

APPENDICES

APPENDIX A

Appendix A- 1 : Validation Instrument from Thesis Supervisor

Validation on Instrument for Reinforcement

Ryenne Christine Mulyono (00000004682)

Please help me to validate this instrument. Please give a tick or cross on the box below yes / no to help indicate whether or not the indicator and the instrument is match and valid to be on research and please put some comments on what needs to be fixed or improved. Thank you for your help. God bless you.

Note- MFS – Mentor Feedback Sheet		SQ = Student Questionnaire		RES = Researcher Evaluation Sheet	
No	Indicator	Instrument	Yes / no	Validation	
1.	<p>The teacher demonstrates expected positive behavior to the students together with the consequences (following their actions)</p> <p>- <i>Tell students in advance</i> exactly what behaviours you expect and what consequences will follow their observance or non-compliance (Porter, 2000)</p> <p>- <i>Model</i> the behaviour that you want your students to display. (Porter, 2000)</p>	<p>MFS 1 The teacher demonstrated the expected positive behavior before the lesson began</p> <p>RES 1 I demonstrated the expected positive behavior before the lesson began</p>	<input checked="" type="checkbox"/>		
2.	<p>Reinforcement given in enough amount</p> <p>- Reinforce often at first so that behaviour is learned quickly, gradually reduce reinforcement to natural levels as soon as possible so that new behaviour is maintained.</p>	<p>MFS 2A The teacher gave enough amount (not too often) of positive reinforcement (praises / gave green circle / moved students' name up)</p> <p><*circle the one that have enough amount></p>	<input checked="" type="checkbox"/>		

Appendix A- 2 : Validation Instrument from Thesis Supervisor

<p>G., 2016)</p> <ul style="list-style-type: none"> - Remaining seated during class lecture (Kapalka, George, 2009) 	<p>SQ1D I sit properly on my chair / in the carpet</p> <p>ROS 4 If student sit properly on chair (not touch anything)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
<p>3.</p> <p>Keep effort on the task given</p> <ul style="list-style-type: none"> - Doing your (student) work (Perle, Jonathan G., 2016) - Complete and turn in all assignments. (Partin, Ronald L., 2000) - Give learning time our best shot (Rogers, Bill, 2003) - Completing assigned class work (Kapalka, George, 2009) - Remaining on task during class work (Kapalka, George, 2009) 	<p>MOS5 If student keep effort in the task (Desk and Individual)</p> <p>SQ1E I worked hard the whole time</p> <p>ROS5 If student keep effort in the task (Desk and Individual)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
<p>4.</p> <p>Help their friends doing the work in the classroom</p> <ul style="list-style-type: none"> - Helping [me - (teacher)], <or> helping a peer (Perle, Jonathan G., 2016) 	<p>MOS 7 If student help + support friends (Group)</p> <p>MOS 8 If student work together (Group)</p> <p>ROS 7 If student help + support friends (Group)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	

Appendix A- 3 : Validation Instrument from Thesis Supervisor

5.	<p>Follow the teacher instruction on the voice level</p> <ul style="list-style-type: none"> - Using an inside voice (Perle, Jonathan G., 2016) - Working quietly (Perle, Jonathan G., 2016) - Partner voice and co-operative talk (in class learning time) (Rogers, Bill, 2003) - Remaining quiet during class lecture (Kapalka, George, 2009) 	<p>ROS 8 If student work together (Group)</p> <p>MOS 6 If student follow the voice level (Individual and Group)</p> <p>ROS 6 If student follow the voice level (Individual and Group)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
6.	<p>Listening to the teacher explanation and instruction</p> <p>Listening (Perle, Jonathan G., 2016)</p>	<p>MOS 2 If student have their eyes on the teacher (listen to explanation and instruction) (Carpet and Desk)</p> <p>SQ 1BI am focus listened to the instruction (eyes to the teacher))</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	

Appendix A- 4 : Validation Instrument from Thesis Supervisor

		<p>ROS 2 If student have their eyes on the teacher (listen to explanation and instruction) (Carpet and Desk)</p>	<input checked="" type="checkbox"/>	
<p>7.</p>	<p>The student will raise their hand if they have a questions of thoughts. Raising his hand (Perle, Jonathan G., 2016) Hands up (without calling out) (Rogers, Bill, 2003) Raising hand before giving an answer (Kapalka, George, 2009) Only one person should talk at a time. (Partin, Ronald L., 2000)</p>	<p>MOS 3 If student raise their hands for asking questions and telling thoughts</p> <p>ROS 3 If student raise their hands for asking questions and telling thoughts</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	

..... 13/10 2016

(Sultana P.S)

Appendix A- 5 : Validation Instrument from Thesis Supervisor


Validation on Instrument for Reinforcement

Ryanne Christine Mulyono (00000004682) _____

Please help me to validate this instrument. Please give a tick or cross on the box below yes / no to help indicate whether or not the indicator and the instrument is match and valid to be on research and please put some comments on why needs to be fixed or improved. Thank you for your help. God bless you.

Note- MFS – Mentor Feedback Sheet		SQ = Student Questionnaire		RES = Researcher Evaluation Sheet	
No	Indicator	Instrument	Yes / no	Validation	
1.	<p>The teacher demonstrates expected positive behavior to the students together with the consequences (following their actions)</p> <p>- <i>Tell students in advance</i> exactly what behaviours you expect and what consequences will follow their observance or non-compliance (Porter, 2000)</p> <p>- <i>Model</i> the behaviour that you want your students to display. (Porter, 2000)</p>	<p>MFS 1 The teacher demonstrated the expected positive behavior before the lesson began</p> <p>RES 1 I demonstrated the expected positive behavior before the lesson began</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>		
2.	<p>Reinforcement given in enough amount</p> <p>- Reinforce often at first so that behaviour is learned quickly, gradually reduce reinforcement to natural levels as soon as possible so that new behaviour is maintained.</p>	<p>MFS 2A The teacher gave enough amount (not too often) of positive reinforcement (praises / gave green circle / moved students' name up)</p> <p><*circle the one that have enough amount></p>	<p><input checked="" type="checkbox"/></p>		

Appendix A- 6 : Validation Instrument from Thesis Supervisor

<p>(Porter, 2000)</p> <ul style="list-style-type: none"> - Looking for opportunities to positively attend to appropriate behavior. (Perle, 2016) - These all share a couple of features in common: each is given purposefully and is controlled by the teacher and therefore external to the student. (Shindler, 2010) - Reinforce positive behaviors (Partin, 2000) - A reinforcer will lose its reinforcing capacity if it is overused. (Porter, 2000) - These all share a couple of features in common: each is given purposefully and is controlled by the teacher and therefore external to the student. (Shindler, 2010) 	<p>MFS 2B The teacher gave enough amount (not too often) of negative reinforcement (reminded the expected positive behavior / took red circle / moved students' name down) <*circle the one that have enough amount></p> <p>MFS 3 When a student masters the positive behavior, less reinforcement given</p> <p>RES 2A I gave enough amount (not too often) of positive reinforcement (praises / gave green circle / moved student name up) <*circle the one that have enough amount></p> <p>RES 2B I gave enough amount (not too often) of negative reinforcement (reminded the expected positive behavior / took red circle / moved student name down) <*circle the one that have enough amount ></p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------

Appendix A- 7 : Validation Instrument from Thesis Supervisor

3.	<p>The reinforcement consistently given right after the behavior happen</p> <ul style="list-style-type: none"> - Reinforcers work best when delivered immediately That is you must be careful to deliver the reinforcement if the behaviour is displayed, and not when the behaviour does not occur. (Porter, 2000.) - Can be done efficiently (Shindler, 2010). - "Catch the student being good," (Partin, 2000) - Positively attend as soon as a desired behavior occurs so the student can associate the teacher praise with positive behavior (Perle, 2016) - Reinforcement must be systematic: its delivery must be contingent on the occurrence of the behaviour. (Porter, 2000) - Reinforce positive behaviors 	<p>RES 3 When a student masters the positive behavior, less reinforcement given</p> <p>MFS 4A Right after the positive behavior happen, the teacher always gave praises.</p> <p>MFS 4B Right after the positive behavior happen, the teacher always gave green circle.</p> <p>MFS 4C Right after the positive behavior happen 3 times, the teacher always moved the student name up.</p> <p>MFS 4D Right after the inappropriate behavior happen, the teacher always reminded the expected positive behavior.</p> <p>MFS 4E Right after the inappropriate behavior happen, I always took red circle.</p> <p>MFS 4F Right after the inappropriate behavior happen 3 times, I always moved the student name down.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
----	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Appendix A- 8 : Validation Instrument from Thesis Supervisor

<p>(Partin, 2000)</p> <ul style="list-style-type: none"> - Reward appropriate behavior; (Partin, 2000) - “Catch the student being good,” (Partin, 2000) - Demonstrate the importance of the students positive behaviors by attending to them consistently and frequently. (Perle, 2016) - Looking for opportunities to positively attend to appropriate behavior. (Perle, 2016) - Can be done efficiently (Shindler, 2010). - This process of associating or ‘pairing’ praise with giving reward should help children to learn to value approval as a source of reinforcement in itself. (Smith and Laslett, 2002) 	<p>RES 4A Right after the positive behavior happen, I always gave praises.</p> <p>RES 4B Right after the positive behavior happen, I always gave green circle.</p> <p>RES 4C Right after the positive behavior happen, 3 times, I always moved the students’ name up.</p> <p>RES 4D Right after the inappropriate behavior happen, I always reminded the expected positive behavior.</p> <p>RES 4E Right after the inappropriate behavior happen, I always took red circle.</p> <p>RES 4F Right after the inappropriate behavior happen 3 times, I always moved the students’ name down</p> <p>MFS 4A Right after the positive behavior happen, the teacher always gave praises.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
<p>4. Variety of Reinforcement</p> <ul style="list-style-type: none"> - Necessary to vary reinforcers. (Porter L., 2000) 		<p><input checked="" type="checkbox"/></p>	

Appendix A- 9: Validation Instrument from Thesis Supervisor

	<ul style="list-style-type: none"> - Use rewards, vary them to be effective. The same reward used over and over quickly satiates (Partin, Ronald L. 2000) - Variety and novelty are powerful reinforcers. (Partin, Ronald L. 2000) 	<p>MFS 4B Right after the positive behavior happen, the teacher always gave green circle.</p> <p>MFS 4C Right after the positive behavior happen 3 times, the teacher always moved the students' name up.</p> <p>MFS 4D Right after the inappropriate behavior happen, the teacher always reminded the expected positive behavior.</p> <p>MFS 4E Right after the inappropriate behavior happen, the teacher always took red circle.</p> <p>MFS 4F Right after the inappropriate behavior happen 3 times, the teacher always moved the students' name down.</p> <p>RES 4A Right after the positive behavior happen, I always gave praises.</p> <p>RES 4B Right after the positive behavior happen, I always gave green circle.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Appendix A- 10 : Validation Instrument from Thesis Supervisor

5.	<p>Recognizing Positive Behavior</p> <ul style="list-style-type: none"> - Positive reinforcement needs to be specific and descriptive, earned and accurate. Walters, Jim and Frei, Shelly (2007) - Find ways to show recognition and appreciation of their gains, even the small ones. (Partin, Ronald L., 2000) 	<p>RES 4C Right after the positive behavior happen, 3 times, I always moved the students' name up.</p> <p>RES 4D Right after the inappropriate behavior happen, I always reminded the expected positive behavior.</p> <p>RES 4E Right after the inappropriate behavior happen, I always took red circle.</p> <p>RES 4F Right after the inappropriate behavior happen, 3 times, I always moved the students' name down</p> <p>MFS 5A To recognized the positive behavior the teacher mentioned the positive behavior that the student did</p> <p>MFS 5B To recognized the positive behavior the teacher said praise.</p> <p>MFS 5C To recognized the positive behavior the teacher gave the green circle.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	


Appendix A- 11 : Validation Instrument from Thesis Supervisor

<ul style="list-style-type: none"> - Reward appropriate behavior; (Partin, Ronald L. 2000) - Most constructive, praise should be specific rather than general (Partin, Ronald L. 2000) - Offer specific information on what you liked about the student's work (Partin, Ronald L. 2000) - Exactly which behavior he or she is happy to see in order to encourage the student (Perle J. G, 2016) - Focus positive attending on student's performance instead of ability (Perle J. G, 2016) - If feasible, a teacher should immediately and consistently ignore disruptive attention – seeking behaviors. Ignoring should be brief (e.g., a few seconds) with the teacher looking for opportunities to positively attend to appropriate behavior. (Perle, Jonathan G. 2016) - This process of associating or 'pairing' praise with giving reward 	<p>MFS 5D To recognized the positive behavior the teacher moved the students' name up</p> <p>RES 5A To recognized the positive behavior, I mentioned the positive behavior that the student did.</p> <p>RES 5B To recognized the positive behavior, I said praise.</p> <p>RES 5C To recognized the positive behavior, I gave the green circle.</p> <p>RES 5D To recognized the positive behavior, I moved the students' name up.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appendix A- 12 : Validation Instrument from Thesis Supervisor

	<p>should help children to learn to value approval as a source of reinforcement in itself. (Smith, Colin and Laslett R., 2002)</p> <p>- Can be done efficiently (Shindler, J., 2010)</p>			
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

B - 10 2016


 (Sylvia P. S)

Appendix A- 13 : Validation Instrument from Researcher Mentor

Validation on Instrument for Positive Behavior

_____ Ryanne Christine Mulyono (00000004682)

Please help me to validate this instrument. Please give a tick or cross on the box below yes / no to help indicate whether or not the indicator and the instrument is match and valid to be on research and please put some comments on what needs to be fixed or improved. Thank you for your help. God bless you.

