

The GRIN Approach: Minimizing Disruptive Behaviors and Increasing Academic Engagements

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ABSTRACT

Learners cannot learn in chaos. Teachers as facilitators of learning is also the classroom manager. Numerous research and studies have correlated that positive classroom management is vital for effective teaching and learning to happen. Studies also showed that disruptive behaviors

inside the classroom will be a great hindrance for learning if not addressed properly.

On the other hand, studies have also shown that corporal punishment or punitive approaches to disruptive behavior have cause more harm rather than to solve the problem. These negative

responses were able alleviate and not decrease the learners sense of responsibility with their actions. Inflicting fear within them is not an effective solution to stop the learners misbehaviors.

The GRIN Approach (Guidance, Redirection and Interaction Notebook) is an intervention which helps to minimize classroom's disruptive behaviors and increase the learners' academic engagements. Through anecdotal records in the form of journal pseudo social contracts, learners, parents and or guardians and the teacher agree of certain personal interventions suggested by the parties that can help the learners reflect on the consequences of his/her behavior inside the classroom. The GRIN Approach also increases the academic engagements of the learners especially those who are at risk of dropping out or engaging into belligerent behaviors.

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Introduction of the Research:

Classroom management is an all-out concern of every teacher. As the facilitator of learning inside the classroom, he/she must set forth a good classroom setting which is conducive for learning. This learning climate should include well-disciplined and cooperative learners to make the flow of lessons run smoothly inside the learning area.

This study aims to minimize the disruptive behavior inside the classroom. Through the GRIN Approach (Guidance, Redirection and Interaction Notebook), learners reflect on their behavior making them more responsible of their actions. Using writing to reflect on the consequences of their behavior such as anecdotal records and social

contracts the learners will pin through their minds to be responsible of their behavior inside their classroom.

This can also help the teacher to manage the class based from the principles of positive discipline through restorative discipline to avoid corporal punishment and punitive communication. Through this, the teacher as the classroom manager would be avoided to inflict punishment especially to the learners at risk of dropping out and those with belligerent behaviors. The GRIN Approach also promotes better partnership between the learners, the parents/ guardians and the teachers for they make journals and social contracts together to better address the disruptive behaviors inside the classroom.

All in all, the GRIN Approach is an intervention that helps the teacher managed the classroom and execute the curriculum at ease while improving the learners' behavior.

Review of Related Literature

Effective classroom management is necessary for all teachers. It involves all aspects of what is going in the classroom while lessons are being taught. It also includes elements of classroom discipline but focuses more on creating a peaceful learning environment that is comfortable, organized, engaging and respectful both to the learners and the teacher. Classroom Management Strategies can help set the tone for positive interactions, cooperative learning, and to provide a plan ensuring the lessons to run smoothly.

Despite the efforts of building harmonious relationship inside the classroom, there are some unavoidable circumstances of clashes. This may be between the learners or at some time between

the learners and the teacher. At this point, there the teacher should make necessary ways to patch in the gap between the relationship inside the classroom and to attend to needs of intervention of the learners' behaviors.

According to the survey, 75% of the teachers around the world would spend more time teaching and teaching effectively if they had less disruptive behavior in their classrooms (Public Agenda, 2004). This survey justifies that classroom management is vital for learning to take place. A teacher who is more concentrated with teaching rather than addressing misbehavior inside the classroom is said to be more effective and efficient. Addressing disruptive behavior inside the classroom is a serious business. It is one of the major concerns of the teacher but it should not eat up the time especially that which is meant for actual teaching process.

The teacher should make the classroom conducive for learning. It does not only pertain to the physical facilities of the learning area but more on the emotional comforts of each learner. The learner who feels safe inside the classroom has more focus on his/her studies rather than those who do not feel the same way. A safe classroom atmosphere creates a sense of tranquility that makes the flow of learning effective. It rises the level of interest and motivation of the learners. In the works of Betts, Hanley and MacKinnon in 2010, they sighted that students and teachers who do not feel safe in school will be unable to be full partners in the learning process no matter how invigorating or challenging the curriculum might be. They irritated that, "every teacher... maintain proper order and discipline on school property." They also sighted that the entire school system and the community at large should be supportive for a positive learning and working environment.

They mentioned that the key for overall successful discipline are; teachers and administrators must set the right tone in the whole school from the start of the year; that in order to impose school rules that works, it should be clear and shared by everyone. Overall, they said that discipline is solely a function of good rules, good management and good communications. The teacher, administrators and the stakeholders should work hand in hand in ensuring that the school is a safe place to learn and to stay with. They should assure the learners that the place they stay, especially classrooms is a haven where they can stay and execute their activities as a learner.

If the learners feel safe inside the classroom, they will not worry on other things rather than learning. They will develop a sense of concentration that will them in understanding their lessons well. The learners will also feel their likeness to develop their social skills by mingling with their classmates and to positively respond to the teacher. In the study made by Hood-Smith and Leffingwell in 1983 and was proved by Visser in 2001, there is a significant positive correlation between the classroom environment, the student behavior and the learning engagement. The study shows that if the classroom behavior is well, the learning engagement of the learner is high. Thus, it can be concluded that if there is poor classroom management, it may result to learners' misconduct that will therefore result to the shattering of learning outcomes inside the classroom. This suggests that the teacher must secure a peaceful undisturbed classroom environment for teaching to be effective and learning to be maximized. The study also proves that classroom management and academic engagements are symbiotically connected for effective learning to happen.

The right physical environment promotes positive learning community. The teacher should design a safe, well-managed and friendly classroom environment. Through these, the learners feel a sense of ownership. They will be motivated to make classroom activities and even beyond it. In the work of Alber (2017), if the learners will be allowed where to decide how to decorate their own rooms, their value as a person and the more that they become enticed in learning.

