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Research Paper

Reinforcing Positive Attitude Through Attention Cue Point Sheet

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Abstract

This study addresses off-task behaviors commonly observed in a grade 7 classroom, which can disrupt the learning environment. A survey identified ten prevalent disruptive behaviors, including sleeping and talking to seatmates. The purpose of this research was to implement strategies to encourage positive behavior and reduce off-task actions among students. Utilizing the Plan-Do-Study-Act (PDSA) Action Research Model developed by Shewhart and Deming, the study introduced an Attention Cue Point Sheet and dynamic seating arrangements based on student preferences. The intervention was monitored over four days, with daily assessments and personalized feedback using the sandwich feedback method. Initial observations on Day 1 revealed that 45% of students left their seats without permission, and 50% were talking to seatmates. By Day 2, these figures decreased significantly to 20% and 7.5%, respectively. Continued improvements were noted on Day 3, and by Day 4, off-task behaviors were nearly eliminated. The four-day intervention demonstrated that the PDSA model, combined with positive reinforcement strategies, effectively reduced disruptive behaviors and fostered a more conducive learning environment.

Keywords: *Positive Reinforcement, Seating Challenges, Positive Behavior, Attention Cue Point Sheet, Off-Task Behavior*

INTRODUCTION

A positive classroom environment is essential for successful teaching as it promotes collaboration, encourages learning, and increases engagement. With the right strategies in place, educators can create a classroom atmosphere that helps their students thrive (Newton, 2023). Classroom management is the process of planning and organizing classroom resources for a certain purpose (Ari, 2008). Classroom management is one of the most important dimensions of the teaching and learning process. It is believed that good classroom management helps establish an effective and conducive learning environment (Kubat and Dedebali, 2018); improve students' learning outcome (Slater & Main, 2020); effectively deal with children who have behavioral issues (Zulkifli et al., 2019), and help reduce students' disruptive behaviors in the classroom (Affandi et al., 2020).

Disruptive behavior is considered to hinder teachers' instruction, students' learning, and the classroom environment; it is a significant problem faced by teachers daily (Wangdi, 2022). Disruptive behavior is roughly defined as inappropriate behavior of students in the classroom that impedes both learning and the teacher's instructions. It is characterized by their emotional nature and involves a degree of defiance, hostility, and lack of respect for others. The disruptive behavior of students has extremely negative effects not only on other students and teachers but also on the surrounding environment, which can jeopardize the success of teaching and learning activities (Nasution, 2023).

To address these challenges that are commonly encountered in the teaching profession, positive reinforcement emerges as an effective strategy. This approach rewards students for

demonstrating desired behaviors through verbal praise, awards, or privileges, thereby increasing the likelihood of these behaviors being repeated (Banks, 2022). When students receive recognition for positive actions, their engagement levels are likely to improve (Hawes, 2018).

In this study, the researchers sought to find out the most common off-task behaviors among the grade 7 students and how the Attention Cue Point Sheet influences students' reinforcement of positive behavior inside the classroom. This study aims to mitigate the disruptive behavior exhibited by grade 7 students by fostering a positive outlook through the implementation of a cue point sheet system.

The transition from elementary to middle school presents a period of heightened vulnerability for students with behavioral challenges. During this transition, students shift from having a single teacher to multiple instructors, each with distinct expectations, which can pose significant challenges in adapting to these new demands (Wills et al., 2019). The participants in this study were seventh-grade students who had previously transitioned from primary to secondary school. These students were selected due to their increased likelihood of experiencing the challenges associated with adjusting to a new educational environment, making them more susceptible to off-task behaviors.

Likewise, this study sought to explore the effectiveness of positive reinforcement inside the classroom and how the system can effectively manage and reduce instances of disruption within the classroom environment. By utilizing a cue sheet as a tool for reinforcement, the study sought to encourage and reinforce desirable behaviors contributing to a more conducive learning atmosphere for both students and teachers.

Statement of the Problem

This study aims to reinforce positive behavior through an attention cue point sheet. It seeks to answer the following question:

1. What are the most frequently observed off-task behaviors among Grade 7 students, based on teacher responses and computed frequency distribution?
2. To what extent did the identified off-task behaviors decrease following the implementation of the Attention Cue Point Sheet?
3. Which off-task behaviors showed minimal occurrence by the end of the study?
4. Which off-task behaviors were eliminated as a result of the intervention?

LITERATURE REVIEW

Positive reinforcement, introduced by behaviorist B.F. Skinner is grounded in operant conditioning theory. Skinner posited that rewarding individuals, including children, for positive actions could modify their behavior, making it their preferred and beneficial mode of behavior (McCarthy, 2010). Positive reinforcement aims to bolster desired behaviors by promptly introducing a favorable stimulus following their occurrence. This approach incentivizes students to repeat the behavior that earns them the reward (Li, 2022).