No	Indicator	Instrument	Yes / no	Validation Need improvement in
1.	<p>Keep the hands and feet to yourself</p> <ul style="list-style-type: none"> - Keeping your hands to yourself (Perle, Jonathan G., 2016) - keep hands, feet and objects to yourself (Porter, Louise, 2000) - Keep your hands to yourself. (Partin, Ronald L., 2000) - Keep hands and feet to yourself (Rogers, Bill, 2003) - Behaviors like personal space (Rogers, Bill, 2003) 	<p>MOS 1 Hands and feet to yourself (student) (Carpet and Desk)</p> <p>ROS 1 Hands and feet to yourself (student) (Carpet and Desk)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
2.	<p>Sit properly and keep on seated during the classroom</p> <ul style="list-style-type: none"> - Staying in your seat (Perle, Jonathan 	<p>MOS 4 If students sit properly on chair (not touch anything)</p>	<p><input checked="" type="checkbox"/></p>	

Appendix A- 14 : Validation Instrument from Researcher Mentor

	<p>G., 2016)</p> <ul style="list-style-type: none"> - Remaining seated during class leacure (Kapalka, George, 2009) 	<p>SQ1D I sit properly on my chair /in the carpet</p> <p>ROS 4 If student sit properly on chair (not touch anything)</p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
3.	<p>Keep effort on the task given</p> <ul style="list-style-type: none"> - Doing your (student) work (Perle, Jonathan G., 2016) - Complete and turn in all assignments. (Partin, Ronald L., 2000) - Give learning time our best shot (Rogers, Bill, 2003) - Completing assigned class work (Kapalka, George, 2009) - Remaining on task during class work (Kapalka, George, 2009) 	<p>MOS5 If student keep effort in the task (Desk and Individual)</p> <p>SQ1E I worked hard the whole time</p> <p>ROS5 If student keep effort in the task (Desk and Individual)</p>	<p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
4.	<p>Help their friends doing the work in the classroom</p> <ul style="list-style-type: none"> - Helping [me - (teacher)], <or> helping a peer (Perle, Jonathan G., 2016) 	<p>MOS 7 If student help + support friends (Group)</p> <p>MOS 8 If student work together (Group)</p> <p>ROS 7 If student help + support friends (Group)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	

Appendix A- 15 : Validation Instrument from Researcher Mentor

5.	<p>Follow the teacher instruction on the voice level</p> <ul style="list-style-type: none"> - Using an inside voice (Perle, Jonathan G., 2016) - Working quietly (Perle, Jonathan G., 2016) - Partner voice and co-operative talk (in class learning time) (Rogers, Bill, 2003) - Remaining quiet during class lecture (Kapalka, George, 2009) 	<p>ROS 8 If student work together (Group)</p> <p>MOS 6 If student follow the voice level (Individual and Group)</p> <p>ROS 6 If student follow the voice level (Individual and Group)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
6.	<p>Listening to the teacher explanation and instruction</p> <p>Listening (Perle, Jonathan G., 2016)</p>	<p>MOS 2 If student have their eyes on the teacher (listen to explanation and instruction) (Carpet and Desk)</p> <p>SQ 1BI am focus listened to the instruction (eyes to the teacher)</p>	<p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	

Appendix A- 16 : Validation Instrument from Researcher Mentor

7.	<p>The student will raise their hand if they have a questions of thoughts.</p> <p>Raising his hand (Perle, Jonathan G., 2016)</p> <p>Hands up (without calling out) (Rogers, Bill, 2003)</p> <p>Raising hand before giving an answer (Kapalka, George, 2009)</p> <p>Only one person should talk at a time. (Partin, Ronald L., 2000)</p>	<p>ROS 2 If student have their eyes on the teacher (listen to explanation and instruction) (Carpet and Desk)</p> <p>MOS 3 If student raise their hands for asking questions and telling thoughts</p> <p>ROS 3 If student raise their hands for asking questions and telling thoughts</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
----	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	--

..... 2016

(*Handwritten signature in green ink*)

Appendix A- 17 : Validation Instrument from Researcher Mentor

Validation on Instrument for Reinforcement

Ryenne Christine Mulyono (00000004682)

Please help me to validate this instrument. Please give a tick or cross on the box below yes / no to help indicate whether or not the indicator and the instrument is match and valid to be on research and please put some comments on what needs to be fixed or improved. Thank you for your help. God bless you.

Note- MFS – Mentor Feedback Sheet		SQ = Student Questionnaire		RES = Researcher Evaluation Sheet	
No	Indicator	Instrument	Yes / no	Validation	
1.	<p>The teacher demonstrates expected positive behavior to the students together with the consequences (following their actions)</p> <ul style="list-style-type: none"> - <i>Tell students in advance</i> exactly what behaviours you expect and what consequences will follow their observance or non-compliance (Porter, 2000) - <i>Model</i> the behaviour that you want your students to display. (Porter, 2000) 	<p>MFS 1 The teacher demonstrated the expected positive behavior before the lesson began</p> <p>RES 1 I demonstrated the expected positive behavior before the lesson began</p>	<input checked="" type="checkbox"/>		
2.	<p>Reinforcement given in enough amount</p> <ul style="list-style-type: none"> - Reinforce often at first so that behaviour is learned quickly, gradually reduce reinforcement to natural levels as soon as possible so that new behaviour is maintained. 	<p>MFS 2A The teacher gave enough amount (not too often) of positive reinforcement (praises / gave green circle / moved students' name up)</p> <p><*circle the one that have enough amount></p>	<input checked="" type="checkbox"/>		

Appendix A- 18 : Validation Instrument from Researcher Mentor

	<p>(Porter, 2000)</p> <ul style="list-style-type: none"> - Looking for opportunities to positively attend to appropriate behavior. (Perle, 2016) - These all share a couple of features in common: each is given purposefully and is controlled by the teacher and therefore external to the student. (Shindler, 2010) - Reinforce positive behaviors (Partin, 2000) - A reinforcer will lose its reinforcing capacity if it is overused. (Porter, 2000) - These all share a couple of features in common: each is given purposefully and is controlled by the teacher and therefore external to the student. (Shindler, 2010) 	<p>MFS 2B The teacher gave enough amount (not too often) of negative reinforcement (reminded the expected positive behavior / took red circle / moved students' name down) <*circle the one that have enough amount></p> <p>MFS 3 When a student masters the positive behavior, less reinforcement given</p> <p>RES 2A I gave enough amount (not too often) of positive reinforcement (praises / gave green circle / moved student name up) <*circle the one that have enough amount></p> <p>RES 2B I gave enough amount (not too often) of negative reinforcement (reminded the expected positive behavior / took red circle / moved student name down) <*circle the one that have enough amount ></p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p> <p style="text-align: center;"><input checked="" type="checkbox"/></p> <p style="text-align: center;"><input checked="" type="checkbox"/></p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Appendix A- 19 : Validation Instrument from Researcher Mentor

3.	<p>The reinforcement consistently given right after the behavior happen</p> <ul style="list-style-type: none"> - Reinforcers work best when delivered immediately That is you must be careful to deliver the reinforcement if the behaviour is displayed, and not when the behaviour does not occur. (Porter, 2000.) - Can be done efficiently (Shindler, 2010). - "Catch the student being good," (Partin, 2000) - Positively attend as soon as a desired behavior occurs so the student can associate the teacher praise with positive behavior (Perte, 2016) - Reinforcement must be systematic: its delivery must be contingent on the occurrence of the behaviour. (Porter, 2000) - Reinforce positive behaviors 	<p>RES 3 When a student masters the positive behavior, less reinforcement given</p> <p>MFS 4A Right after the positive behavior happen, the teacher always gave praises.</p> <p>MFS 4B Right after the positive behavior happen, the teacher always gave green circle.</p> <p>MFS 4C Right after the positive behavior happen 3 times, the teacher always moved the student name up.</p> <p>MFS 4D Right after the inappropriate behavior happen, the teacher always reminded the expected positive behavior.</p> <p>MFS 4E Right after the inappropriate behavior happen, I always took red circle.</p> <p>MFS 4F Right after the inappropriate behavior happen 3 times, I always moved the student name down.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
----	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Appendix A- 20 : Validation Instrument from Researcher Mentor

4.	<p>Variety of Reinforcement</p> <ul style="list-style-type: none"> - Necessary to vary reinforcers. (Porter L., 2000) 	<p>RES 4A Right after the positive behavior happen, I always gave praises.</p> <p>RES 4B Right after the positive behavior happen, I always gave green circle.</p> <p>RES 4C Right after the positive behavior happen, 3 times, I always moved the students' name up.</p> <p>RES 4D Right after the inappropriate behavior happen, I always reminded the expected positive behavior.</p> <p>RES 4E Right after the inappropriate behavior happen, I always took red circle.</p> <p>RES 4F Right after the inappropriate behavior happen 3 times, I always moved the students' name down</p> <p>MFS 4A Right after the positive behavior happen, the teacher always gave praises.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
----	---------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Appendix A- 21 : Validation Instrument from Researcher Mentor

<ul style="list-style-type: none"> - Use rewards, vary them to be effective. The same reward used over and over quickly satiates (Partin, Ronald L. 2000) - Variety and novelty are powerful reinforcers. (Partin, Ronald L. 2000) 	<p>MFS 4B Right after the positive behavior happen, the teacher always gave green circle.</p> <p>MFS 4C Right after the positive behavior happen 3 times, the teacher always moved the students' name up.</p> <p>MFS 4D Right after the inappropriate behavior happen, the teacher always reminded the expected positive behavior.</p> <p>MFS 4E Right after the inappropriate behavior happen, the teacher always took red circle.</p> <p>MFS 4F Right after the inappropriate behavior happen 3 times, the teacher always moved the students' name down.</p> <p>RES 4A Right after the positive behavior happen, I always gave praises.</p> <p>RES 4B Right after the positive behavior happen, I always gave green circle.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Appendix A- 22 : Validation Instrument from Researcher Mentor

5.	<p>Recognizing Positive Behavior</p> <ul style="list-style-type: none"> - Positive reinforcement needs to be specific and descriptive, earned and accurate. Walters, Jim and Frei, Shelly (2007) - Find ways to show recognition and appreciation of their gains, even the small ones. (Partin, Ronald L., 2000) 	<p>RES 4C Right after the positive behavior happen, 3 times, I always moved the students' name up.</p> <p>RES 4D Right after the inappropriate behavior happen, I always reminded the expected positive behavior.</p> <p>RES 4E Right after the inappropriate behavior happen, I always took red circle.</p> <p>RES 4F Right after the inappropriate behavior happen, 3 times, I always moved the students' name down</p> <p>MFS 5A To recognized the positive behavior the teacher mentioned the positive behavior that the student did</p> <p>MFS 5B To recognized the positive behavior the teacher said praise.</p> <p>MFS 5C To recognized the positive behavior the teacher gave the green circle.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>						
----	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

Appendix A- 23 : Validation Instrument from Researcher Mentor

	<input checked="" type="checkbox"/>	<p>MFS 5D To recognized the positive behavior the teacher moved the students' name up</p>	<p>Reward appropriate behavior: (Partin, Ronald L. 2000)</p> <ul style="list-style-type: none"> - Most constructive, praise should be specific rather than general (Partin, Ronald L. 2000) - Offer specific information on what you liked about the student's work (Partin, Ronald L. 2000) - Exactly which behavior he or she is happy to see in order to encourage the student (Petle J. G, 2016) - Focus positive attending on student's performance instead of ability (Perle J. G, 2016) - If feasible, a teacher should immediately and consistently ignore disruptive attention – seeking behaviors. Ignoring should be brief (e.g., a few seconds) with the teacher looking for opportunities to positively attend to appropriate behavior. (Perle, Jonathan G. 2016) - This process of associating or 'pairing' praise with giving reward
<input checked="" type="checkbox"/>	<p>RES 5A To recognized the positive behavior, I mentioned the positive behavior that the student did.</p>		
<input checked="" type="checkbox"/>	<p>RES 5B To recognized the positive behavior, I said praise.</p>		
<input checked="" type="checkbox"/>	<p>RES 5C To recognized the positive behavior, I gave the green circle.</p>		
<input checked="" type="checkbox"/>	<p>RES 5D To recognized the positive behavior, I moved the students' name up.</p>		

Appendix A- 24 : Validation Instrument from Researcher Mentor

			should help children to learn to value approval as a source of reinforcement in itself. (Smith, Colin and Laslett R., 2002)		
			- Can be done efficiently (Shindler, J., 2010)		

..... 2016

(*Signature*)

Appendix A- 25 : Validation Instrument from One Teacher in the School

Validation on Instrument for Positive Behavior

_____ Ryanne Christine Mulyono (00000004682)

Please help me to validate this instrument. Please give a tick or cross on the box below yes / no to help indicate whether or not the indicator and the instrument is match and valid to be on research and please put some comments on why needs to be fixed or improved. Thank you for your help. God bless you.