For a teacher to effectively manage the classroom, he/she must prioritize building relationships, leveraging time and designing behavioral standards. The teacher cannot work alone in executing great classroom management strategies. He/ She needs help from the people around especially with the learners. They need to collaborate with each other to form a relationship which is beneficial for the learners. In the study of Johnson in 2016, he cited five priorities in classroom management. These are; developing effective working relationships with learners, training learners on how learning takes place in the classroom, protecting and leveraging time, anticipating learners' behaviors in a well written lesson plans and establishing standards of behavior that promote learning. As to this components of effective classroom management, it is crucial to build interaction and relationship with the learners. Though the teacher established rules on the first day, he/she should closely monitor all the time or even incorporate it while teaching the curriculum. With these practices, the teacher does not feel as a superior in the classroom but rather its facilitator. He/ She feels at ease in managing the classroom because the learners are actually part the of the system the manages it. The learners would feel inferior for they have certain responsibilities that are expected for them to enact. They feel empower at the same time

responsible of the consequences with their actions. The partnership between the teacher and the learners will create a harmonious relationship inside the classroom.

To bring rapport within the learner, the teacher must build a sense of community inside the classroom. Building a community is the cornerstone of classroom management. It promotes the values of caring within each other. In the work of Alber (2017), she said that teachers sound be as accommodating to all as possible. Greeting the learners while they are going inside the classroom is one way to build connection with them. This is very valuable for the learner for it implies that the teacher respects them. It also implies to learners that this is how they should communicate with each other.

If they are engaged, they are managed. Having the learners as part of managing the classroom gives them a sense of belongingness. Making them a part of managing the classroom rather than managing them alone awakens their sense of responsibility. Through giving the learners space, they learn to exercise their individuality and creativity. They also make use of their critical thinking and decision skills. These hone the learners' personality and reflect on his/her status inside the classroom. In the study of Guardino and Fullerton "Changing Behaviors by Changing Classroom Environments," "in 2010, they modified the classroom climate of a teacher who was experiencing bad behavior with her fourth graders. They observe the classroom setting and they modified the environment through adjusting the furniture and activities inside the classroom. They generate specific spaces for learners where the learners can perform specific tasks related to learning. They made it more student-centered to make them more engaged of

the classroom climate. After the intervention, the study showed that modifications of the classroom environment increased the academic engagements and decreased disruptive behavior among the learners. This suggests that the teacher should be keen and sensitive in the needs for engagement of the learners. The classroom atmosphere has a great impact in securing learning inside the classroom. Improving this can help the learners better focus on learning. This process is de-clogging their other worries making them more concentration on studying. Scouting their interests, being sensitive with their behavior and attending to it has a positive correlation between their behavior their and academic achievements.

The learners should feel that they are in the classroom to learn. The teacher should set that the classroom is learning area where they will study. This sets the mind of the learners to study which is the one the first crucial part of classroom management. In the book written by Walters and Frie (2010) they said that a controlled classroom environment is essential for effective learning, good teacher-learner-parent and or guardian relationships and peer collaboration. The power of the partnership of the teachers, parents and guardians and the learners are never beatable in terms of classroom management. Cooperation between them is a must for it is the foundation one of the foundation of good classroom management. On the other hand, they also sighted that if the school has difficulty in establishing and enforcing a discipline policy, higher rates of teacher burnout and turnover would likely be experienced. Since addressing to disruptive behaviors is also a stressing work for the teachers, they cannot rest well and may suffer fatigue. It constitutes to the teachers realizing how hard teaching is. According to them, if the learners were not engaged in committing themselves with self-discipline,

teachers would more likely spent more hours on other activities rather than executing the curriculum. This will result to more work for the teacher but lesser engagements to the learners. This effect is harmful in the part of both parties since they are not engaged on what they should be really doing; facilitating and learning.

Disruptive behaviors comes in many forms. They may be classified into the most common ones to the most unacceptable. In a study conducted in the University of Hong Kong, they found out that the most common classroom disruptions are talking without permission, non-attentiveness, day dreaming and idleness (Sun and Shek, 2012). On the other hand, the most common unacceptable problem behavior was disrespecting teachers, disobedience and rudeness. These learner's misbehaviors, may be classroom disruptions or unacceptable behavior are all hindrances for maximizing learning to happen inside the classroom. Since these misbehaviors exist within the system of the classroom, the teacher will have a hard time facilitating learning in it. The academic time may be used up in addressing it and may sacrifice the quality of learning. At the same time, these disruptive behaviors especially the most unacceptable ones are threats to both the teacher and the learners. This may cause stress and even trauma on both parties. The psychological, emotional and even physical effects of these behaviors to each parties may result even to the failure of learning.

Positive Discipline

Discipline is always confused to be punishment. Discipline aims to teach and develop through instruction while punishment tends to focus on the negative behavior and responds also in a negative way. In history, punishment has been a part of the academe. In a study conducted by

Save the Children in 2005, 85% of the learners have experienced corporal punishment, which they experienced at home. It tends to punish the learner whenever he/she has not performed in a manner that he/she is expected. Inflicting fear and pain has become part of the life of the learners and this by culture is accepted to be the perfect form of discipline. On the other hand, as this form of approach has go deeper in time, problem regarding the incorporation of this method of discipline has risen. Learners who have undergone the process of pain and humiliation have also become the avatars inflicting fear to the next generation. It has also cited on studies that corporal punishment in any form, may be physical or verbal, constitutes to personality disorders and even psychological paralysis. It increases aggression, increased delinquency and anti-social behavior. Corporal punishment is also associated with lower self-esteem and poorer academic success.

Eventually, the theory of corporal punishment has been refuted and little by little eradicated in the educational system. The United Nation convention on the Rights of the Child requires that the state take necessary measures to protect the child from all forms of violence. It should prioritize ensuring that the school discipline is administered in a manner that promotes consistent child dignity and conformity. In the Philippines, the Department of Education has mandated to the prohibition of corporal punishment and the practice of positive discipline both in public and private school. With its Deped Order N0. 40 s. 2012., known as the "Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse," everyone in the department including the teacher must secure

that each learner will safe from any form of violence no matter what the situation.