In the study of Terada (2019), classrooms where teachers used a series of techniques centered around establishing, maintaining, and restoring relationships, academic engagement increased by 33 percent and disruptive behavior decreased by 75 percent, making the time students spent in the classroom more worthwhile and productive.

Souders (2019) stated that positive reinforcement enables teachers to highlight the talents, interests, and personality features of their students. As a result, it provides teachers with a chance to engage with students, communicate effectively, and eventually empower them to be more of themselves.

There are various methods to effectively engage students and encourage active learning. One effective strategy is positive reinforcement. Rewarding students for their excellent performance can increase the likelihood of them continuing to exhibit engaging behaviors (Hawes, 2018).

Many research studies have explored the effectiveness of positive reinforcement in educational environments, highlighting its notable impact on children's academic outcomes. Khattak and Ahmad (2018) conducted a study investigating how positive reinforcement influences students' academic performance. Their research specifically targeted students from similar socioeconomic backgrounds and without cultural distinctions. The findings strongly indicated that positive reinforcement significantly affects students' academic achievement. Consequently, educators are encouraged to employ positive reinforcement as a strategy to enhance classroom management techniques and promote the academic growth of their students.

Another study by Dad et al. (2010) explored the impact of positive reinforcement on student performance. The research aimed to compare how frequently and effectively teachers use positive and negative reinforcement methods. The findings underscored that both rewards and punishments can effectively enhance student academic achievement and foster desired behaviors in classrooms. Teachers often gauge student performance through academic engagement, which highlights the importance of students' self-regulation skills in managing their conduct. To create conducive learning environments that promote students' academic, social, and emotional well-being, educators can employ positive reinforcement strategies that nurture positive relationships (Otero & Haut, 2015).

Eremie and Doueyi-Fiderikumo (2018) conducted a study to examine how positive reinforcement impacts student academic performance, specifically focusing on secondary school students using a survey-based approach. The findings indicated that positive reinforcement plays a significant role in enhancing students' academic achievement. The researchers suggest that educators across all educational levels integrate positive reinforcement into their teaching environments. Consequently, school districts and institutions may offer training sessions to equip teachers and staff with the skills to effectively apply and implement positive reinforcement strategies in classrooms.

According to Rafi (2019), another important positive reinforcement strategy in overcoming disruptive behavior is feedback. Timely, thorough, and constructive feedback can be used as a positive reinforcement strategy for motivating students with low efficacy. It also decreases the incidence of disruptive behavior in class. The effectiveness of feedback as a reinforcement strategy immediately after the behavior or task provides an opportunity for self-reflection and recognition of strengths and weaknesses. This study also concluded that Skinner's operant learning principle has a classroom implication for increasing the likelihood of the desired behavior. Simply praising the student builds up self-efficacy and motivates them to learn.
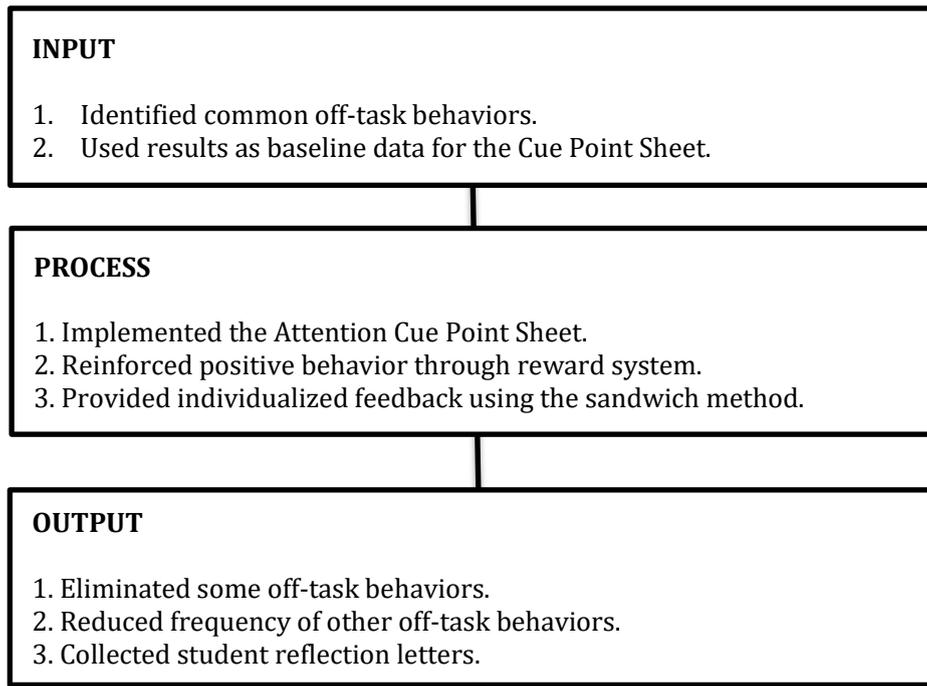
Conceptual Framework