No	Indicator	Instrument	Yes / no	Validation	
				Need	Improvement in
1.	<p>Keep the hands and feet to yourself</p> <ul style="list-style-type: none"> - Keeping your hands to yourself (Perle, Jonathan G., 2016) - keep hands, feet and objects to yourself (Porter, Louise, 2000) - Keep your hands to yourself. (Partin, Ronald L., 2000) - Keep hands and feet to yourself (Rogers, Bill, 2003) - Behaviors like personal space (Rogers, Bill, 2003) 	<p>MOS 1 Hands and feet to yourself (student) (Carpet and Desk)</p> <p>ROS 1 Hands and feet to yourself (student) (Carpet and Desk)</p>	<input checked="" type="checkbox"/>		
2.	<p>Sit properly and keep on seated during the classroom</p> <ul style="list-style-type: none"> - Staying in your seat (Perle, Jonathan 	<p>MOS 4 If students sit properly on chair (not touch anything)</p>	<input checked="" type="checkbox"/>		

Appendix A- 26 : Validation Instrument from One Teacher in the School

3.	<p>G., 2016)</p> <ul style="list-style-type: none"> - Remaining seated during class leacure (Kapalka, George, 2009) <p>Keep effort on the task given</p> <ul style="list-style-type: none"> - Doing your (student) work (Perle, Jonathan G., 2016) - Complete and turn in all assignments. (Partin, Ronald L., 2000) - Give learning time our best shot (Rogers, Bill, 2003) - Completing assigned class work (Kapalka, George, 2009) - Remaining on task during class work (Kapalka, George, 2009) 	<p>SQ1D I sit properly on my chair / in the carpet</p> <p>ROS 4 If student sit properly on chair (not touch anything)</p> <p>MOS5 If student keep effort in the task (Desk and Individual)</p> <p>SQ1E I worked hard the whole time</p> <p>ROS5 If student keep effort in the task (Desk and Individual)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
4.	<p>Help their friends doing the work in the classroom</p> <ul style="list-style-type: none"> - Helping [me - (teacher)]; <or> helping a peer (Perle, Jonathan G., 2016) 	<p>MOS 7 If student help + support friends (Group)</p> <p>MOS 8 If student work together (Group)</p> <p>ROS 7 If student help + support friends (Group)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	


Appendix A- 27 : Validation Instrument from One Teacher in the School

5.	<p>Follow the teacher instruction on the voice level</p> <ul style="list-style-type: none"> - Using an inside voice (Perle, Jonathan G., 2016) - Working quietly (Perle, Jonathan G., 2016) - Partner voice and co-operative talk (in class learning time) (Rogers, Bill, 2003) - Remaining quiet during class lecture (Kapalka, George, 2009) <p>Listening to the teacher explanation and instruction</p> <p>Listening (Perle, Jonathan G., 2016)</p>	<p>ROS 8 If student work together (Group)</p> <p>MOS 6 If student follow the voice level (Individual and Group)</p> <p>ROS 6 If student follow the voice level (Individual and Group)</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>	
6.		<p>MOS 2 If student have their eyes on the teacher (listen to explanation and instruction) (Carpet and Desk)</p> <p>SQ 1BI am focus listened to the instruction (eyes to the teacher))</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>	

Appendix A- 28 : Validation Instrument from One Teacher in the School

7.	<p>The student will raise their hand if they have a questions of thoughts.</p> <p>Raising his hand (Perle, Jonathan G., 2016)</p> <p>Hands up (without calling out) (Rogers, Bill, 2003)</p> <p>Raising hand before giving an answer (Kapalka, George, 2009)</p> <p>Only one person should talk at a time. (Partin, Ronald L., 2000)</p>	<p>ROS 2 If student have their eyes on the teacher (listen to explanation and instruction) (Carpet and Desk)</p> <p>MOS 3 If student raise their hands for asking questions and telling thoughts</p> <p>ROS 3 If student raise their hands for asking questions and telling thoughts</p>	<input checked="" type="checkbox"/>	
----	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------	--

Talenta 13 October 2016


 (Ervan Sidharta)

Appendix A- 29 : Validation Instrument from One Teacher in the School

Validation on Instrument for Reinforcement

Ryanne Christine Mulyono (00000004682)

Please help me to validate this instrument. Please give a tick or cross on the box below yes / no to help indicate whether or not the indicator and the instrument is match and valid to be on research and please put some comments on what needs to be fixed or improved. Thank you for your help. God bless you.

Note- MFS – Mentor Feedback Sheet		SQ = Student Questionnaire		RES = Researcher Evaluation Sheet	
No	Indicator	Instrument	Yes / no	Validation	
				Need improvement in	
1.	<p>The teacher demonstrates expected positive behavior to the students together with the consequences (following their actions)</p> <ul style="list-style-type: none"> - <i>Tell students in advance</i> exactly what behaviours you expect and what consequences will follow their observance or non-compliance (Porter, 2000) - <i>Model</i> the behaviour that you want your students to display. (Porter, 2000) 	<p>MFS 1 The teacher demonstrated the expected positive behavior before the lesson began</p> <p>RES 1 I demonstrated the expected positive behavior before the lesson began</p>	<input checked="" type="checkbox"/>		
2.	<p>Reinforcement given in enough amount</p> <ul style="list-style-type: none"> - Reinforce often at first so that behaviour is learned quickly, gradually reduce reinforcement to natural levels as soon as possible so that new behaviour is maintained. 	<p>MFS 2A The teacher gave enough amount (not too often) of positive reinforcement (praises / gave green circle / moved students' name up)</p> <p><*circle the one that have enough amount></p>	<input checked="" type="checkbox"/>		

Appendix A- 30 : Validation Instrument from One Teacher in the School

<p>(Porter, 2000)</p> <ul style="list-style-type: none"> - Looking for opportunities to positively attend to appropriate behavior. (Perie, 2016) - These all share a couple of features in common: each is given purposefully and is controlled by the teacher and therefore external to the student. (Shindler, 2010) - Reinforce positive behaviors (Partin, 2000) - A reinforcer will lose its reinforcing capacity if it is overused. (Porter, 2000) - These all share a couple of features in common: each is given purposefully and is controlled by the teacher and therefore external to the student. (Shindler, 2010) 	<p>MFS 2B The teacher gave enough amount (not too often) of negative reinforcement (reminded the expected positive behavior / took red circle / moved students' name down) < *circle the one that have enough amount ></p> <p>MFS 3 When a student masters the positive behavior, less reinforcement given</p> <p>RES 2A I gave enough amount (not too often) of positive reinforcement (praises / gave green circle / moved student name up) < *circle the one that have enough amount ></p> <p>RES 2B I gave enough amount (not too often) of negative reinforcement (reminded the expected positive behavior / took red circle / moved student name down) < *circle the one that have enough amount ></p>	<input checked="" type="checkbox"/>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------	--

Appendix A- 31 : Validation Instrument from One Teacher in the School

3.	<p>The reinforcement consistently given right after the behavior happen</p> <ul style="list-style-type: none"> - Reinforcers work best when delivered immediately That is you must be careful to deliver the reinforcement if the behaviour is displayed, and not when the behaviour does not occur. (Porter, 2000.) - Can be done efficiently (Shindler, 2010). - "Catch the student being good," (Partin, 2000) - Positively attend as soon as a desired behavior occurs so the student can associate the teacher praise with positive behavior (Perle, 2016) - Reinforcement must be systematic: its delivery must be contingent on the occurrence of the behaviour. (Porter, 2000) - Reinforce positive behaviors 	<p>RES 3 When a student masters the positive behavior, less reinforcement given</p> <p>MFS 4A Right after the positive behavior happen, the teacher always gave praises.</p> <p>MFS 4B Right after the positive behavior happen, the teacher always gave green circle.</p> <p>MFS 4C Right after the positive behavior happen 3 times, the teacher always moved the student name up.</p> <p>MFS 4D Right after the inappropriate behavior happen, the teacher always reminded the expected positive behavior.</p> <p>MFS 4E Right after the inappropriate behavior happen, I always took red circle.</p> <p>MFS 4F Right after the inappropriate behavior happen 3 times, I always moved the student name down.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
----	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Appendix A- 32 : Validation Instrument from One Teacher in the School

	<p>(Partin, 2000)</p> <ul style="list-style-type: none"> - Reward appropriate behavior; (Partin, 2000) - "Catch the student being good," (Partin, 2000) - Demonstrate the importance of the students positive behaviors by attending to them consistently and frequently. (Perle, 2016) - Looking for opportunities to positively attend to appropriate behavior. (Perle, 2016) - Can be done efficiently (Shindler, 2010). - This process of associating or 'pairing' praise with giving reward should help children to learn to value approval as a source of reinforcement in itself. (Smith and Laslett, 2002) 	<p>RES 4A Right after the positive behavior happen, I always gave praises.</p> <p>RES 4B Right after the positive behavior happen, I always gave green circle.</p> <p>RES 4C Right after the positive behavior happen, 3 times, I always moved the students' name up.</p> <p>RES 4D Right after the inappropriate behavior happen, I always reminded the expected positive behavior.</p> <p>RES 4E Right after the inappropriate behavior happen, I always took red circle.</p> <p>RES 4F Right after the inappropriate behavior happen 3 times, I always moved the students' name down</p> <p>MFS 4A Right after the positive behavior happen, the teacher always gave praises.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
4.	<p>Variety of Reinforcement</p> <ul style="list-style-type: none"> - Necessary to vary reinforcers. (Porter L., 2000) 		<p><input checked="" type="checkbox"/></p>	

Appendix A- 33 : Validation Instrument from One Teacher in the School

	<ul style="list-style-type: none"> - Use rewards, vary them to be effective. The same reward used over and over quickly satiates (Partin, Ronald L., 2000) - Variety and novelty are powerful reinforcers. (Partin, Ronald L., 2000) 	<p>MFS 4B Right after the positive behavior happen, the teacher always gave green circle.</p> <p>MFS 4C Right after the positive behavior happen 3 times, the teacher always moved the students' name up.</p> <p>MFS 4D Right after the inappropriate behavior happen, the teacher always reminded the expected positive behavior.</p> <p>MFS 4E Right after the inappropriate behavior happen, the teacher always took red circle.</p> <p>MFS 4F Right after the inappropriate behavior happen 3 times, the teacher always moved the students' name down.</p> <p>RES 4A Right after the positive behavior happen, I always gave praises.</p> <p>RES 4B Right after the positive behavior happen, I always gave green circle.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Appendix A- 34 : Validation Instrument from One Teacher in the School

