: Color Coded Interview Greeting

Good morning, Student/Participant 1,

How are you today?

Thank you for meeting with me today:

I will be recording our conversation to help me review what you say accurately(correct);

is this okay with you?

You may stop the procedure at any time.

Again, thank you for our meeting today.

You may return to your seat,

Thank you for your time.

Appendix C: Color Coded Interview Greeting

Good morning, Student/Participant 2,

How are you today?

Thank you for meeting with me today:

I will be recording our conversation to help me review what you say accurately(correct)

is this okay with you?

You may stop the procedure at any time.

Again, thank you for our meeting today.

You may return to your seat,

Thank you for your time.

Appendix C: Color Coded Interview Greeting

Good morning, Student/Participant 3,

How are you today?"

Thank you for meeting with me today:

I will be recording our conversation to help me review what you say accurately(correct);

is this okay with you?

You may stop the procedure at any time.

Again, thank you, for our meet today."

You may return to your seat,

Thank you for your time.

Appendix C: Color Coded Interview Greeting

Good morning, Student/Participant 4,

How are you today?"

Thank you for meeting with me today:

I will be recording our conversation to help me review what you say accurately(correct);

is this okay with you?

You may stop the procedure at any time.

Again, thank you for our meeting today.

You may return to your seat,

Thank you for your time.

Appendix C: Color Coded Interview Greeting

Good morning, Student/Participant 5,

How are you today?

Thank you for meeting with me today:

I will be recording our conversation to help me review what you say accurately(correct);

is this okay with you?

You may stop the procedure at any time.

Again, thank you for our meeting today.

You may return to your seat,

Thank you for your time.

Appendix D: Research Sampler Interview Questions

The questions for the participants are as follows:

- Tell me about your overall experience using the point sheet.
- How do you as the student feel about using the point sheet?
- In what way has the point sheet influenced your behavior, if at all?
- How does/or can the point sheet influence short-and long-term goals? If so, how?
- How would you suggest the use of the point sheet to other senior high school students?

Appendix E: Interview Question Response Sheet

- Tell me about your overall experience using the point sheet?

- _____
- _____

- How do you as the student feel about using the point sheet?

- _____
- _____
- _____

- In what way has the point sheet influenced your behavior, if at all?

- _____
- _____

- How does/or can the point sheet influence short-and long-term goals? If so, how?

- _____

-

- How would you suggest the use of the point sheet to other senior high school students?

- -----

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