INPUT

1. Identified common off-task behaviors.
2. Used results as baseline data for the Cue Point Sheet.

PROCESS

1. Implemented the Attention Cue Point Sheet.
2. Reinforced positive behavior through reward system.
3. Provided individualized feedback using the sandwich method.

OUTPUT

1. Eliminated some off-task behaviors.
2. Reduced frequency of other off-task behaviors.
3. Collected student reflection letters.

Figure 1. The Conceptual Framework of the Study

This study followed the I concept of Input-Process-Output, which systematically outlined the approach to reinforcing positive student behavior through the Attention Cue Point Sheet.

Input

The study begins with the identification of off-task behaviors among Grade 7 students. A survey was conducted among subject teachers to determine the most commonly observed behaviors. The results were then analyzed and used as baseline data to develop the Attention Cue Point Sheet, which serves as the primary intervention tool aimed at reducing or eliminating these behaviors.

Process

The intervention was carried out through three key steps. First, students' behaviors were monitored daily using the Cue Point Sheet to track their progress. Second, a reward system was implemented, recognizing students who consistently avoided off-task behaviors throughout the week. Lastly, individualized feedback letters were provided using the sandwich method, which balances positive reinforcement with constructive feedback to encourage behavioral improvement.

Output

By the end of the study, the intervention led to three primary outcomes. Certain off-task behaviors were eliminated, while others showed a significant reduction in frequency. Additionally, students wrote reflection letters in response to the personalized feedback, allowing them to assess their own progress and reinforce positive behavioral changes. This conceptual framework ensured a structured approach to behavior modification, using data-driven interventions to enhance student discipline and engagement.

METHODOLOGY
Research Design

This study utilizes the PDSA Action Research Model by Walter Shewhart and Edward Deming (Shewhart & Deming, 1993). PDSA, or Plan-Do-Study-Act, is an iterative, four-stage problem-solving model used for improving a process or carrying out change. The Plan-Do-Study-Act (PDSA) method is a way to test a change that is implemented.

This model by Walter Shewhart and Edward Deming is a structured approach to improvement with four steps or phases, including Plan-Do-Study-Action. It is a scientific, iterative approach to problem-solving that involves testing solutions, measuring results, and implementing positive change, and it can be applied to almost any improvement project (Millard, n.d). This model will help the researchers identify the frequent classroom disruptions and the effectiveness of the attention cue point sheet in reinforcing positive behavior inside the classroom.

Figure 2. Walter Shewhart and Edward Deming (Shewhart & Deming, 1993) PDSA Model

Figure 3. Survey Checklist

Plan

The researchers strategized an approach to address the recurrent off-task behaviors occurring within the classroom environment. This planning phase involved comprehensive deliberation in identifying the frequent off-task behaviors through a survey checklist conducted among the subject teachers associated with grade 7 students. This survey will serve as the baseline data for the researchers. A baseline study is data collection and analysis that defines the "pre-operation exposure" condition for the set of indicators that will be used to assess achievement of the outcomes and impact expressed in the study (Kryzhanivska, 2018).

There were 10 off-task behaviors identified. (1) Sleeping (2) Fidgeting (3) Using Cellphones (4) Shouting (5) Spacing out and not listening (6) Talking to seatmates (7) Doing unnecessary things (8) Goes in and out of the class (9) Interrupts the class (10) Disorganized desk/area. Likewise, an area to indicate other off-task behaviors not included on the list.

Do

Following the planning phase, the researchers took steps to address students' off-task behavior by creating an Attention Cue Point Sheet that aims to encourage positive behavior in the classroom through a system of positive reinforcement. The attention cue point sheet lists the ten most common off-task behaviors among grade 7, alongside the names of all 40 students. This sheet is displayed prominently on the board. When a student engages in off-task behavior, an "X" is marked next to their name. This tracking continues until no off-task behaviors are observed. Each week, students who have no marks for off-task behavior will receive a prize. The use of positive reinforcement is essential to encourage and maintain appropriate behavior and academic learning (Parsonson, n.d.). Likewise, implement the classroom seating challenges strategy every 2 days. Classroom seating arrangements affect student learning, motivation, participation, and teacher-student and student-student relationships (Fernandes, Huang, & Rinaldo, 2011).