5.	<p>Recognizing Positive Behavior</p> <ul style="list-style-type: none"> - Positive reinforcement needs to be specific and descriptive, earned and accurate. Walters, Jim and Frei, Shelly (2007) - Find ways to show recognition and appreciation of their gains, even the small ones. (Partin, Ronald L., 2000) 	<p>RES 4C Right after the positive behavior happen, 3 times, I always moved the students' name up.</p> <p>RES 4D Right after the inappropriate behavior happen, I always reminded the expected positive behavior.</p> <p>RES 4E Right after the inappropriate behavior happen, I always took red circle.</p> <p>RES 4F Right after the inappropriate behavior happen, 3 times, I always moved the students' name down.</p> <p>MFS 5A To recognized the positive behavior the teacher mentioned the positive behavior that the student did</p> <p>MFS 5B To recognized the positive behavior the teacher said praise.</p> <p>MFS 5C To recognized the positive behavior the teacher gave the green circle.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>						
----	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

Appendix A- 35 : Validation Instrument from One Teacher in the School


	<ul style="list-style-type: none"> - Reward appropriate behavior; (Partin, Ronald L. 2000) - Most constructive, praise should be specific rather than general (Partin, Ronald L. 2000) - Offer specific information on what you liked about the student's work (Partin, Ronald L. 2000) - Exactly which behavior he or she is happy to see in order to encourage the student (Perle J. G, 2016) - Focus positive attending on student's performance instead of ability (Perle J. G, 2016) - If feasible, a teacher should immediately and consistently ignore disruptive attention – seeking behaviors. Ignoring should be brief (e.g., a few seconds) with the teacher looking for opportunities to positively attend to appropriate behavior. (Perle, Jonathan G. 2016) - This process of associating or 'pairing' praise with giving reward 	<p>MFS 5D To recognized the positive behavior the teacher moved the students' name up</p> <p>RES 5A To recognized the positive behavior, I mentioned the positive behavior that the student did.</p> <p>RES 5B To recognized the positive behavior, I said praise.</p> <p>RES 5C To recognized the positive behavior, I gave the green circle.</p> <p>RES 5D To recognized the positive behavior, I moved the students' name up.</p>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px;">✓</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px;">✓</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px;">✓</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px;">✓</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px;">✓</div> </div>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



Appendix A- 36 : Validation Instrument from One Teacher in the School

	<p>should help children to learn to value approval as a source of reinforcement in itself. (Smith, Colin and Laslett R., 2002)</p> <p>- Can be done efficiently (Shindler, J., 2010)</p>			
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Jemberta 13 October 2016



(Ervan Siharta)

APPENDIX B

Appendix B- 1: Pre-Cycle Reflection

Reflections (Precycle – 17.10.16)

On the bible time, there is only 15 minutes and on that time, I am trying to observe again what my students did on this lesson. Interestingly, they looked very enthusiastic this morning, so when I started to go to the carpet, some of them are still talking until I get into my chair. Even after that I need to say class – class over and over again to have them stop and look at me. But until that point, I still struggle to get their attention and this makes me very frustrated to get their attention.

So after that, I decided to take some deep breath and prepared my PPT while I let them to still talk and play. Then I got back to them and began to clap and they follow. After the clap, the voices decrease but there is still some people who were not listening well to my directions. Then I also needed to start to get their attention by saying “class, class” and they responded “yes, yes” after that the voices begin to decrease again. Then I noticed something wrong happen, they all were not facing me and not try to focus on this lesson, so that I need to call some of the boys name to make them sit nicely and facing me. This is kind of hard because it takes time to some of them to sit nicely and listen to me.

Then I started to say that we will begin the lesson and we are going to look at the biblical characters again. But then one student start to call out “biblical” then this aroused another students to call out and talk again. So I need to stop and ask whether they know or not the term of biblical and it seems they know but this words is rarely to be used. Then I told them that they are going to guess who is the bible character and started to play my power point presentation and begin to take their attention. When I go to get my computer, some of my students started to call out and cause the class a little bit distracted. Then I call class-class and they all were ready again. After that, I closed the doors because some of the student who late did not close the door and I have been given the wireless mouse by my mentor to help me to teach well.

I began to ask them by the first clue and it looks like this clue was too broad for them so when I asked who knows the answer, no body raise their hands and one of the student raised her hands and answer “Paul.” I said “Yes, but not that answer.” Then I also told them that this character is in the old testament. Then by their movements and face, I can see that some of them are still curious who it is, but on my sight, I also notice that some of the students are not sitting nicely and this makes the whole class almost do the same things.

Then when I got into another clue, the kids are starting to notice something that this person is flee from God and goes to Tarsis. Then on this session, some of the students wants to answer, but one of them was still look up to me and said “me, me” and then I told them to “only raise their hands if they want to answer the questions. Then the student and all other student followed it by raising their hands before answer the questions. They try again and again then they finally found out the answer was Jonah. Then I show another pictures of Jonah who run away.

The kids still enjoying the lesson but they all were not in ready position because some of them are not sit criss-cross and some of them play or chat with their fiends which indicates that they are not listening well to me and not keep their hands to theirself all the time. This is not good for students in order to learn well.

Ry
17.10.16

Miky
17-10-16

Appendix B- 2 : Pre-Cycle Reflection

When I also want to continue, some of the students were not sitting nicely and keep their hand so that I need to remind them again about how they should sit on the carpet and show that they are ready. Then I moved into sit on the chair and discussed about their memory verse. Then I opened the bible and start to read it but then some of the student cannot had their hands to themselves or sitting nicely. Then some of them also playing and do a small chat with their friends. Then I need to stop and remind them that we will continue as soon as they all were ready to go to the next things that we are going to discussed about.

After all students show that they can ready, I read the memory verse but after I finish, some of them were did the call out and said "only that?" then I take a responsibility to told him that it is not ok for him to doing it right now. Then I continued the lesson by remind them the triple L – Love, listen and Lord. I read the bible verse again and again to remind them. After that, they all were ready to go to the motor lab and when I gave the instructions, some of them just want to do it (lining up nicely and quietly. Then I need to wait until I know that all of them can listening to me well. This makes me a little bit sad because I need to wait and it took some time. By this, I also need to understand that I need to wait until all of them show me that they can get ready to do it. Then when I realize that they are ready, I gave the instructions, but there are 3 students who are no listening until the instruction finish and this makes me said "Student a, student B and student C, you are going to wait until all of your friends get off the carpet and lining up." Then they all wait for it and go to lined up and the lesson was finished.

Ryanne Christine Mulyono

(00000004682)

17.10.16

12.15 - 13.55

Ryanne

Mary Grace Mulyono
17-10-16

Appendix B- 3 : Pre-Cycle Reflection with comments

Reflections (Precycle – 17.10.16)

Reflections (Precycle – 17.10.16)

On the bible time, there is only 15 minutes and on that time, I am trying to observe again what my students did on this lesson. Interestingly, they looked very enthusiastic this morning, so when I started to go to the carpet, some of them are still talking until I get into my chair. Even after that I need to say class – class over and over again to have them stop and look at me. But until that point, I still struggle to get their attention and this makes me very frustrated to get their attention.

So after that, I decided to take some deep breath and prepared my PPT while I let them to still talk and play. Then I got back to them and began to clap and they follow. After the clap, the voices decrease but there is still some people who were not listening well to my directions. Then I also needed to start to get their attention by saying “class, class” and they responded “yes, yes” after that the voices begin to decrease again. Then I noticed something wrong happen, they all were not facing me and not try to focus on this lesson, so that I need to call some of the boys name to make them sit nicely and facing me. This is kind of hard because it takes time to some of them to sit nicely and listen to me.

Then I started to say that we will begin the lesson and we are going to look at the biblical characters again. But then one student start to call out “biblical” then this aroused another students to call out and talk again. So I need to stop and ask whether they know or not the term of biblical and it seems they know but this words is rarely to be used. Then I told them that they are going to guess who is the bible character and started to play my power point presentation and begin to take their attention. When I go to get my computer, some of my students started to call out and cause the class a little bit distracted. Then I call class-class and they all were ready again. After that, I closed the doors because some of the student who late did not close the door and I have been given the wireless mouse by my mentor to help me to teach well.

I began to ask them by the first clue and it looks like this clue was too broad for them so when I asked who knows the answer, no body raise their hands and one of the student raised her hands and answer “Paul.” I said “Yes, but not that answer.” Then I also told them that this character is in the old testament. Then by their movements and face, I can see that some of them are still curious who it is, but on my sight, I also notice that some of the students are not sitting nicely and this makes the whole class almost do the same things.

Then when I got into another clue, the kids are starting to notice something that this person is flee from God and goes to Tarsis. Then on this session, some of the students wants to answer, but one of them was still look up to me and said “me, me” and then I told them to “only raise their hands if they want to answer the questions. Then the student and all other student followed it by raising their hands before answer the questions. They try again and again then they finally found out the answer was Jonah. Then I show another pictures of Jonah who run away.

The kids still enjoying the lesson but they all were not in ready position because some of them are not sit criss-cross and some of them play or chat with their fiends which indicates that they are not listening well to me and not keep their hands to theirself all the time. This is not good for students in order to learn well.

Comment [a1] PB 2 – R

Comment [a2] PB 2 – R

Comment [a3] PB 3 – S

Comment [a4] PB 2 – R

Comment [a5] PB 2 – R

Comment [a6] PB 2 – R

Comment [a7] PB 3 – S

Comment [a8] PB 2 – R

Comment [a9] PB 1 – H

Comment [a10] PB 1 – H

1

12/10/16
17.10.16

Appendix B- 4 : Pre-Cycle Reflection with comments

Reflections (Precycle – 17.10.16)

When I also want to continue, some of the students were not sitting nicely and keep their hand so that I need to remind them again about how they should sit on the carpet and show that they are ready. Then I moved into sit on the chair and discussed about their memory verse. Then I opened the bible and start to read it but then some of the student cannot had their hands to themselves or sitting nicely. Then some of them also playing and do a small chat with their friends. Then I need to stop and remind them that we will continue as soon as they all were ready to go to the next things that we are going to discussed about.

After all students show that they can ready, I read the memory verse but after I finish, some of them were did the call out and said "only that?" then I take a responsibility to told him that it is not ok for him to doing it right now. Then I continued the lesson by reimnd them the triple L – Love, listen and Lord. I read the bible verse again and again to remind them. After that, they all were ready to go to the motor lab and when I gave the instructions, some of them just want to do it (lining up nicely and quietly. Then I need to wait until I know that all of them can listening to me well. This makes me a little bit sad because I need to wait and it took some time. By this, I also need to understand that I need to wait until all of them show me that they can get ready to do it. Then when I realize that they are ready, I gave the instructions, but there are 3 students who are no listening until the instruction finish and this makes me said "Student a, student B and student C, you are going to wait until all of your friends get off the carpet and lining up." Then they all wait for it and go to lined up and the lesson was finished.

Ryanne Christine Mulyono
(00000004682)
17.10.16
12.15 - 13.55

Ryanne
17.10.16

Comment [a11]: PB 1 – H, PB 3 - S
Comment [a12]: PB 1 – H, PB 3 - S
Comment [a13]: PB 1 – H, PB 2 - R
Comment [a14]: PB 2 - R
Comment [a15]: PB 2 - R

2

APPENDIX C

Appendix C- 1: Cycle 1 – Day 1 - Observer 1 - Observation Sheet page 1

Subject: *Bible & Science* Dates: *21 October* Time: *7:15-8:15*

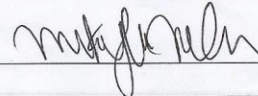
Mentor Checklist Sheet – Reinforcement

Please put tick (✓) on the box based on the observation in giving reinforcement to student.

Number	Statements	Yes	No
1.	The teacher demonstrated the expected positive behavior before the lesson began	✓	
2.	The teacher gave enough amount (not too often) of		
	a. Positive reinforcement <circle the one that have enough amount> (gave praise / gave green circle / moved students' name up)	✓	
	b. Negative reinforcement <circle the one that have enough amount> (reminded the expected positive behavior / took red circle / moved students' name down)	✓	
3.	When a student masters the positive behavior, less reinforcement given.	✓	
4.	Right after the positive behavior happen,		
	a. The teacher always gave praises.	✓	✓
	b. The teacher always gave green circle.		✓
	c. 3 times, the teacher always moved the students' name up.	✓	
	Right after the inappropriate behavior happen,		
	d. The teacher always reminded the expected positive behavior.	✓	
	e. The teacher always took red circle.		✓
	f. 3 times, the teacher always moved the students' name down.	✓	
5.	To recognized the positive behavior the teacher		
	a. Mentioned the positive behavior that the student did.		✓
	b. Said praise.	✓	
	c. Gave the green circle.	✓	
	d. Moved the students' name up	✓	

Comment about reinforcement

21 Oct. 2016 Mentor Signature,



Appendix C- 2 : Cycle 1 – Day 1 - Observer 1 - Observation Sheet page 2

Subject:

Dates:

Time:

Mentor Feedback Sheet – Reinforcement

Please write the comments according to the actions that happen on the lesson

No	Statement	Comments
1.	Demonstration of Expected Positive behavior	
2.	Positive Reinforcement (amount)	
	a. Gave praise	
	b. Gave green circle	I saw many students displaying positive behavior, did but you didn't always reward them.
	c. Moved students' name up	
3.	Negative Reinforcement (amount)	
	a. Reminded the expected positive behavior	Not always.
	b. Took the red circle	
	c. Moved students' name down	
4.	Recognizing Positive behavior	
	a. Mention the positive behavior that the student did	Not always.