On the other hand, the people, especially those in the academe has continually in search for different approaches to strengthen discipline within the learners. One of these is positive discipline. It encourages development of life skills to so learners can grow to be socially and emotionally healthy individuals; getting along well with others while feeling good about themselves. It has a goal of changing and preventing negative behavior. This approach concentrates more on behavior than the person doing it.

According to the study of Craig-Dalsimier, *Effective Discipline: Strategies to Help your Child Behave* of Military Child Education Coalition in 2012, they define discipline as “to teach and to guide.” It implies that discipline is not meant to punish or to harm. This means that violence cannot solve anything. To effectively promote good classroom management and attain great classroom environment with lesser disruptive behavior and higher academic engagements, the teacher need to reform the system himself/ herself with a more peaceful approach.

Positive Discipline is constructive. It sets goals for learning and find restorative solutions to challenging situations while being calm. It promotes the respect of the learners’ developmental levels, rights to dignity and physical integrity and their right to participate fully in their learning. According to the book “Positive Discipline in Everyday Teaching; Primer for Filipino Teachers,” (2015) a collaborative work of DepEd, E-Net Philippines and Save the Children, positive discipline ought to find long term solutions that develop learners’ own self-

discipline; constitutes clear and consistent communication; gives consistent reinforcement of the expectations, rules and limits; based on knowing each learners and being fair to them; aims to build powerful respectful connection with the learners; models courtesy, non-violence, empathy, self-respect and respect to others; it also increases the learners’ competence and confidence to handle academic challenges and difficult situations.

Positive Discipline models that there is no bad learner, only good and bad behavior. This believes that a good behavior can taught and reinforce while alleviating bad behavior without inflicting physical and emotional pain to the misbehaving learners. With this approach, the teacher helps the learner in helping the him/her in how to handle the situations more appropriately while remaining calm, friendly and respectful.

In the module written for the Maryland Child Care Resource Network in 2009 states that Positive discipline does not only include interventions to be used in with children who misbehaved but also techniques to create peaceful and fair programs. This does not create punishment to the misbehaving learners but addresses on how to correct and redirect the behavior in a peaceful and constructive way. Positive Discipline does not inflict pain but rather trying to make the learner realize the consequences of his/ her actions. This signifies that positive discipline is an effective intervention in honing a learner’s well-being, may be it about his/her outlook about himself/herself or towards others.

On the same module, it is sited that Positive Discipline helps children to develop self-discipline, responsibility, cooperation and problem solving skills. This shows that children can benefit

well in this approach rather than corporal punishment which according to research resulted to more negative behavior as the learners develop more undesirable behavior which they manifest even later in their lives. With Positive Discipline, the learner also tends to relate his/ her learnings and actions with the real world making him/ her infer on the possible solutions to his/her problems.

On the said module they also sited redirection as a part of positive discipline. Giving alternative activities related to the misbehavior rather than punishing them is more effective in dealing with disruptive behavior. Redirection corrects the misbehavior of the learner and try to construct a better behavior that will alter. Redirection stops the inappropriate misbehavior by the refocusing the learners' energy in a more appropriate manner. This also sets variety of activities that may alter the focus of learner. This suggests that rather than giving punishment, give the learners a task to inculcate the sense of responsibility, self-discipline and critical thinking.

On the same work, they define effective discipline as not only on responding to something to a learner's misbehavior but also reinforcing when the learner does something right and teaching him/her self-discipline so he/she avoids future misbehavior. This is through commending the good behavior of the learner. They also mentioned that corporal punishment such as spanking and other forms of physical and emotional punishment can lead to embarrassment, shame, fear and low self-esteem. These also teach the learner to respond in aggression. Children who experienced corporal punishment may feel loss of control. This study suggests to aim to increase communication and reinforce both clear rules and consequences that match each learner.

Punitive response to the disruptive behaviors of the learners can be a hindrance for a teacher to find out their needs. The key aspect to understand the learner and find out the solution why they misbehave is through listening. In the work of Lana, 2017, it is said that investing time in building physical and familiarity with the learning environment, instead of nervously anticipating disruption, changes the educator's perspective towards the whole class, their interaction with individual learners, and their self-awareness. The teacher should be optimistic about the positive behavior of each of his/ her learner. He/ She should trust them that they be responsible citizens who are able to make sound actions and contribute well in the community. It has reiterated that the teacher is the one who is held liable in the classroom atmosphere and not the learners. It is the teacher who can control the classroom climate. He/ She dictates the classroom set-up. He/ She should maneuver the whole class into learning. He/ She himself/ herself is a motivating factor to study. In the experiments which Lana (2017) conducted, it was clear that it is the teachers very own behavior is the one he/she clearly controls. In her work, the results show that if the teacher negatively responds to the disruptive behavior, it would not be helpful on both ends. This can cause stress and anxiety on both parties involved. With this, the teacher should make some time to study and investigate the behavior inside the classroom fairly. In this work, Lana made use of Mapping Behavior and Disappearing Teacher. Both approach has initiated tasks wherein the teacher facilitates more and observes the behavior of the learners.

The teacher is the one who manage the class and not the other way around. He/ She sets the standard inside the classroom. He/ She promotes the learning inside the classroom for he