Study

Before implementing the attention cue point sheet and the classroom seating challenges strategy, the researchers explained to the students how it works. In the journal article by Oxford University (2023) titled Informed Consent, they emphasized that informed consent is one of the founding principles of research ethics. It intends that human participants can enter research freely (voluntarily) with full information about what it means for them to take part, and that they give consent before they enter the research. There are two stages: Stage 1 involves giving information about what will happen during the study and what it is all about, and Stage 2 involves obtaining consent, where the researcher reiterates the terms of the research before participants agree to take part in the project as a whole.

Also, the students were asked the day before the implementation of the study to write down their favorite color, birth month, favorite number, and their first name, as the seating challenges were based on their provided information. In-person classroom seating arrangements affect student learning, motivation, participation, and teacher-student and student-student relationships (Fernandes, Huang, & Rinaldo, 2011).

This will help the students understand how their behavior will be tracked using the cue point sheet, and how their behavior changes depending on their seatmates. Following the orientation, the researchers will study and observe the students' behavior in the classroom. This observation will assess whether the students' awareness of the cue point sheet and their seatmates affect their behavior.

Figure 4. Personalized letter template

Act

The cue point sheet will be utilized for a duration of 4 days. Every day, researchers will monitor the progress of the students. At the end of the week, researchers will analyze the students' behaviors and provide feedback. Each student will receive a personalized letter from the teacher with feedback about their behaviors. This letter will also include a section for students to reflect on their behaviors, which they must complete and return to the teacher the following day. This personalized letter followed a feedback sandwich method. Miles (2022) defined feedback sandwich as a method of feedback where positive feedback serves as a cushion to negative feedback. The sandwich method is a feedback technique that consists of delivering negative or constructive feedback between two slices of positive feedback. The idea is to start with a compliment or praise, then address the issue or area of improvement, and then end with another compliment or encouragement. The sandwich method aims to soften the impact of negative feedback and make it more acceptable and actionable for the receiver. These strategies will help students review and reflect on their behaviors in the classroom. The use of the cue point sheet will continue until positive behavior patterns are consistently observed.

Research Instrument

This study will utilize the researcher-made attention cue point sheet as a form of positive reinforcement. Positive reinforcement is important in the classroom because it can be used to effectively change student behavior (Smith, 2017). Using positive reinforcement is also important because it is a universal principle that actually occurs quite naturally in each and every classroom, as well as offering the opportunity to increase the display of appropriate behaviors. Planning the occurrence of positive reinforcement also means that educators can avoid inadvertently and haphazardly promoting inappropriate behaviors (Maag, 2001). It is important to use positive reinforcement in the classroom because a student who experiences positive reinforcement often

shows a greater willingness to demonstrate positive behavior (Rumfola, 2017).

Figure 5. Attention Cue Point Sheet

The researcher-made attention cue point sheet is composed of the student's name, which allows individual tracking of behaviors. It ensures that each student's behavior is accurately recorded and can be easily identified. The days of the week also provide a clear timeline for tracking behavior.

Participants of the Study

This study involved 51 Grade 7 students enrolled for the 2023-2024 academic year at the Center for Teaching and Learning, Philippine Normal University Visayas. All officially enrolled students in Grade 7 were automatically selected as participants. The transition from elementary to middle school often increases vulnerability for students with behavioral challenges. As students adapt to multiple teachers and varying expectations, they are more likely to experience difficulties, making them more prone to off-task behaviors (Wills et al., 2019). Therefore, Grade 7 students were selected due to their heightened likelihood of facing these challenges.

Data Gathering Procedure

The researchers used the data recorded on the attention cue point sheet, which was gathered during daily in-person classroom discussions with the students. To ensure accuracy, the researchers marked the attention cue point sheet every day after observing the specified behaviors during class discussions.

In this study, data were collected through systematic and consistent observation. Each day, researchers will attend classroom sessions and closely monitor student behavior throughout the lesson. At the end of each class, researchers will update the cue point sheet, marking any off-task behaviors observed. This daily recording ensures that the data reflects real-time behavior and provides a comprehensive view of student conduct over the study period.

Data Analysis

Following the survey conducted with the 8 subject teachers of grade 7 and the completion of four days' worth of data collection using the attention cue point sheet, the gathered data underwent comprehensive analysis encompassing a quantitative approach.

Quantitative analysis involved calculating the percentage of each off-task behavior observed by the teachers including the; (1) Sleeping (2) Fidgeting (3) Using Cellphones (4)

Shouting (5) Spacing out and not listening (6) Talking to seatmates (7) Doing unnecessary things (8) Goes in and out of the class (9) Interrupts the class (10) Disorganized desk/area. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, 2010).