Comment about reinforcement

~~Not always~~ Mentor Signature,

21 Oct. 2016 *M. Kyle Muli*

Appendix C- 3 : Cycle 1 – Day 1 - Observer 1 - Observation Sheet page 3

Mentor Checklist Sheet - Positive Behavior						
Please fill this box with (v) if the student have positive behavior or (x) if the student after reinforcement still did not have positive behavior						
Cycle 1	No	Name	Hands to yourself	Raise hands for asking questions and telling thoughts	Sit properly on the chair	Keep effort in the task given
Day 1	1	S1	Ⓟ	NA	✓✓✓	✓
Friday	2	S2	✓	✓	✓✓	Ⓟ
21 October	3	S3	Ⓟ	✓	✓x	✓x✓✓
2016	4	S4	Ⓟ	Ⓟ	✓✓	x✓✓
	5	S5	Ⓟ	✓✓	✓	✓✓✓
		Total of positive behavior	1	2	9	9

Comments about positive behavior of the student (Please fill this after the lesson finish)		Mentor Signature
Hands to yourself	I didn't observe much of this.	mm
Raise hands for asking questions and telling thoughts	you were very consistant with this!!	mm
Sit properly on the chair	clearly define this at the beginning of the lesson	mm
Keep effort in the task given	At one point you told Maxie to make a better choice but you didn't tell him what he was doing wrong.	mm

*N/A is only applicable for raising hands for asking questions or telling thoughts if this does not happen

✓ - changed x - did not change ^{to a child} 21 Oct. 2016
 *some boxes have more than one mark because you ~~reinforced~~ reinforced multiple times. NR - no reinforcement
 * Ⓟ they were doing without reinforcement

Appendix C- 4: Cycle 1 – Day 1 - Observer 2 - Observation Sheet page 1

Subject: Bible & Science

Dates: 21. October 2016 Time: 07.15 - 08.15

Mentor Checklist Sheet – Reinforcement

Please put **tick (v)** on the box based on the observation in giving reinforcement to student.

Number	Statements	Yes	No
1.	The teacher demonstrated the expected positive behavior before the lesson began	✓	
2.	The teacher gave enough amount (not too often) of		
	a. Positive reinforcement <circle the one that have enough amount> (gave praise / gave green circle / moved students' name up)	✓	
	b. Negative reinforcement <circle the one that have enough amount> (reminded the expected positive behavior / took red circle / moved students' name down)	✓	
3.	When a student masters the positive behavior, less reinforcement given.	✓	
4.	Right after the positive behavior happen,		
	a. The teacher always gave praises.	✓	
	b. The teacher always gave green circle.		✓
	c. 3 times, the teacher always moved the students' name up.		✓
	Right after the inappropriate behavior happen,		
	d. The teacher always reminded the expected positive behavior.		✓
	e. The teacher always took red circle.		✓
	f. 3 times, the teacher always moved the students' name down.	✓	
5.	To recognized the positive behavior the teacher		
	a. Mentioned the positive behavior that the student did.	✓	✓
	b. Said praise.	✓	
	c. Gave the green circle.	✓	
	d. Moved the students' name up	✓	

Comment about reinforcement

Mentor Signature,

[Signature]
22.10.16

Appendix C- 5: Cycle 1 – Day 1 - Observer 2 - Observation Sheet page 2

Subject: Bible & Science

Dates: 21. October 2016 Time: 07.15 - 08.15

Mentor Feedback Sheet – Reinforcement

Please write the comments according to the actions that happen on the lesson

No	Statement	Comments
1.	Demonstration of Expected Positive behavior	The teacher forgot to tell about the green and red circle and also the behavior chart.
2.	Positive Reinforcement (amount)	
	a. Gave praise	
	b. Gave green circle	
	c. Moved students' name up	There is one chance when the teacher forgot to moved one student name up
3.	Negative Reinforcement (amount)	
	a. Reminded the expected positive behavior	The teacher sometimes forgot to remind the positive behavior but just to tell the wrong that the student did.
	b. Took the red circle	
	c. Moved students' name down	
4.	Recognizing Positive behavior	
	a. Mention the positive behavior that the student did	The teacher mentioned it like like thank you for raising your hands. But there is one things that the teacher did not mention clearly about the positive behavior that the student did.

Comment about reinforcement	Mentor Signature, <i>Praveen</i> 22.10.16
-----------------------------	-------------------------------------------------

Appendix C- 6 : Cycle 1 – Day 1 - Observer 2 - Observation Sheet page 3

Mentor Checklist Sheet - Positive Behavior						
Please fill this box with (v) if the student have positive behavior or (x) if the student after reinforcement still did not have positive behavior						
Cycle 1	No	Name	Hands to yourself	Raise hands for asking questions and telling thoughts	Sit properly on the chair	Keep effort in the task given
Day 1	1	S1	⊙	✓	✓✓✓	✓✓✓✓
Friday	2	S2	✓	✓✓	✓x✓✓	⊙
21 October	3	S3	✓	✓	✓✓x✓	x✓✓
2016	4	S4	⊙	✓	⊙	x✓✓
	5	S5	✓✓	✓✓	✓x✓✓	✓
		Total of positive behavior	4	7	14	9

Comments about positive behavior of the student (Please fill this after the lesson finish)		Mentor Signature
Hands to yourself	Positive Reinforcement also should be given for this types of behavior because it rarely seen that you give it.	<i>[Signature]</i>
Raise hands for asking questions and telling thoughts	Good job for pointing out there behavior but you need to consider also about the reason why they raised their hands	<i>[Signature]</i>
Sit properly on the chair	Good job to make sure students consistently sit on the chair.	<i>[Signature]</i>
Keep effort in the task given	Need more effort to give reinforcements to keep student have effort on the task given (could be positive reinforcements)	<i>[Signature]</i>

*N/A is only applicable for raising hands for asking questions or telling thoughts if this does not happen to a child

[Signature]
22.10.16

Appendix C- 7 : Cycle 1 – Day 1 – Researcher Reflection page 1

Reflection 1 - Cycle 1 - Day 1 - Friday, October 21st 2016 - 08.56

Reflection 1 - Cycle 1 - Day 1

Friday, October 21st 2016

08.56

Yey, I am so glad that I can find out how to do my cycles. I also like the way that I told them my expectation of positive behavior because I demonstrated to them about raising hands and they also have their eyes on the teacher and show me what it look like. For working together with friends, they also show me that they ready. I also like that I demonstrated about sitting nicely on the chair by sit up high and have legs that go down and feet that on the floor. I also let them know that what I mean by keep effort on the task means they worked hard the whole times and not being lazy or not doing anythings.

Comment [a1]: R1-D

I also like when I gave the positive reinforcement, it shows me that some students suddenly change their behavior if they did inappropriate behavior but I gave positive reinforcement to the student that already had the positive behavior. I also like to give them circles and praise them and mention about the positive behavior that they already did and I like it that way. I also mention about keep effort on the task, thank you for raising your hands before you asking questions and also thank you for sitting nicely on your chair. I also gave them praise like thank you and this is good but I need to changed the words for another words more often. I am also happy because of JO reach until delightful behavior and I am glad to hear that, when it happens, he feel proud and he showed me that by smiling and all friends cheer about it. I also give the positive reinforcement right after the positive behavior happen, like when the student can sit nicely on the chair, I directly give praises and also green circles to be put beside his name and he feel more secure and want to show me that he can sit nicely on the chair. I also put many green circles with the tape behind it and placed it on the chair and it enables me to take it once I need it and this is good because this give me less distraction too because I can just take it right away. After the positive behavior happen I

Comment [a2]: PB

Comment [a3]: R3-C&R4-V

Comment [a4]: R3-C&R4-V

Comment [a5]: R5-P

Comment [a6]: R3-C

Pjaya
21.10.16

Appendix C- 8 : Cycle 1 – Day 1 – Researcher Reflection page 2

Reflection 1 - Cycle 1 - Day 1 - Friday, October 21st 2016 - 08.56

always do it immediately because I know that this helps me a lot not to remember so many things in my head because I need to teach too and it also helps the student to be more understand of what they need to do next, either to change their behavior or to keep on doing the same behavior.

Comment [a7]: R3 - C

When the student master the behavior also I give them less reinforcement as in the raising hands and hands to yourself because the student already masters the behavior.

Comment [a8]: R2 - E

Because I already seen it happen to the students, therefore, to keep them doing that and getting ready for doing it without reinforcement, I did not give them any reinforcement because this helps to train them to doing this positive behavior (raise hands for asking questions and telling thoughts and hands to yourself) without the help of reinforcement.

Comment [a9]: R2 - E

About the negative reinforcement, I also started to give it more clearly (make sure that the student has their attention to me who will gave them negative reinforcement) and reminded them about the positive behavior that I want to see in them before I took out their red circles so they know about what inappropriate behavior that they did and what is the next step should they take (to changed their behavior to the positive behavior). I also like the way they changed their behavior to the positive behavior after I reminded them the positive behavior or took their red circle or moved down their names names. Because this helps them to recognize about what they are doing and started to take the next step. When I need to moved down names, some of them were sad and mad but I then give them the rationale that this is not the behavior that I want and I also encourage them that they already have the green circle and all they need to do is to show me that they can do the things that I want them to do in the classroom and this made them try and try again to do the positive behavior until I can moved up ME and SL name. This is a good start for them and not to make them discourage.

Comment [a10]: R4 - V

Comment [a11]: R4 - V

Comment [a12]: R3 - C & R 4 - V

For the hands to yourself, on this class, it already good, but for JO, he need to be reminded, ME and SL need more reinforcement on this because they still wants to play and

Comment [a13]: PB 1 - H

Pyaw
21.10.16

Appendix C- 9 : Cycle 1 – Day 1 – Researcher Reflection page 3

Reflection 1 - Cycle 1 - Day 1 - Friday, October 21st 2016 - 08.56

distract their friends and not keep their hands to themselves. But for AN and NN they already did a good job on it.

For the raise hands before asking questions, AN did not have much questions or thoughts but he show me that he can raised his hands for telling thoughts. NN also show me once that he raised his hands for telling thoughts. SL and ME did many raised hands and I am so glad but I now also that SL do this because he need green circle but ME was very good since in the beginning and he has so many questions in his head which is good and so many thoughts and this shows me that he pay a good attention. But SL sometimes raised hands for the questions that I already told to what to do and because of this he did not get any green circles. JO is good also for raising his hands and telling thoughts

For the sit properly on the chair, JO and ME shows me that they need reinforcement at first. But after I told them about the expected behavior, they changed after it. But for ME it is kind hard of him to sit properly on his chair. But interestingly ME can also become the role model for other student after the negative reinforcement happen and he changed and he was able to keep on a good posture for sitting nicely on the chair and this makes me so glad. ME also accountable person after the reinforcement. SL need lots of help in reinforcement for this behavior because SL sometimes forgot how to sit properly on the chair but he actually can do it after the reinforcement. Then next is that NN already good to sit on the chair but he need one reinforcement and this makes me understand that he already good at this. AN need more reinforcement because sometimes he have one leg on his chair and this is not what I was looking for. But AN changed and he show me that he can handled but he still need time to learn how to keep on doing that.