/she serves like the captain of the ship. In the work Curwin in 2012 “How to Make Consequences Work,” he told that the components of an effective school or classroom plan for discipline is learning a new behavior (redirection) and social contracts. This agrees with DepEd and Save the Children’s view about Positive Discipline. He also wrote that for an intervention to work well, it should be one which engages the learners, include their ideas and they should be dealt privately and non-confrontational. It is said that sarcastic inflections to the learner might stop the bad behavior for a while but will result to a higher level of resistance in the latter. He said that the best way to talk to a disruptive learner is to talk to him/her privately, make eye contact when culturally appropriate and talk softly but with impact. He also mentioned the sequencing or the traditional way or consequences like the “first, second to third violations” type of discipline makes no sense and no purpose except to insult the teacher and fail with the learner. This results the learners’ thinking that they can still have chances if they do the bad behavior again if they can handle the consequences. The better way to use sequencing according to Curwin is to list down all the consequences of a certain disruptive behavior has with the teacher together with the parents and the learners. This way, the learners can reflect on the actual consequences of his/her behavior. Through this, the teachers together with the parents and the guardians can thoroughly explain to the learner the consequence of how he/she behaved. Curwin, in the same work also mentioned that it is never fair to treat your learners equally. He justified that every learner has different needs and responds to a certain intervention differently. He said that to address a disruptive behavior, the teacher must deal with the cause of the inappropriate behavior and not the number of times a certain learner was caught behaving inappropriately. Curwin also addressed

that the learners themselves can choose the best consequence for their behavior. When the learners choose their own consequence or intervention, they have a stake in its success. He also said that the more control the teacher gives to his/her learners the more that they will develop responsible behavior. This will empower the learners making them reflect more on their behavior and be responsible with their actions. Curwin also suggested not to attack the dignity of the learners. He said that if the teacher punitively communicates with his/her disruptive learner, it will eventually result to diminishing trust of the learner to the teacher and to the breakdown of learning. To avoid attacking the learners’ dignity, he suggested to wait until anger subsides especially if it is interfering the professionalism of the teacher. He reiterated that the teacher must show respect to the learner and to himself/herself. He told that the intervention is much more important than the consequence.

Reflective Learning through Writing

In order to bring change in behavior, the learner must reflect and realize his/her actions. Through internalizing the his/ her actions, the learner will then on be aware of his/ her status and how he/ she affects his/ her environment. Through this, the learner will be able to realize how important his/ her actions are. In a classroom set-up, the learner will come to the conclusion how of he/ she should had acted. In the work of Ramsey in 2006 “Introducing Reflective Learning,“ she correlates reflection with action. According to the study, there is a cycle wherein the learner realizes taking actions will result to doing things differently and then reflect on what will happen next. This reflection should lead into action. She said that there will come a point that after we have done something, we would think of how else we

could have acted. This practice may lead to improving the life and work performance of the learners on purpose by actively considering how should we have acted, then designing and carrying out new action before stepping back to consider whether this new action has made a difference.

Learning how to learn and realizing the impact of their behavior is one of the best way to alter disruptive behavior and improve their academic engagements. When the learners already know how the system of the learning inside the system is, they will make their own way of adapting to it. Making them part of the existing program in the class such as in incorporating their insights in composing classroom agreements challenges their critical thinking especially in the cause and effect relationship. With this simple method, the learner will find it easier to visualize the possible outcomes of his/ her actions. In the work of Coughlan in 2008, she defined the reflective learners as continually thinking what they do, why they are learning it, how they are using what they are learning, what are their strengths and weaknesses in learning and what are their learning priorities. When the learners have known these facts about themselves, they gain confidence because they would know the parts of themselves that they have to strengthen and the part of them that they have improve. Teacher should lead the learners in their own self-discovery. Through this, the reflective he/ she is aware of his/her actions and the consequences that will come after acting it.

In the same work made by Coughlan, she tells that to develop a reflective learner, writing a personal journal to reflect on their views about learning will be a great help. These writings would not involve the mere lessons itself. It should include the what the learner is feeling. Through

this, the learner will be aware of how he/she is dealing with the situation. With this approach, self-conviction to the goal will be wired upon him/ her.

Through Reflective Learning, the disruptive behavior of the learners may be altered. Since the learner is already aware of the consequences that come along with his/ her actions, he/ she can think of ways that he/ she can do in order to compensate with his/ her action. Through this calm intervention, the learner will exercise a self- respect in dealing with difficult situations. In the study of Linday in 2015 “Reflective Discipline: Understanding the Influence of Self-Reflection in Student Behavior,” she found that self-reflection can be a simple yet effective tool for learners to learn and understand how their behavior affect others and classroom environment. In her study, the result showed that reflective learning through writing the negative behaviors of the participants decreased while the positive behaviors increased.

Writing in a form of agreements build up routines which is more powerful than rules. Guiding and facilitating the learners make their own social contracts will be a great help for the. Making the learners feel that they have something to say is crucial. Learners will feel the sense of ownership in what has been decided around the classroom; may it be the classroom agreements, rules, norms, routines and even the consequences. In the work of Alber (2017) she mentioned that developmental discipline encourages teachers to use community-building activities along with appropriate consequence, to lead the learners how they behave and how they treat one another. She said that instead of detention the learner may write a fix-it plan or apology letter or even come up

with his/ her own suitable and effective consequence.

Theoretical Framework

The GRIN Project is based on the theory of Alfred Adler (1920) and Rudolf Dreikurs (1930) which is self-actualization. This is coined to be describe the growth of an individual toward fulfillment of their highest needs which is the pursuit of meaning to life. Since the GRIN Approach reflects more on addressing the disruptive behavior and how to alter it, the learner through this process will also come to realize his/ her needs by self- assessing the root-caused of the problem. Their work aims to teach to become responsible, respectful and resourceful members of the communities. They want to inculcate that the importance of social and life skills in a respectful manner in both the teacher and the learner.

With this work, Jane Nelsen, proponent of Positive Discipline theorizes that there are five criteria for Positive Discipline. And these are; kind and firm at the same time, give a sense of belongingness and significance to the learners, it should be a long term solution in alleviating disruptive behavior, it should teach social and life skills like respect, concern for others, problem-solving, accountability, contribution and cooperation, and lastly, it invites the learners to discover their capabilities and how to use their personal power in constructive ways. The GRIN Approach aims not only to address the disruptive behavior of the learners but also to make them realize their full potentials. By making them internalize the consequences of their actions and be responsible for it, the learners are trained to think before they act. Through counselling and writing on their contracts, the learners develop

their conviction in altering their disruptive behavior.