While quantitative analysis provides numerical data on off-task behaviors, the researcher provided reflective observations. According to Arnold (2020), there is a need to be reflective in the process of undertaking action research, and this suggests that the reflection journey is an essential, parallel, and interwoven companion to the action research cycle. The provided reflection of the researcher offers a deeper understanding of the context, implications, and potential interventions related to these behaviors in the grade 7 classroom setting.

Ethical Considerations

The researchers adhered to ethical considerations by first obtaining permission from the teachers to conduct the survey, ensuring they had the option to remain anonymous on the survey sheet. Additionally, an orientation session was held for all participants the day before the attention cue point sheet was implemented. During this session, the study's process and methodology were explained, and participants were assured that their names would not be included or disclosed in the gathered data.

FINDINGS AND DISCUSSION

Table 1. Baseline data on the off-task behavior observed by the teachers.

Off-Task Behaviors	Observed		Not Observed	
	F	%	F	%
Sleeping	6	75%	2	25%
Fidgeting	5	62.5%	3	37.5%
Uses phone during class discussion.	8	100%	0	0%
Shouts during classroom activities.	5	62.5%	3	37.5%
Spacing out and not listening.	8	100%	0	0%
Talking to seatmates while the teacher is discussing.	8	100%	0	0%
Doing random things and not paying attention.	7	87.5%	1	12.5%
Goes in and out of the classroom during discussion.	8	100%	0	0%
Interrupts the classes by asking off-topic questions.	6	75%	2	25%
Keeps the desk and surrounding area messy and disorganized.	6	75%	2	25%

A baseline study is data collection and analysis that defines the "pre-operation exposure" condition for the set of indicators that will be used to assess achievement of the outcomes and impact expressed in the study (Kryzhanivska, 2018).

The data gathered from the 8 subject teachers of the grade 7 students reveals significant observations regarding off-task behaviors. According to the survey, 6 out of the 8 teachers (75%) observed that students were sleeping during class, while 2 teachers (25%) reported that this behavior was not observed.

Fidgeting was noted by 5 teachers (62.5%), while 3 teachers (37.5%) did not observe this behavior. Every teacher 8 (100%) reported that students were using cellphones during class discussions. Additionally, 5 teachers (62.5%) noticed that students were shouting in their classrooms, whereas 3 teachers (37.5%) did not observe this behavior.

All 8 teachers (100%) observed students spacing out in their classes and talking to their seatmates while the teacher was discussing. 7 teachers (87.5%) reported that students were engaged in random activities and not paying attention during class, with only 1 teacher (12.5%) noting that this behavior was not observed.

Moreover, every teacher 8 (100%) indicated that students were frequently going in and out of the classroom during discussions. 6 teachers (75%) observed that students were interrupting classes by asking off-topic questions, while 2 teachers (25%) did not report this behavior. Similarly, 6 teachers (75%) noted that students kept their desks and surrounding areas messy and disorganized, with 2 teachers (25%) observing otherwise.

The survey results indicate that the majority of teachers observed these ten off-task behaviors among grade 7 students. No other off-task behaviors were recorded.

Table 2. The percentage of the observed off-task behavior of the students during classes

Off-Task Behavior	1st Day		2nd day		3rd Day		4th day	
	F	%	F	%	F	%	F	%
Sleeping	14	35%	1	2.5%	1	2.5%	0	0%
Fidgeting	14	35%	7	17.5%	1	2.5%	0	0%
Using cellphones	4	10%	3	7.5%	2	5%	0	0%
Shouting	5	12.5%	4	10%	0	0%	0	0%
Spacing out and not listening	11	27.5%	4	10%	2	5%	1	2.5%
Talking to seatmates	20	50%	3	7.5%	2	5%	1	2.5%
Doing unnecessary things	10	25%	8	20%	1	2.5%	1	2.5%
Goes in and out in the class without permission	18	45%	8	20%	1	2.5%	1	2.5%
Interrupts the classes	10	25%	6	15%	1	2.5%	1	2.5%
Disorganized desk/area	9	22.5%	4	10%	3	7.5%	2	5%

Day 1

Baker (2007) defines off-task behavior in learning environments as behavior where a student completely disengages from the learning environment and task to engage in an unrelated behavior.

On day 1, data from a class of 40 Grade 7 students showed various off-task behaviors. Sleeping and fidgeting were each observed in 14 students (35%), cellphone use in 4 students (10%), and shouting in 5 students (12.5%). Spacing out and not listening affected 11 students (27.5%), while talking to seatmates was most common at 20 students (50%). Additionally, 10 students (25%) did unnecessary things, 18 students (45%) went in and out of the class, 10 students (25%) interrupted, and 9 students (22.5%) had disorganized desks or areas.