For keep effort on the task, ME and JO showed me a good example of it by keep on task in the vocabulary book session (put the vocabulary words for science). NN also good but he need help more to keep him on task just as AN because he is not able to keep himself on

3

Rejo
21.10.16

Comment [a14]: PB 1 - H

Comment [a15]: PB 1 - H, S1 and S4

Comment [a16]: PB 2 - R, S1

Comment [a17]: PB 2 - R, S4

Comment [a18]: PB 2 - R, S5

Comment [a19]: PB 2 - R, S3

Comment [a20]: PB 2 - R, S2

Comment [a21]: PB 3 - S, S2 & S3

Comment [a22]: PB 3 - S, S3

Comment [a23]: PB 3 - S, S3

Comment [a24]: PB 3 - S, S5

Comment [a25]: PB 3 - S, S4

Comment [a26]: PB 3 - S, S1

Comment [a27]: PB 3 - S, S1

Comment [a28]: PB 4 - E, S2 & S3

Comment [a29]: PB 4 - E, S4

Comment [a30]: PB 4 - E, S1

Appendix C- 10 : Cycle 1 – Day 1 – Researcher Reflection page 4

Reflection 1 - Cycle 1 - Day 1 - Friday, October 21st 2016 - 08,56

task and sometimes he is out of task and this is not good for him. But after the reinforcement AN can work hard very well on the bible time that I saw that he can finish on time, because he almost have hard time to finish task on time and he showed me about that and I am glad. SL also show me that he worked hard even he finish bible first and on the first two vocabulary he did it well but then he also struggle in the end but I know that he still want to keep on task. I think what makes him struggle is because of he saw that his name is already moved down.

Comment [a31]: PB 4 - E, S1

Comment [a32]: PB 4 - E, S5

Comment [a33]: PB 4 - E, S5

Rejoice
21.10.16

APPENDIX D

Appendix D- 1: Cycle 1 – Day 2 - Observer 1 - Observation Sheet page 1

Subject: science & Bible Dates: 25 Oct. Time: 7:15-8:15

Mentor Checklist Sheet – Reinforcement

Please put **tick (v)** on the box based on the observation in giving reinforcement to student.

Number	Statements	Yes	No
1.	The teacher demonstrated the expected positive behavior before the lesson began	✓	
2.	The teacher gave enough amount (not too often) of		
	a. Positive reinforcement <circle the one that have enough amount> (gave praise / gave green circle / moved students' name up)		✓
	b. Negative reinforcement <circle the one that have enough amount> (reminded the expected positive behavior / took red circle / moved students' name down)		✓
3.	When a student masters the positive behavior, less reinforcement given.		
4.	Right after the positive behavior happen,		✓
	a. The teacher always gave praises.		✓
	b. The teacher always gave green circle.		✓
	c. 3 times, the teacher always moved the students' name up.	✓	
	Right after the inappropriate behavior happen,		
	d. The teacher always reminded the expected positive behavior.		✓
	e. The teacher always took red circle.		✓
	f. 3 times, the teacher always moved the students' name down.	✓	
5.	To recognized the positive behavior the teacher		
	a. Mentioned the positive behavior that the student did.	✓	
	b. Said praise.	✓	
	c. Gave the green circle.	✓	
	d. Moved the students' name up	✓	

<p>Comment about reinforcement</p> <p>There wasn't a much reinforcement during independent work time.</p>	<p style="text-align: right;">Mentor Signature,</p> <p style="text-align: right;"><i>[Signature]</i> 25 October 2016</p>
------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

Appendix D- 2 : Cycle 1 – Day 2 - Observer 1 - Observation Sheet page 2

Subject: Science & Bible Dates: 25 October Time: 7:15-8:15

Mentor Feedback Sheet – Reinforcement

Please write the comments according to the actions that happen on the lesson

No	Statement	Comments
1.	Demonstration of Expected Positive behavior	
2.	Positive Reinforcement (amount)	Be specific about the positive behavior you see.
	a. Gave praise	
	b. Gave green circle	
	c. Moved students' name up	
3.	Negative Reinforcement (amount)	
	a. Reminded the expected positive behavior	Be Be Specific. "you're not going to talk like that" doesn't give students enough information about the expected behavior.
	b. Took the red circle	
	c. Moved students' name down	
4.	Recognizing Positive behavior	
	a. Mention the positive behavior that the student did	

Comment about reinforcement

Mentor Signature,

M. K. P. [Signature]
25 Oct. 2016

Appendix D- 3 : Cycle 1 – Day 2 - Observer 1 - Observation Sheet page 3

Mentor Checklist Sheet - Positive Behavior						
Please fill this box with (v) if the student have positive behavior or (x) if the student after reinforcement still did not have positive behavior						
Cycle 1	No	Name	Hands to yourself	Raise hands for asking questions and telling thoughts	Sit properly on the chair	Keep effort in the task given
Day 1	1	S1	⊙	✓✓	✓✓	✓
Tuesday	2	S2	⊙	⊙	X	✓✓
25 October	3	S3	✓	XX	X✓✓	✓
2016	4	S4	✓	✓	✓	✓
	5	S5	✓	✓	✓	✓✓
		Total of positive behavior	3	4	7	7

Comments about positive behavior of the student (Please fill this after the lesson finish)		Mentor Signature
Hands to yourself		
Raise hands for asking questions and telling thoughts		
Sit properly on the chair		
Keep effort in the task given		

*N/A is only applicable for raising hands for asking questions or telling thoughts if this does not happen to a child

X - did not change behavior
 ✓ - changed behavior
 ⊙ - was already doing it... no reinforcement given.

M. K. M. M.
 25 Oct. 2016

Appendix D- 4 : Cycle 1 – Day 2 - Observer 2 - Observation Sheet page 1

Subject: *Bible and Science*

Dates: *25 Oct 2016*

Time: *07.15 - 08.15*

Mentor Checklist Sheet – Reinforcement

Please put **tick (v)** on the box based on the observation in giving reinforcement to student.

Number	Statements	Yes	No
1.	The teacher demonstrated the expected positive behavior before the lesson began	✓	
2.	The teacher gave enough amount (not too often) of		
	a. Positive reinforcement <*circle the one that have enough amount> (gave praise / gave green circle / moved students' name up)		✓
	b. Negative reinforcement <*circle the one that have enough amount> (reminded the expected positive behavior / took red circle / moved students' name down)		✓
3.	When a student masters the positive behavior, less reinforcement given.		✓
4.	Right after the positive behavior happen,		
	a. The teacher always gave praises.	✓	
	b. The teacher always gave green circle.		✓
	c. 3 times, the teacher always moved the students' name up.	✓	
	Right after the inappropriate behavior happen,		
	d. The teacher always reminded the expected positive behavior.		✓
	e. The teacher always took red circle.		✓
	f. 3 times, the teacher always moved the students' name down.	✓	
5.	To recognized the positive behavior the teacher		
	a. Mentioned the positive behavior that the student did.	✓	
	b. Said praise.	✓	
	c. Gave the green circle.	✓	
	d. Moved the students' name up	✓	

Comment about reinforcement

Mentor Signature,

Pujari
26.10.16

Appendix D- 5 : Cycle 1 – Day 2 - Observer 2 - Observation Sheet page 2

Subject: Bible + Science

Dates: 25 Oct 2016

Time: 07.15 - 08.15

Mentor Feedback Sheet – Reinforcement

Please write the comments according to the actions that happen on the lesson

No	Statement	Comments
1.	Demonstration of Expected Positive behavior	Forgot about behavior chart and circle chart.
2.	Positive Reinforcement (amount)	
	a. Gave praise	Did not enough reinforcements
	b. Gave green circle	Not too many reinforcements
	c. Moved students' name up	Not too many reinforcements
3.	Negative Reinforcement (amount)	
	a. Reminded the expected positive behavior	So sometimes reminded the inappropriate behavior more than the expected positive behavior
	b. Took the red circle	Not always, there is a time when the teacher forgot to do it.
	c. Moved students' name down	Good because the teacher do not forgot to put 3 red circles after moved student's name down
4.	Recognizing Positive behavior	
	a. Mention the positive behavior that the student did	Yes, she already do it but need more

Comment about reinforcement

Mentor Signature,

[Signature]
26.10.16

Appendix D- 6 : Cycle 1 – Day 2 - Observer 2- Observation Sheet page 3

Mentor Checklist Sheet - Positive Behavior						
Please fill this box with (v) if the student have positive behavior or (x) if the student after reinforcement still did not have positive behavior						
Cycle 1	No	Name	Hands to yourself	Raise hands for asking questions and telling thoughts	Sit properly on the chair	Keep effort in the task given
Day 2	1	S1	✓	✓✓	NR	✓
Tuesday	2	S2	⊙	⊙	✓	✓✓
25 October	3	S3	✓	✓	NR	✓
2016	4	S4	✓	✓	✓	NR
	5	S5	✓✓	✓	NR	✓✓
		Total of positive behavior	5	5	2	6

Comments about positive behavior of the student (Please fill this after the lesson finish)		Mentor Signature
Hands to yourself	There is more students who need reinforcement for this rather than previous lesson	<i>P. J. ...</i>
Raise hands for asking questions and telling thoughts	The students already good with this	<i>P. J. ...</i>
Sit properly on the chair	There is still hard for ME and JO to sit properly on chair	<i>P. J. ...</i>
Keep effort in the task given	There are good enough but need more attention	<i>P. J. ...</i>

*N/A is only applicable for raising hands for asking questions or telling thoughts if this does not happen to a child

P. J. ...
26.10.16

Appendix D- 7 : Cycle 1 – Day 2 – Researcher Reflection page 1

Reflection 2 - Cycle 1 – Day 2 - Tuesday, October 25th 2016 - 08.40

Reflection 2 - Cycle 1 – Day 2

Tuesday, October 25th 2016

08.40

It is hard for me to write this reflections because today I did not did well on my preparation for the cycle. In the morning, I still need to print something to be filled with my mentor and also some lesson plan to be given to my mentor. Today's lesson is about bible in Jonah story when he ran away from God and went to Tarshish instead went to the Nineveh and on the science, today was a very fun activities because today we are going to make some rocks. I think not only them will get excited, but also I am very excited about this and also want to try to make some rocks from the material.

In the beginning, the researcher still need to print some stuff and this makes the researcher were not focus and concentrate to prepare the things that they need for experiments. The researcher thought that the researcher will get all materials needed for the science experiments settled late when they work on their bible worksheet but it seems so easy for them and because the researcher was ran out of time to search for the done tapes, the researcher cannot prepare the materials at the time the students work on the bible worksheet.

When the researcher start the day with the students, the researcher feels very happy because it seems today the students were excited about going to school since tomorrow is the parents meeting and they will get a day off. This makes them happier than before. Then when I called on them, they responded really well. So I think I can go ahead and explain again the things that they needed to know about the expectation of positive behavior. Then I took my big book and placed it on my legs. Some of them say that they already know this but I answered them by said "Ok. then great when you already know it but we are going to talk about it again so you remember about my expectations during this lesson." Then when I explain it, the student already know what I expected them to do because on the first about

Comment [a1]: R1-D

Reflexion
25.10.16

Appendix D- 8 : Cycle 1 – Day 2 – Researcher Reflection page 2

Reflection 2 - Cycle 1 – Day 2 - Tuesday, October 25th 2016 - 08.40

raise hands, some of the students already raise hands for asking questions and telling thoughts so that I took him as the example for the class. For the eyes on the teacher, I can see it clearly that they all demonstrated it to me by straightly have their eyes on me. Then to work together with friends, I also said that they need to share things with their friends and not only just took it harshly from their friends. Then one students start to make an inappropriate behavior by touching other friends and I gave reinforcement to him and he changed. Then luckily, the next expected behavior is hands to yourself which is great, that after reinforcement happen I can also told him again about the expectation of have hands to yourself and this students (SL) showed me that he can do it and this happened to others students as well.

Then on the next things about the voices level, I changed to only pointing to the voice level chart and put my finger on it and then all students will follow the voice level that I want them to do and this is good for them. Then on keep effort in the task, I also told them the expectations is that I want them to finish and keep on working on the task that I gave to them. Then on sit properly on the chair I also demonstrated that they need to have their legs touch the ground and their body up high.

But I forgot to tell them about the circle chart and behavior chart again and its procedures but straight to the lesson because I really feel the feelings of want to learn from the students. Even I just remind it to my self on the way to go to school that I need to explain and mention the circle chart and behavior chart but I accidently forgot about it and I feel so sad about this. I do hope I can do it better for next day.

Then when the class began, I remembered that these students were very excited especially when I asked them about hide and seek because Jonah was hiding from God. Then I also give some reinforcement to sit nicely on the carpet and also for raising hands. I also really loved to see AN raised his hands more during today's lesson. SL and ME also show me again that they are accountable enough to raised their hands before speaking.