The GRIN Approach is also inclined with Reflective Learning proposed by Dewey, Schon, and Kolb. This theory is deeming on reflecting on actions and its consequences. It enables learners to activate prior knowledge, and to construct, deconstruct their language. Through this, the learner realizes more of his/ her learnings thus incorporate reflections on it and later on infuse these into his/her activity. Through this type of learning, the learner learns to assess him/herself of the consequences of his/ her actions. The GRIN Approach uses writing, one of the output based skill that manifest reflection. Through this, the learner with disruptive behavior then goes back to the time when he/ she was disruptive. He/ She then contemplate on the scenario, the cause, the effect and the possible consequences of the actions. Through this, like a contract, the learner will come into conclusions about his actions. Since the disruptive learner will make a contract, his/ her hand writing and signature is symbolically representing his/ her responsibility about his / her actions and the how he/ she will handle the other situations that will arise. The GRIN Approach helps the learners, especially the disruptive ones to think of their actions and be considerate of himself/ herself and with others before doing them.

The GRIN Approach is also patterned with Social-Emotional Learning Theory (SEL). According to Alber (2017) social-emotional learning teaches how to handle challenging situations, manage their emotions, and form positive relationships. It is considered before as a soft skill needed by the learners to adapt with then community. Elias (2011) describes SEL as the process through which the learner recognize and

manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviors.

Conceptual Framework

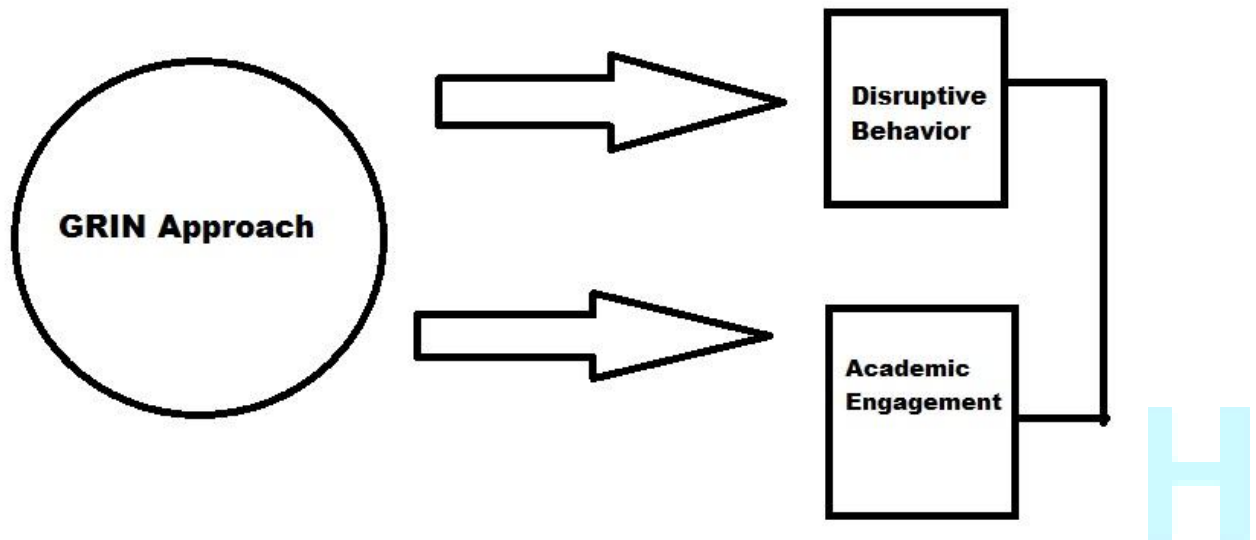


Figure 1: The framework shows that the GRIN Approach is primarily concern with the Disruptive Behavior and the Academic Engagement of the learners. It points out that the intervention can affect these two variables. Furthermore, this study would also like to know whether the results of the GRIN Approach to the two variables affect each other.

Research Questions

1. How may the GRIN Approach affect the disruptive behaviors of the learners in terms of;
 - 1.1 Tardiness
 - 1.2 Bullying
 - 1.3 Aggression
 - 1.4 Disobedience

2. How did the GRIN Approach affect the Academic Engagements of the learners in terms of their General Weighted Average (GWA)?
3. Is there a significant relationship between the participants disruptive behavior and academic engagements?

Hypothesis

The GRIN Approach will minimize the disruptive behavior inside the classroom. It will

show that through writing social contracts and anecdotal records, the level of misbehavior in the classroom can be alleviated.

The GRIN Approach will also increase the academic engagements. Due to the decreasing

number of disruptive behavior, the motivation and the concentration of the learners will increase thus resulting to better performances through numerical descriptions which is their GWA.

The study will also show that there is a significant correlation between the results of the two variables. It will show that the GRIN Approach is effective in minimizing the disruptive behavior inside the classroom and it can also increase the academic engagements of the learners.

Scope and Limitations

The GRIN Approach was conducted with thirty-eight (38) Grade 4 learners of Bulihan

Elementary School, Bulihan City of Malolos, Bulacan from June 2016- April 2017. This study was exclusively done for the Grade 4-MEPE Batch 2016-2017.

Research Methodology

The researcher conducted the GRIN Approach with the approval of the district

supervisor, the principal and the parents during that school year. She, together with the parents and the guardians have agreed to this experimental mode of discipline to manage the class. The agenda was as followed;

1. Learners with recurring disruptive behavior such as tardiness, bullying, aggression and disobedience would have to write down in on the GRIN Notebook to document what they did and what are their proposed solution to their misbehavior.

2. The learner will be given then a task based on his/her social contract which he/she wrote down in the GRIN Notebook which he/she be monitored.
3. If the learner would fail to work out with his/her social contract in the GRIN Notebook, his/her parent/guardian will be called for a teacher-guardian-learner conference.
4. After the conference, the guardian will write down a social contract in the GRIN Notebook stating his/her conviction to help in the learner's discipline inside the classroom.
5. If the learner is still inclined with his/her recurring disruptive behavior he/she together with the guardian will be endorsed to the guidance counselor for further counselling.