Day 2

The data collected from observing 40 students on day 2 revealed a variety of off-task behaviors. Only 1 student (2.5%) was recorded sleeping in class. Fidgeting was observed in 7 students (17.5%), while 3 students (7.5%) were noted using cellphones. Shouting was documented in 4 students (10%). Instances of spacing out and not listening were seen in 4 students (10%), and talking to seatmates was recorded in 3 students (7.5%).

Further observations showed that 8 students (20%) were doing unnecessary things, and another 8 students (20%) were going in and out of the class. Interrupting the class was observed in 6 students (15%), and disorganized desks or areas were noted in 4 students (10%).

Day 3

On day 3, the observations of the 40 students revealed the following off-task behaviors. One student (2.5%) fell asleep during classes. Fidgeting was observed in 1 student (2.5%). 2 students (5%) were seen using cellphones during class. No students (0%) were reported shouting. Spacing out and not listening were observed in 2 students (5%). Talking to seatmates was noted in 2 students (5%). 1 student (2.5%) was found doing unnecessary things. 1 student (2.5%) was observed going in and out of the class without permission. Interrupting the classes was seen in 1 student (2.5%). Lastly, 3 students (7.5%) had disorganized desks or areas.

Day 4

The final observations of the 40 students in the study revealed significant outcomes of their off-task behaviors. On the last day, none of the students (0%) were observed falling asleep during classes. Similarly, there were no instances of fidgeting (0%), using cellphones (0%), or shouting (0%).

However, a small number of students displayed other off-task behaviors: 1 student (2.5%) was observed spacing out and not listening, 1 student (2.5%) was talking to seatmates, and 1 student (2.5%) was doing unnecessary things during class. Additionally, 1 student (2.5%) went in and out of the class without permission, and 1 student (2.5%) interrupted the class. Finally, 2 students (5%) had disorganized desks or areas.

Discussion

In the study of Ismail (2023) about using positive reinforcement to increase student engagement in the classroom, it was revealed that 75% of the responses indicated that positive reinforcement is essential for increasing student engagement in the classroom.

Similar to the study cited, the recorded 4-day data of off-task behaviors observed in 40 Grade 7 students over four days revealed a decrease in disruptive activity, emphasizing the effectiveness of the positive reinforcement through the attention cue point sheet.

On the first day, a significant number of students exhibited off-task behaviors. 14 students (35%) were observed sleeping in class, likewise 14 students fidgeted (35%). Cellphone usage was noted in 4 students (10%), while 5 students (12.5%) were shouting. 11 students (27.5%) were

spacing out and not listening, and talking to seatmates was the most prevalent behavior, observed in 20 students (50%). Additionally, 10 students (25%) were doing unnecessary things, and 18 students (45%) went in and out of the class without permission. Interruptions were noted in 10 students (25%), and 9 students (22.5%) had disorganized desks or areas.

On the second day, there was a noticeable reduction in off-task behaviors. Only 1 student (2.5%) was recorded sleeping in class. Fidgeting dropped to 7 students (17.5%), and cellphone usage was noted in 3 students (7.5%). Shouting was observed in 4 students (10%). Spacing out and not listening were seen in 4 students (10%), while talking to seatmates decreased to 3 students (7.5%). 8 students (20%) were doing unnecessary things, and the same number of 8 students (20%) were going in and out of the class. Interruptions were recorded in 6 students (15%), and disorganized desks or areas were noted in 4 students (10%).

The 3rd day saw further reductions in most off-task behaviors. Only 1 student (2.5%) fell asleep during class, and fidgeting was observed in just 1 student (2.5%) as well. Cellphone usage was noted in 2 students (5%), and no students (0%) were recorded shouting. Spacing out and not listening were observed in 2 students (5%), and talking to seatmates was seen in 2 students (5%). 1 student (2.5%) was doing unnecessary things, and another 1 student (2.5%) was going in and out of the class without permission. Interruptions were noted in 1 student (2.5%), and 3 students (7.5%) had disorganized desks or areas.

The last day showed significant improvements in student behavior. No students (0%) were observed sleeping, fidgeting, using cellphones, or shouting. However, some off-task behaviors persisted at very low frequencies. 1 student (2.5%) was observed spacing out and not listening, 1 student (2.5%) was talking to seatmates, and 1 student (2.5%) was doing unnecessary things during class. Additionally, 1 student (2.5%) went in and out of the class without permission, and 1 student (2.5%) interrupted the class. Finally, only 2 students (5%) had disorganized desks or areas.