Comment [a2]: PB 2 – R, 51

Comment [a3]: PB 2 – R, 53 & 55

Page 2
25.10.16

Appendix D- 9 : Cycle 1 – Day 2 – Researcher Reflection page 3

Reflection 2 - Cycle 1 – Day 2 - Tuesday, October 25th 2016 - 08.40

After that they go to work on their projects in bible. But before I told them my expectations for them to sit nicely on their chair and also keep effort in the task. Then I gave them the papers and they working, but because of the instructions given were not very clear, some of them just raised hands for asking several questions, but I already told them before and because it was not clear instruction but I have told them before, then I started to think that I am not giving them green circle if they asked the questions that they do not have to ask before.

Comment [a4]: R3 - C

Then I also still see NN and ME having hard time to understand the questions on the worksheet and this made them will not have the same effort with the other students who can work well and understand the questions, but then I still give them reinforcement because they already try their best in doing it and the result is ME was want to work more than he could. AN also give me a great examples of working hard and keep effort in the task. SL always become the first person who finish the worksheet and this made me always give him positive reinforcement for his positive behavior. This is a good start form SL and he feels appreciated about this.

Comment [a5]: PB 4 – E,53 & 54

Comment [a6]: PB 4 – E,53

Comment [a7]: PB 4 – E,51

Comment [a8]: PB 4 – E,55

Then some problem appear when the researcher was having difficulties of having the tape ran out and then the researcher was not prepare more tapes in the classroom and this made the researcher cannot do the planning: to prepare the experiments while the students work on their worksheet on the bible (because the researcher think this will cause less distraction to student since by displaying the materials for experiments will cause students for not to get the lesson before the experiements well) . But then the researcher took some time to prepare it while also waited for all student to finish their worksheet. But because of the hectics that happened (and the feeling of nervous and confused from the researcher since this is the first time the researcher conduct some teaching on experiments), the researcher found hard to give reinforcement, but I tried my best to always give reinforcement according to

Reflexion
25.10.16

Appendix D- 10 : Cycle 1 – Day 2 – Researcher Reflection page 4

Reflection 2 - Cycle 1 – Day 2 - Tuesday, October 25th 2016 - 08.40

student behavior. Then when on the time to get their attention, I also praised them because some of them were already sitting nicely and have eyes on the teacher and I give them green circles. Then ME and AN has difficulties because ME hug AN and this is not good so I gave ME negative reinforcement for not keeping his hands to himself. Before, ME was given negative reinforcement also because he try to get into to the people spot and lying down on that people and this made me give him negative reinforcement but after that he changed his behavior which is great. ME can always show that he can handle the reinforcement given and suddenly changed his behavior. SL and AN also had some trouble with hands to yourself because SL hugged AN (maybe because AN was very cute then they want to hug him) then I warned SL and he changed his behavior.

Then after having all students ready to moved to science, I moved the lesson to the science which is about the experiments and I knew that the students were very excited, I can saw it from SL, AN, ME, NN and JO, even they can show me the good example because they wanted to do some experiments. On the first I also give SL negative reinforcement because he was not raised his hands and calling out, but then he changed his behavior. On this time I saw JO can handle himself to sit nicely on his spot in the carpet. Then the good things is that when I explained about the experiments, some of my students were every excited and and pay attentions to all of the instructions. Overall they can sit nicely and keep hands to yourself. But ME need to be given negative reinforcement because he was not having hands to himself but afterwards he changed his behavior and have hands on his spot.

But I get lost control on the time when they need to distribute the materials needed for the experiements so I give to some people to pass the materials out but then some of them cannot doing it well and this ruin all things. Some of them were also talking too loud and I found out that this is really hard for me when I need to think about passing the materials and also give reinforcements to them. So that I rarely give reinforcements to them and the class

4

25.10.16

Comment [a9]: R3- C

Comment [a10]: R3- C, R4 - V

Comment [a11]: PB 1 – H, S3

Comment [a12]: PB 1 – H, S3

Comment [a13]: PB 1 – H, S1 & S5

Comment [a14]: PB 1 – H, S5

Comment [a15]: PB 2 - R, S3

Comment [a16]: PB 1 – H, S3

Comment [a17]: R3 - C

Appendix D- 11 : Cycle 1 – Day 2 – Researcher Reflection page 5

Reflection 2 - Cycle 1 – Day 2 - Tuesday, October 25th 2016 - 08.40

get out of control and this is not what I really like to say about today. I lost the time to give reinforcement on this passing out materials for experient time. They also were too loud when they get their cups and this is not good for them. Then they also very loud and I cannot handle them and I cannot have them to sit nicely on their chair. Even I also found hard times to recognize positive behavior of the student at this time and I realize that I need more good preparations for it. During today, I also realize that because of this happened, I also not doing well on my reinforcements system. I think I need more and more improvements to apply my reinforcements better. The kids were fine because they are excited but they are out of control (because they get some excited part and that is experient time on their learning part. Some of them were also trying to help their friends by put the waters unto other people glass and I was very upset with SL because I know that he wants to help his friends, but he keeps ruins all things for everybody (try to help other people but how can other people have their own experiments?, if he keeps on doing all procedure of experiments for everybody?) and he keep on talking but I also said that he need to become more calm in handle this but I forgot to give him reinforcements. I hoped that on my next cycle, I can give reinforcemnet system better and better again, I do hope so.

Comment [a18]: R3 - C

Comment [a19]: R2, E, R3 - C

Comment [a20]: R5 - P

I think today I get lost of some track for the students to get the enough amount of reinforcement is because this is my first time to done with my student having them to do experiments but then I also still need to learn to manage my time well and my materials earlier and think of the good ways and steps on doing several experiments lesson and this is because I was too worried that this is not going to happen and this is because I did not prepared the lesson very well, but on the bible and science I also tried my best of having them to work together and get it done. I will try my best later on to have them and me ready for the next cycles.

Comment [a21]: R2 - E

Page 5
25.10.16

APPENDIX E

Appendix E- 1 : Cycle 1 – Day 3 - Observer 1- Observation Sheet page 1

Subject: Bible & science Dates: 28 Oct. 2016 Time: 7:15-8:15

Mentor Checklist Sheet – Reinforcement

Please put **tick (v)** on the box based on the observation in giving reinforcement to student.

Number	Statements	Yes	No
1.	The teacher demonstrated the expected positive behavior before the lesson began	✓	
2.	The teacher gave enough amount (not too often) of	✓	
	a. Positive reinforcement <*circle the one that have enough amount> (gave praise / gave green circle / moved students' name up)	✓	
	b. Negative reinforcement <*circle the one that have enough amount> (reminded the expected positive behavior / took red circle / moved students' name down)	✓	
3.	When a student masters the positive behavior, less reinforcement given.	✓	
4.	Right after the positive behavior happen,		
	a. The teacher always gave praises.	✓	
	b. The teacher always gave green circle.		✓
	c. 3 times, the teacher always moved the students' name up.	✓	
	Right after the inappropriate behavior happen,		
	d. The teacher always reminded the expected positive behavior.		✓
	e. The teacher always took red circle.		✓
	f. 3 times, the teacher always moved the students' name down.	✓	
5.	To recognized the positive behavior the teacher	✓	
	a. Mentioned the positive behavior that the student did.		✓
	b. Said praise.	✓	
	c. Gave the green circle.	✓	
	d. Moved the students' name up	✓	

Comment about reinforcement

Mentor Signature,

Mukhlis Nuh 28/10/16

Appendix E- 2 : Cycle 1 – Day 3 - Observer 1- Observation Sheet page 2

Subject: Bible & science Dates: 28 Oct. 2016 Time: 7:15-8:15

Mentor Feedback Sheet – Reinforcement

Please write the comments according to the actions that happen on the lesson

No	Statement	Comments
1.	Demonstration of Expected Positive behavior	• This takes a long time
2.	Positive Reinforcement (amount)	
	a. Gave praise	
	b. Gave green circle	
	c. Moved students' name up	
3.	Negative Reinforcement (amount)	For this to be effective, you have to tell them exactly what behavior is unacceptable and what you want them to do instead.
	a. Reminded the expected positive behavior	
	b. Took the red circle	
	c. Moved students' name down	
4.	Recognizing Positive behavior	
	a. Mention the positive behavior that the student did	

Comment about reinforcement

Mentor Signature,

M. K. M. M. M. 28/10/16

Appendix E- 3 : Cycle 1 – Day 3 - Observer 1- Observation Sheet page 3

Mentor Checklist Sheet - Positive Behavior							
Please fill this box with (v) if the student have positive behavior or (x) if the student after reinforcement still did not have positive behavior							
Cycle 1	No	Name	Hands to yourself	Raise hands for asking questions and telling thoughts	Sit properly on the chair	Keep effort in the task given	
Day 3	1	S1	✓	✓	✓	✓✓	
Friday	2	S2	✓	✓	✓	NR	
28 October	3	S3	✓	⊗	✓✓	XX	
2016	4	S4	✓	NR	✓	NR	
	5	S5	absent				
Total of positive behavior				1	6	2	

Comments about positive behavior of the student (Please fill this after the lesson finish)		Mentor Signature
Hands to yourself		
Raise hands for asking questions and telling thoughts		
Sit properly on the chair		
Keep effort in the task given		

*N/A is only applicable for raising hands for asking questions or telling thoughts if this does not happen to a child

- ✓ - Changed behavior
- X - did not change
- ⊗ - already doing it
- NR - no reinforcement

Mukayla Miller
28/10/16

Appendix E- 4 : Cycle 1 – Day 3 - Observer 2- Observation Sheet page 1

Subject: Bible + Science Dates: 28 Oct 2016 Time: 07.15 - 08.15

Mentor Checklist Sheet – Reinforcement

Please put **tick (v)** on the box based on the observation in giving reinforcement to student.

Number	Statements	Yes	No
1.	The teacher demonstrated the expected positive behavior before the lesson began	✓	
2.	The teacher gave enough amount (not too often) of		
	a. Positive reinforcement <*circle the one that have enough amount> (gave praise / gave green circle / moved students' name up)	✓	
	b. Negative reinforcement <*circle the one that have enough amount> (reminded the expected positive behavior / took red circle / moved students' name down)	✓	
3.	When a student masters the positive behavior, less reinforcement given.	✓	
4.	Right after the positive behavior happen,		
	a. The teacher always gave praises.	✓	
	b. The teacher always gave green circle.	✓	
	c. 3 times, the teacher always moved the students' name up.	✓	
	Right after the inappropriate behavior happen,		
	d. The teacher always reminded the expected positive behavior.		✓
	e. The teacher always took red circle.	✓	
	f. 3 times, the teacher always moved the students' name down.	✓	
5.	To recognized the positive behavior the teacher		
	a. Mentioned the positive behavior that the student did.	✓	
	b. Said praise.	✓	
	c. Gave the green circle.	✓	
	d. Moved the students' name up	✓	

Comment about reinforcement

Mentor Signature,

[Signature]
29.10.16

Appendix E- 5 : Cycle 1 – Day 3 - Observer 2- Observation Sheet page 2

Subject: Bible & Science

Dates: 28 Oct 2016

Time: 07.15 - 08.15

Mentor Feedback Sheet – Reinforcement

Please write the comments according to the actions that happen on the lesson

No	Statement	Comments
1.	Demonstration of Expected Positive behavior	Good, already mention about circle chart and behavior chart
2.	Positive Reinforcement (amount)	
	a. Gave praise	More variative ways to say praise to the students rather than only thank you.
	b. Gave green circle	
	c. Moved students' name up	
3.	Negative Reinforcement (amount)	
	a. Reminded the expected positive behavior	Forgot to remind expected positive behavior sometimes
	b. Took the red circle	
	c. Moved students' name down	
4.	Recognizing Positive behavior	
	a. Mention the positive behavior that the student did	need to be clear in mention the positive behavior of the students

Comment about reinforcement

Mentor Signature,

P. J. ...
29.10.16

Appendix E- 6 : Cycle 1 – Day 3 - Observer 2- Observation Sheet page 3

Mentor Checklist Sheet - Positive Behavior						
Please fill this box with (v) if the student have positive behavior or (x) if the student after reinforcement still did not have positive behavior						
Cycle 1	No	Name	Hands to yourself	Raise hands for asking questions and telling thoughts	Sit properly on the chair	Keep effort in the task given
Day 3	1	S1	⊙	N/A	✓	✓✓✓
Friday	2	S2	⊙	✓	✓x	NR
28 October	3	S3	NR	⊙	✓✓✓	x✓x✓
2016	4	S4	✓	N/A	✓✓	✓✓
	5	S5				
		Total of positive behavior	1	1	7	7

Absent

Comments about positive behavior of the student (Please fill this after the lesson finish)		Mentor Signature
Hands to yourself	The students already good on this part but for ME & NN they need help to sit beside the person that made them focus	<i>[Signature]</i>
Raise hands for asking questions and telling thoughts	They all already good and know the expectations to raise hands before talking although sometimes it is a struggle for them.	<i>[Signature]</i>
Sit properly on the chair	They still need some help to sit properly on chair but after reinforcement, they know what to do.	<i>[Signature]</i>
Keep effort in the task given	They also already know to keep effort on the task even AN & ME need to be given reinforcements to keep them on task.	<i>[Signature]</i>

*N/A is only applicable for raising hands for asking questions or telling thoughts if this does not happen to a child

[Signature]
29.10.16

Appendix E- 7 : Cycle 1 – Day 3 – Researcher Reflection page 1

Reflection 3 – Cycle 1 – Day 3 - Friday, October 28th 2016 -09.05

Reflection 3 – Cycle 1 – Day 3

Friday, October 28th 2016

09.05

Today I was very happy because we all wear Batik and this is the day when we have the puncak pekan bahasa. Today I already prepared for my cycles and I also already prepare the lesson plan and having the circle chart ready in the morning with all red circles beside the students name. Then I also fix the behavior chart in the morning because it keep on falling down. Then I also read again what I am going to do in the bible and science. I also have prepare all things that I need for test the rocks (because 2.2 already did it a day before so we could be ready more). Then I also took the handycam from down stairs and put it on. Then I also took some rocks that I could found in the school as the example of what we are going to have for science.