The researcher, diligently monitored the classroom and immediately addressed each

learners' disruptive behavior. The researcher meticulously observed every learner's need for counselling before having the learners to write down in the GRIN Notebook. The researcher, in some points that the learner or the parent/guardian has difficulty in composing social contracts, patiently guided them or at some points have to write down in their behalf. Each social contract was signed by the parent/guardian to make the social contract valid and reliable.

The researcher had also designed a group seating arrangement which promotes cooperation and team building within the class. She, little by little redesigned the classroom. She prioritized the classroom ventilation so that the learners would have the sense of space. Group activities such as Science Experiments were done outside the classroom.

The researcher is also keen in imposing the classroom agreements and sensitive within the concerns of every learner by addressing them immediately or right after the class depending on the case's urgency.

The school guidance counselor, the principal and the district supervisor observed the learners' behavior very quarter to validate the effects of the GRIN Approach. They made use of the observation sheet called the Behavioral Engagement Related to Instruction (BERI) Form. This is based on the "A New Tool in Measuring Student Behavioral Engagement in Large University Classes," by Lane and Harris in 2015. These observations were done discretely. This is to avoid tension on the part of the learners.

After the school year, the social contracts where interpreted into four different sections of disruptive behaviors based from the study of Sun and Shek (2012) which are; tardiness which includes absenteeism, punctuality and diligently working and complying on school requirements, bullying which includes harassment of any forms, aggression or habitually hitting or hurting co-learners and disobedience which includes talking out of turns, going out without permission, sitting in others armchairs, may include cheating and the like. These social contracts and anecdotal records were tabulated at the end of the school year.

To identify the effect of the GRIN Approach to the learners disruptive behaviors, the researcher statistically treated it with the T-Test. Through this, the progression of the effect of the intervention to its variable will be determined.

The Academic Engagements of the learners were measured through their quarterly GWA. The researcher diligently monitored their academic performances. Their GWA was averaged. These were later statistically treated through a T-Test.

Based from the results of the T-Test for both effects of the Grin Approach disruptive behavior and academic engagements, the researcher correlates the effects if these were significantly related to each other using Pearson-R.

To make the study bias proof, the researcher coordinates with the guidance counsellor, the school principal then and the District supervisor to observe the learners' behavior in discretion for each quarter. The Researcher redefined the tool made use in the study of Lane and Harris (2015) "A New Tool Measuring Student in Behavioral Engagement in Large University Classes," which is the Behavioral Engagement Related to Instruction (BERI).

Discussion of Results and Recommendations

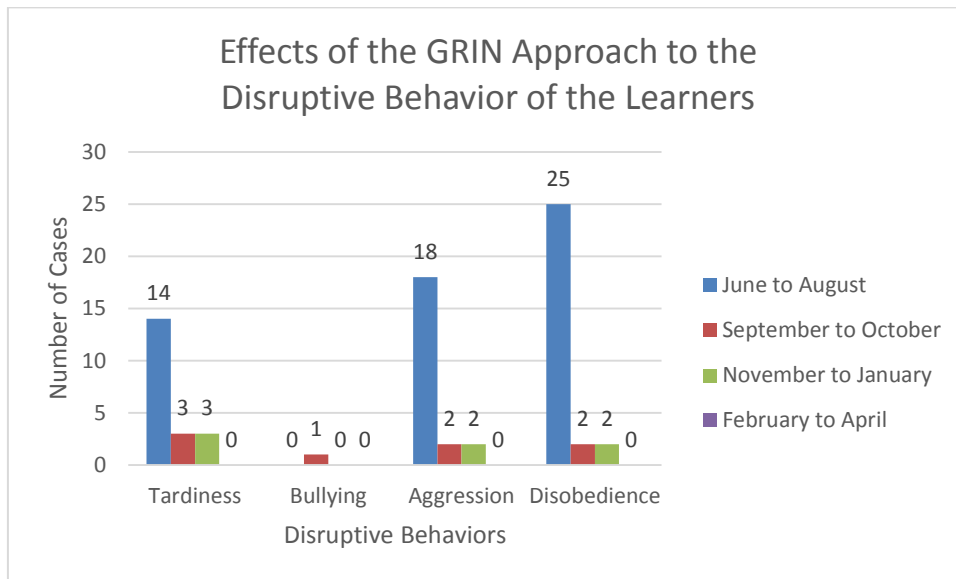


Figure 2. The graph shows the effect of GRIN Approach to the Disruptive Behavior of the learners. It shows that from the First Quarter of the school year (June-August) that the level of tardiness, aggression and disobedience was high. It also shows that in the succeeding quarters, the level of disruptive behavior has decreased until it is totally diminished.

The graph shows that the GRIN Approach has lessened to totally diminish the cases of disruptive behavior inside the classroom particularly in disobedience. It shows that tardiness has been lessened by 79% in the succeeding quarters until it was totally diminished. The case of aggression has lessened by 89% in the succeeding quarters until it has been totally diminished. In the cases of disobedience, the GRIN Approach has it by 92%.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	q1	80.2000	5	1.78885	.80000
	dbq1	11.4000	5	11.12654	4.97594
Pair 2	q2	81.8000	5	2.77489	1.24097
	dbq2	1.6000	5	1.14018	.50990
Pair 3	q3	84.4000	5	3.36155	1.50333
	dbq3	1.4000	5	1.34164	.60000
Pair 4	q4	85.4000	5	4.09878	1.83303
	dbq4	.0000	5	.00000	.00000

		N	Correlation	Sig.
Pair 1	q1 & dbq1	5	.033	.958
Pair 2	q2 & dbq2	5	.601	.284
Pair 3	q3 & dbq3	5	.565	.321
Pair 4	q4 & dbq4	5		

		Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	q1 - dbq1	88.80000	11.21160	5.01398	54.87896	82.72104	13.722	4	.000
Pair 2	q2 - dbq2	80.20000	2.28035	1.01980	77.36857	83.03143	78.643	4	.000
Pair 3	q3 - dbq3	83.00000	2.82843	1.26491	79.48804	86.51196	65.617	4	.000
Pair 4	q4 - dbq4	85.40000	4.09878	1.83303	80.31069	90.48931	46.590	4	.000

Figure 3. The table shows the T-Test results using the SPSS Program.