There was a marked reduction in off-task behaviors from Day 1 to Day 4. While behaviors such as sleeping, fidgeting, using cellphones, and shouting were eliminated by the last day, a few behaviors, like spacing out, talking to seatmates, doing unnecessary things, and having disorganized desks, persisted at minimal levels. This highlights the effectiveness of the cue point sheet and seating challenges implemented during the observation period.

The consistent decline in off-task behaviors across the four days demonstrates the effectiveness of positive reinforcement. The attention cue point sheet, as a specific positive reinforcement strategy, played a crucial role in promoting desired behaviors and discouraging disruptions. The data aligns with Ismail's (2023) finding that positive reinforcement is essential for increasing student engagement, validating the approach's efficacy in a real-world classroom setting.

These findings have significant implications for educators seeking to improve classroom management and student engagement. Implementing positive reinforcement techniques, such as attention cue point sheets, can lead to marked improvements in student behavior. By focusing on positive reinforcement, educators can create a more positive classroom environment, reduce disruptive behaviors, and enhance overall student engagement.

Students' Reflection

5 out of 40 students were randomly selected by the researchers and asked the question, "*How did the Attention Cue Point Sheet influence your behavior inside the classroom?*"

> "*I focused more on the class, ma'am, and I stopped doing irrelevant things in class. Then, when I see you, ma'am, taking out the marker, I immediately quiet down because I know you're about to mark the names of those who are noisy and can't be controlled*" - Student 1

"The impact of the Attention Cue Point Sheet is that it helps me recognize my behavior in class so that I can improve. Sometimes I don't realize I'm acting that way, but when you call me out and mark an 'x' on the cue point sheet, that's when I realize that I can't control myself again. I'm being disruptive again." - Student 2

"The impact of the Attention Cue Point Sheet on me as a student is that it helps me reflect on my behavior in class. For me, it really helps me learn from my mistakes, especially when class has already started, but I am still using my phone. I've learned that if class has begun, I should be ready to listen and learn, not using my cellphone or any gadgets that can distract me. It serves as a reflection and helps me improve my behavior in the classroom. I am very thankful that Ma'am Carmela implemented this method or rule because it helps us improve our behavior not only inside the classroom but also outside of it." - Student 3

"Honestly, it doesn't really matter to me. But that doesn't mean I don't care about the Attention Cue Point Sheet. I honestly think that being late or having a reason or permission to go outside during class is part of being a student. Honestly, ma'am, if I'm late, it's okay for me, as long as I can catch up on the lessons, it's alright for me. But I understand the reason why you made the Attention Cue Point Sheet: to make us aware of the things we shouldn't keep repeating. Thank you, ma'am, because it showed how careless I am when it comes to attendance." - Student 4

"I really liked it, ma'am, because I was already annoyed with my classmates who were always noisy during class; it was always like that. But when you started putting that big sheet on the blackboard, they started behaving more, and the noisy ones quieted down because of the random seating arrangement. And I liked it, ma'am, because I could get a prize at the end of the week. It motivates me to listen in class for the prize." - Student 5

Researchers' Reflection

Attention cue point sheet, positive reinforcement, and seating challenges play a crucial role in managing classroom behavior and reducing off-task behaviors among Grade 7 students. Based on the journal article by Strobel Education (2023) entitled "Class Management & Seating Arrangements: 8 Creative Solutions," classroom seating arrangements play an important role in student learning, engagement levels, and the overall success of the class. Seating can influence how comfortable students feel participating in activities as well as how much they focus on their work.

Implementing seating challenges every two days effectively disrupted distraction patterns and off-task behaviors by encouraging interaction with different classmates and promoting broader socialization. This approach fostered a more orderly and inclusive classroom environment. Additionally, displaying the cue point sheet visibly on the board provided a constant reminder for students to stay focused. The incentive of avoiding marks for off-task behaviors to earn a prize further motivated students to maintain positive behavior.

Throughout the observation period, the researchers noticed a significant change in classroom dynamics. The mere action of lifting the pen, indicating readiness to mark behaviors on the sheet, is a cue for students to quickly adjust their behavior, quiet down, and become more attentive. This student's response is similar to the Classical Conditioning of Ivan Pavlov. According to Rehman et al. (2023), Classical conditioning is one of those unconscious learning methods and is the most straightforward way in which humans can learn. Classical conditioning is the process in

which an automatic, conditioned response is paired with specific stimuli. In this theory experiment of Classical Conditioning, the neutral signal was the sound of the bell, and the naturally occurring reflex was salivating in response to food. By associating the neutral stimulus (sound) with the unconditioned stimulus (food), the sound of the tone alone could produce a salivation response.