Variables	Test for Significant Difference	Verbal Interpretation
Quarter 1	0.000	Significant
Quarter 2	0.000	Significant
Quarter 3	0.000	Significant
Quarter 4	0.000	Significant

Figure 4. The table shows the summary of the paired results of the GRIN Approach per quarter.

The T-Test showed that the GRIN Approach has a High Significant Effect of 0.958 on the Disruptive Behavior of the learners between Quarter 1 and Quarter 2. On the other hand, the intervention has a significant effect of 0.284 and 0.321 to learners disruptive behavior on Quarter 2 and Quarter 3.

All in all, based from the paired samples, the GRIN Approach has a significant effect on the disruptive behavior of the learners.

This agrees with the work Curwin in 2012 “How to Make Consequences Work,” he told that the components of an effective school or classroom plan for discipline is learning and new behavior (redirection) and social contracts. The GRIN Approach has validated his theory that in order to address disruptive behavior the teacher

must not react punitively instead make the challenged learner realize his/her the consequences of his/her actions. It has also confirmed the Adler (1920) and Dreikurs' (1930) theory of self-actualization. Through GRIN Approach the learners realized their actions through writing. They learn more about themselves about contemplating within their actions. They also developed new behaviors through redirection. The GRIN Approach also made them avoid their disruptive behaviors which then resulted to the elimination of it as the quarters progressed.

The GRIN Approach's result on the disruptive behavior also confirms the study of

Betts, Hanley and MacKinnon (2010) that the school (teacher) and parents and guardian should be partners in making great classroom management. Because of the parents and guardians involvement in the execution of the GRIN Approach, minimizing disruptive behavior inside the classroom has been lessened.

The GRIN Approach also validates the work of Johnson (2016), that the teacher should not anticipate that the learners will misbehave. In the GRIN Approach, the teacher built a connection and maintained it with trust and respect.

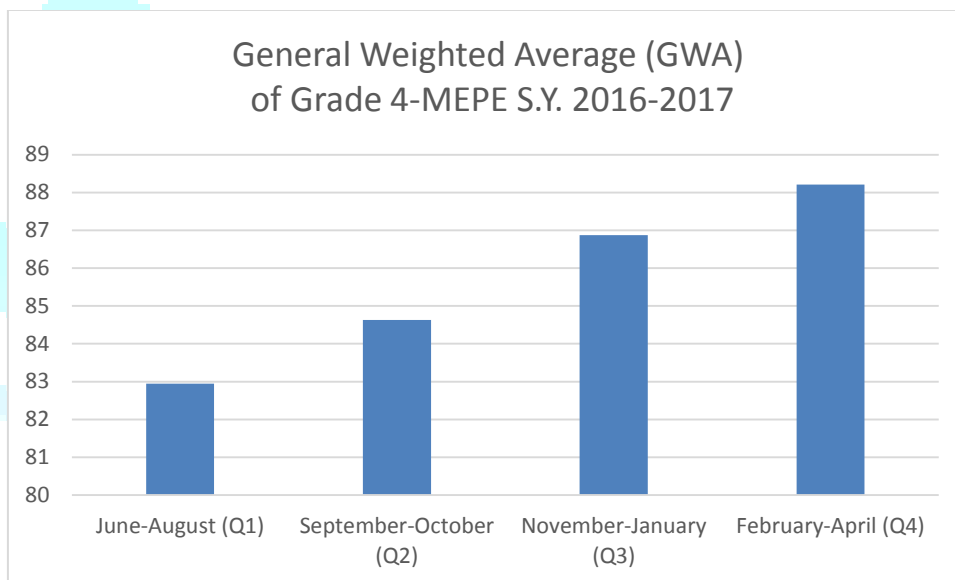


Figure 5. The graph shows the effect of GRIN Approach to the Academic Engagements of the learners per quarter.

In the graph, it is clearly seen the projection of the academic engagement of the

learners has increased. In the Quarter 1, the class gained a GWA of 82.85, in Quarter 2 84.63, Quarter 3 86.97 and in Quarter 4 88.21.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	q1	80.7632	38	1.73102	.28081
	q2	82.5000	38	2.82604	.45844
Pair 2	q2	82.5000	38	2.82604	.45844
	q3	84.6842	38	2.64172	.42854
Pair 3	q3	84.6842	38	2.64172	.42854
	q4	86.0000	38	2.93165	.47558
Pair 4	q1	80.7632	38	1.73102	.28081
	q4	86.0000	38	2.93165	.47558

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	q1 & q2	38	.854	.000
Pair 2	q2 & q3	38	.945	.000
Pair 3	q3 & q4	38	.967	.000
Pair 4	q1 & q4	38	.724	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	q1 - q2	-1.73684	1.62221	.26316	-2.27005	-1.20363	-6.600	37	.000
Pair 2	q2 - q3	-2.18421	.92577	.15018	-2.48850	-1.87992	-14.544	37	.000
Pair 3	q3 - q4	-1.31579	.77478	.12569	-1.57045	-1.06113	-10.469	37	.000
Pair 4	q1 - q4	-5.23684	2.05905	.33402	-5.91364	-4.56005	-15.678	37	.000

Approach to the academic engagements of the learners.

Figure 6. The tables show the results of the T-Test done to verify the effect of the GRIN

Variables	Test for Significant Difference	Verbal Interpretation
Quarter 1	0.000	Significant
Quarter 2	0.000	Significant
Quarter 3	0.000	Significant
Quarter 4	0.000	Significant

Figure 7. The table summarizes the result of the T-Test of the paired results of the GRIN Approach per quarter.

The T-Test results show that the GRIN Approach has a significant effect of 0.854 in the academic achievements of the learners in

Quarter 1 and Quarter 2. On Quarter 2 to Quarter 3 the significant effect of 0.945. For Quarter 3 and Quarter 4 these is a significant effect of 0.967. For Quarter 1 and Quarter 4, there is a significant effect of 0.724 of the GRIN Approach to the academic engagement of the learners.