Meanwhile, in this study, the neutral stimulus is the lifting of the pen, the unconditioned stimulus is the attention cue point sheet plastered on the board, and the conditioned response is the grade 7 students quickly adjusting their behavior by quieting down and becoming more attentive. This conditioning showed that students were eager to avoid negative marks and earn recognition for their good behavior. This observation supported the results of the study of Khattak et al. (2018), which proves that positive reinforcement affects students' academic performance.

In the study of Gunaretnam (2021), the need for positive reinforcement occurs when the child needs verbal affirmation. It is a simple way of encouragement. When the child puts effort into doing something, he needs that work to be appreciated by the teacher. It gives the child to strive to do more. Through this, the child can develop intrapersonal development.

Gunaretnam's conclusion supported this study's method of positive reinforcement, where each student received a personalized letter summarizing their positive behaviors using the feedback sandwich method: Compliment, Correct, Compliment. This approach, as endorsed by the University of South Carolina's article "The Importance of Providing Meaningful Student Feedback," aims to improve student performance by highlighting strengths, identifying areas for improvement, and offering positive reinforcement. The letters emphasized weekly accomplishments, areas for improvement, personal reflections, and positive feedback from the researcher. Providing feedback immediately after observed behaviors encouraged self-reflection, accountability, and self-awareness, helping students recognize and address their strengths and weaknesses (Rafi, 2019).

The attention cue point sheet, seating challenges, positive reinforcement, and personalized reflections proved to be a comprehensive and effective strategy for classroom management. They not only reduced disruptive behaviors but also enhanced overall classroom organization and student engagement towards a productive learning environment.

CONCLUSIONS

This study investigated the effectiveness of the Attention Cue Point Sheet in managing disruptive behaviors among Grade 7 students, focusing on identifying common disruptive behaviors and assessing the impact of interventions aimed at reinforcing positive behavior.

The research identified 10 common and prevalent off-task behaviors among Grade 7 students, including (1) Sleeping, (2) Fidgeting, (3) Using cellphone during class discussion, (4) Shouts during classroom activities, (5) Spacing out and not listening, (6) Talking to seatmates while teacher is discussing, (7) Doing random things and not paying attention (8) Goes in and out of the classroom during discussion (9) Interrupts the classes by asking out of topic questions (10) Keeps the desk and surrounding area messy and disorganized.

The implementation of the Attention Cue Point Sheet significantly reduced off-task behaviors among Grade 7 students by making them aware of their actions and consequences. This strategy proved effective, with positive reinforcement and periodic seating challenges further contributing to improved focus and participation. Overall, these methods effectively enhanced classroom management and fostered a conducive and productive learning environment. The conclusion of this study is supported by the findings of the study of Ghafar (2023) where they also concluded in their study that positive reinforcement also indirectly influences pupils' self-perception. Children who get sufficient positive reinforcement acquire a sense of confidence in their intellectual capabilities. The use of positive reinforcement strategies has the potential to foster a

safe and happy learning environment, hence instilling a sense of worth among students. This phenomenon facilitates the reduction of attention towards undesirable activities, typically resulting in their eventual cessation. It enables pupils to develop a feeling of self-control and assume responsibility for their activities.

LIMITATION AND FURTHER RESEARCH

After conducting this study, it is imperative to acknowledge the limitations, including that the study's duration was relatively short, capturing only immediate behavioral changes. Long-term effects and sustainability of the observed improvements in classroom behavior would require further investigation over an extended academic period.

The study does not explore the effectiveness of the Attention Cue Point Sheet in managing behaviors during online classes, an increasingly relevant aspect of modern education. Future research should address this gap by evaluating the cue point system's adaptation for virtual classrooms to provide comprehensive insights into its effectiveness across diverse instructional settings.

Recommendations

To comprehensively explore the effectiveness of attention cue point sheets in reinforcing positive attitude, it is recommended to explore the prolonged impact of the Attention Cue Point Sheet across an extended academic period, which could offer valuable insights into its sustained efficacy in promoting positive student behaviors and maintaining a conducive learning environment. This longitudinal approach would provide a clearer understanding of how students' attitudes and behaviors evolve with continued exposure to the cue point system.

Also, investigating adaptations and variations in implementing the cue point system across different grade levels will help in understanding how the system functions in various classroom settings, which could inform tailored approaches to maximize its effectiveness across educational settings.

Given the increasing prevalence of online learning environments, future research could explore adaptations of the cue point system for virtual classrooms. Examining how virtual platforms can integrate similar accountability mechanisms to reinforce positive behaviors and engagement among students would be particularly relevant in today's educational landscape.

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