All in all, the GRIN Approach has shown significant effects in the academic engagement of the learners.

The results agree with work of Guardino and Fullerton (2010), that modification of the classroom environment increased academic engagements. The GRIN Approach includes making the activities more learner-centered and give particular spaces where the learners can do it. The results show that this is effective in increasing the academic engagements of the learners.

The GRIN Approach also agrees with the study of Alber (2017) that when the learners have a sense of belongingness inside the classroom they are more entice to learn. The GRIN Approach let the learners have personalized plan in addressing their behaviors even academically. The learners, along with their parents, made social contracts where they stated their commitment to improve their academic views and attitudes. Through these, the learners' academic engagements have increased as the quarters goes by.

Correlations

[DataSet0]

Descriptive Statistics

	Mean	Std. Deviation	N
q1	80.7632	1.73102	38
q2	82.5000	2.82604	38
q3	84.6842	2.64172	38
q4	86.0000	2.93165	38

Correlations

		q1	q2	q3	q4
q1	Pearson Correlation	1	.854**	.752**	.724**
	Sig. (2-tailed)		.000	.000	.000
	N	38	38	38	38
q2	Pearson Correlation	.854**	1	.945**	.904**
	Sig. (2-tailed)	.000		.000	.000
	N	38	38	38	38
q3	Pearson Correlation	.752**	.945**	1	.967**
	Sig. (2-tailed)	.000	.000		.000
	N	38	38	38	38
q4	Pearson Correlation	.724**	.904**	.967**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	38	38	38	38

** . Correlation is significant at the 0.01 level (2-tailed).

Since the GRIN Approach has a significant effect on both disruptive behavior and the academic engagements of the learners, the researcher correlates the results of the two

variables. Using the Pearson R to statistically treat the data, it shows that the relationship between results are significant at the 0.01 level.

The result agrees with study of Visser(2001), that there is a positive correlation between the classroom environment, the student behavior and the learning engagement. Since the GRIN Approach has significant effect on minimizing the disruptive behavior of the learners each quarters, it has also positively affect the academic engagements of the learners making them have better performance as the quarter progresses.

Conclusion

The GRIN Approach is effective in minimizing the disruptive behavior of the learners. It showed that positive discipline and reflective learning is a good aid to address the learners needs especially those who are behaviorally challenged.

The GRIN Approach is also a good intervention to increase the academic achievement of the learners. As the results showed, their GWA has increased as the intervention was done to them as the school year goes by.

All in all, the GRIN Approach has a significant effect on both variables. Because of this the researcher therefore conclude that, when the disruptive behavior decreases, the academic engagement increases.

Recommendation

The researcher suggests that the GRIN Approach be implemented in Bulihan Elementary School to help the teaches manage the classroom and increase the academic engagement of the learners.

Dissemination and Advocacy Plan

The GRIN Approach has a huge impact in addressing the disruptive behavior inside the classroom and has been a great help for the

researcher to manage her class. It is also helpful to the learners to increase their academic engagements and make them more responsible of their behaviors.

With the promising results that the intervention has shown, it is recommended that the GRIN Approach as a tool for classroom management at Bulihan Elementary School. It will be a great help for every teacher to use this to minimize disruptive behaviors inside the classroom and increase their academic engagements.

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Financial Report

**Action Research:
The GRIN Approach:
Minimizing Disruptive Behavior
and Increasing Academic Engagements**

June 2016-April 2017

COST ESTIMATES

EXPENSES	COST
Supplies and Materials	2000 php
Transportation	3000 php
Printing and Reproduction of Materials	6000 php
Communication Expenses	1000 php
Total	12 000 php

Source: **SCHOOL CANTEEN FUND**

Prepared by:

MARY ELAINE P. ESPELA

Teacher I/ Researcher

Noted:

RICHARD J. SANTIAGO

Principal II

WORK PLAN AND TIMELINE

Activity	Time Frame	Persons Involve	Venue
Identification of the Research Problem	June 2016	Grade 4 MEPE Learners S.Y. 2016-2017	Bulihan Elementary School
Developing the Rationale	June 2016- April 2017	Researcher District Supervisor Principal Guidance Counselor Parents and Guardians Adviser	Bulihan Elementary School Bulacan State University La Consolacion University of the Philippines
Construction of the Statement of the Problem	June 2016	Researcher Adviser	Bulihan Elementary School Bulacan State University La Consolacion University of the Philippines
Development of the Research Methodology and Construction of Research	June 2016	Researcher	Bulihan Elementary School Bulacan State University La Consolacion University of the Philippines

Development of the Research Methodology	June 2016	Researcher Evaluators	Bulihan Elementary School Bulacan State University La Consolacion University of the Philippines
Validation of the Methodology	June 2016	Researcher Evaluators	Bulihan Elementary School Bulacan State University La Consolacion University of the Philippines
Endorsement to the Division Office	June 2016	Researcher and Division Officer in Charge	Bulihan Elementary School Division of City Schools- Malolos
Administration of the Method	June 2016	Researcher District Supervisor Principal Parents and Guardians Learners	Bulihan Elementary School
First Evaluation of GRIN Approach	August 2016	Researcher District Supervisor Principal Parents and Guardians Learners	Bulihan Elementary School
Second Evaluation of GRIN Approach	November 2016	Researcher District Supervisor Principal	Bulihan Elementary School

		Parents and Guardians Learners	
Third Evaluation of GRIN Approach	January 2017	Researcher District Supervisor Principal Parents and Guardians Learners	Bulihan Elementary School
Fourth Evaluation of GRIN Approach	April 2017	Researcher District Supervisor Principal Parents and Guardians Learners	Bulihan Elementary School
Statistical Treatment and Result Interpretation	June 2017	Researcher Statistician	Bulihan Elementary School Bulacan State University
Final Paper	July 2017	Researcher	Bulihan Elementary School