When the class begins, I also tell them the expectations (expected positive behavior) and I tell them that I am going to always review about the expected positive behavior so they will understand what my expectation for them during the lesson and they all understand it. Then we begin the lesson by explaining the expected positive behavior. I also told and demonstrate how I want them to raise their hands for asking questions and telling thoughts (by raising my hands) and I also tell them the importance of see the teacher (eyes on the teacher) then they looked at me and this is great. It makes me understand that they understand what they need to do. Then on work together with friends, I told them to wait for their friends if they need to use things that only have one for many people and also I told them to help their friends all they way that they can do. Then they can also have hands to themselves and I showed them that they are not going to disturb their friends and also they are not touching anything else rather that put their hands on their lap. Then for help and support friends then I can also tell them about how they can help and suport friends by giving them the ideas, and I

Comment [a1]: R1-D

Comment [a2]: R1-D

Ry...
28.10.16

Appendix E- 8 : Cycle 1 – Day 3 – Researcher Reflection page 2

Reflection 3 – Cycle 1 – Day 3 - Friday, October 28th 2016 -09.05

also give them the example that maybe of some students have really good ideas and why not they put it on the work of the groups. Then on the follow the voice level, I stated the voice level and the followed it. Then by keep effort in the task, I told them that they need to keep working on the task, even when they think it is hard, I really want them to try their best and if they still struggle, I also want them to ask me if they have any questions. Then for sit properly on the chair, I also told them to have their legs down or in the chair and also sit up high and I want them to show me that they can do it (I also demonstrated it about sit properly on the chair on the reading corner).

Then I also told them about the circles chart and told that they all have the same chance in the morning and that will be three red circles for each students, and I also said that I did not want to take their red circles because I did not want them to break my expectations. Then I also told them that I will give them green circles if they show me that they can meet my expectations and I really wants them to have it to the full because when they have it full they can moved up their names and it means that they making a good choice. And if they keep on making a good choices, then eventually they will have the delightful behavior that the teacher (me) want them to have in the classroom and if they already have a delightful behavior, it will help them to eventually moved to the fabulous falcon. Then the students seemed very excited about this. But I also told them that if they lose all the red circles besides their names, then they will eventually moved their names down and it means that they need to make a better choice and then if they keep on losing the red circles that they will lose a privilege and the teacher (me) does not want to take all of their privilege because it is their choice. The teacher also does not want the students to moves to the teacher choice because the students already supposed to have a choice of their own.

Then for the positive reinforcement, I think I give them enough positive reinforcements although not everytime the students do positive behavior I can give them

Page 2
28.10.16

Appendix E- 9 : Cycle 1 – Day 3 – Researcher Reflection page 3

Reflection 3 – Cycle 1 – Day 3 - Friday, October 28th 2016 -09.05

because I still feel nervous about the lesson or sometimes it is not a good time for me to give them that (could be while I am in the middle of teaching or not). I also give them praises like thank you for sitting nicely and I like the way you working hard and keep effort in your task.

Comment [a3]: R2 - E

For the green circle, I also have more and more time to work on put some tapes and store it into the place on which I can easily took it then I can put it on the circle chart. Sometimes I give them their green circles but after the I finish something on my teaching and this makes me even hard because I need to remember what I am going to teach and which students to be given the green circles on.

Comment [a4]: R3 - C

Then next things is that I also immediately moved the students name up after the students get three green circles besides their names and I took it out and I moved their names up and I made sure that the student saw it and the other students also saw it.

Comment [a5]: R3 - C

Then for the negative reinforcements, I give them enough of it although I still feel that I need to give them more, but they already showed me that the negative reinforcements that I give to them has the effect on them. For example when I took somebody red circle because they are not sitting nicely on their chair, then it can be seen that other students start to realize about it and some students changes their position on how they seat on the chair. Before I took the red circles, I also try to always remind them about "Hey student A, I am going to take your red circle because you are not sitting nicely on your chair and you need to sit nicely on your chair." This also will make them aware where their position now (and how many red circles left did they have) and made them want to always look and listen to the directions of the teacher. If they only have one red circles left, it usually makes them want to try to get another green circles to moved their names up. But for reminding the expeted positive behavior I think I still need times to work on it because sometimes it more easy to look for the wrong of the studnets rather than to mention and remind again about the expected positive behavior but I already try to remind again about the expected positive behavior. I think that I

Comment [a6]: R2 - E

Comment [a7]: R3 - C, R4 - V

Comment [a8]: R3 - C, R4 - V

Py 200
28.10.16

Appendix E- 10 : Cycle 1 – Day 3 – Researcher Reflection page 4

Reflection 3 – Cycle 1 – Day 3 - Friday, October 28th 2016 -09.05

already doing a good job in took the red circles if the student did inapropriate behavior since it was easier to took out soemthing rather than to give and placed the green circle on the board (but I also tried my best to give them the green circle). When there is no more red circles besides one student name, then I also directly moved the student name down and put back again the three red circles.

Comment [a9]: R3 – C, R4 - V

Comment [a10]: R3 – C, R4 - V

I think after the student master the behavior like hands to yourself and raise hands for asking questions or telling thoughts, I give them less reinforcements because they already good in doing it and I did not want to intervent too much on it and I hope it will soon become the positive behavior that the student will do without reinforcement.

Comment [a11]: R2 - E

After the positive behavior happened, I said praise to the student and also mention about the positive behavior that they did like “Thank you student B for keep effort in the task and try to finish it, I am going to put the green circle on your name.” When the students know about this, they think that they can do it again and I feel very happy about this. Then I give them green circle and when they already have 3 green circles besides their name, then I moved their name up on behavior chart.

Comment [a12]: RS - P

Comment [a13]: RS - P

On the beginning of the lesson, some students still struggle to have their hands to their selves but after the reinforcement (to another students) it looks like they can handle about it and on the lesson it cause less problems. To the five students that I observed, they looked like that they can manage about it, but only NN and ME that still need to work on this because ME likes to play with their friends and sometimes ME touch his friends. NN also still struggle when he sit besides the person that he enjoy to play with, sometimes he want to play with him especially when they have their rocks and this distracts NN in the learning time. On the time when the students can have their own rocks, sometimes they play with it because their friends wants to see about the rocks that the other students had.

Comment [a14]: PB 1 – H, S3

Comment [a15]: PB 1 – H, S4

4

Page
28.10.16

Appendix E- 11 : Cycle 1 – Day 3 – Researcher Reflection page 5

Reflection 3 – Cycle 1 – Day 3 - Friday, October 28th 2016 -09.05

For the raise hands to yourself and I also look for the students who have the chance to raise their hands and the students also doing a good job. For JO, he is doing good on this. And I did not seems to see many students raise their hands for today, but I also notice that they might have no questions to be asked or thoughts to be said.

Comment [a16]: PB 2 – R, S2

Comment [a17]: PB 2 - R

For sit properly on the chair, JO also still have some time to being lazy on this chair but AN nd NN are already good and the other students already good but then they need to make sure that they can do it properly. But later on, NN still need to learn how to sit up high on his chair. But ME still struggle a lot in this because he cannot sit properly on his chair and sometimes he stand up to finish working on something, but this I realized even on the lesson before this lesson comes.

Comment [a18]: PB 3 – S, S2

Comment [a19]: PB 3 – S, S1 & S4

Comment [a20]: PB 3 – S, S4

Comment [a21]: PB 3 – S, S3

AN and ME need help about keep on working in the task because it seems that they understand about it but they need someone to help and make them work on their task.

Comment [a22]: PB 4 – E, S1 & S3

Because sometimes AN had this own imagination and ME also has his own worried about the unnecessarily things on his desk that made him hard to focus and work on his task. But after the reinforcement, some students changed especially AN are working hard and he showed me that he can handle it. Then ME also can start to keep effort in the task after several reinforcement given and the things on his desk is disappear because he clean after it and this made me happy to see this.

Comment [a23]: PB 4 – E, S1

Comment [a24]: PB 4 – E, S3

Comment [a25]: PB 4 – E, S1

Comment [a26]: PB 4 – E, S3

Py
28.10.16

APPENDIX F

Appendix F- 1 : Cycle 2 – Day 1 - Observer 1- Observation Sheet page 1

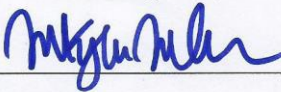
Subject: **Bible & science** Dates: **1/11/16** Time: _____

Mentor Checklist Sheet – Reinforcement

Please put **tick (v)** on the box based on the observation in giving reinforcement to student.

Number	Statements	Yes	No
1.	The teacher demonstrated the expected positive behavior before the lesson began	✓	
2.	The teacher gave enough amount (not too often) of		
	a. Positive reinforcement <circle the one that have enough amount> (gave praise / gave green circle / moved students' name up)		✓
	b. Negative reinforcement <circle the one that have enough amount> (reminded the expected positive behavior / took red circle / moved students' name down)	✓	
3.	When a student masters the positive behavior, less reinforcement given.	✓	
4.	Right after the positive behavior happen,		
	a. The teacher always gave praises.		✓
	b. The teacher always gave green circle.	✓	
	c. 3 times, the teacher always moved the students' name up.	✓	
	Right after the inappropriate behavior happen,		
	d. The teacher always reminded the expected positive behavior.		✓
	e. The teacher always took red circle.	✓	
	f. 3 times, the teacher always moved the students' name down.	✓	
5.	To recognized the positive behavior the teacher		
	a. Mentioned the positive behavior that the student did.		✓
	b. Said praise.	✓	
	c. Gave the green circle.	✓	
	d. Moved the students' name up	✓	

Comment about reinforcement

Mentor Signature,


Subject: **Bible & science** Dates: **7/11/16**

Time: **[blacked out]**

Mentor Feedback Sheet – Reinforcement

Please write the comments according to the actions that happen on the lesson

No	Statement	Comments
1.	Demonstration of Expected Positive behavior	
2.	Positive Reinforcement (amount)	
	a. Gave praise	Be specific.
	b. Gave green circle	
	c. Moved students' name up	
3.	Negative Reinforcement (amount)	Tell them <u>why</u> their behavior isn't appropriate.
	a. Reminded the expected positive behavior	You need to do this <u>consistently</u> .
	b. Took the red circle	
	c. Moved students' name down	
4.	Recognizing Positive behavior	
	a. Mention the positive behavior that the student did	

Comment about reinforcement

When reinforcing you have to tell them what behavior they need to change.

Mentor Signature

[Handwritten Signature]

Appendix F- 3 : Cycle 2 – Day 1 - Observer 1- Observation Sheet page 3

Mentor Checklist Sheet - Positive Behavior						
Please fill this box with (v) if the student have positive behavior or (x) if the student after reinforcement still did not have positive behavior						
Cycle 2	No	Name	Hands to yourself	Raise hands for asking questions and telling thoughts	Sit properly on the chair	Keep effort in the task given
Day 1	1	S1	⊙	⊙	✓	NR✓
Tuesday	2	S2	NR	✓	✓	✓✓XX
1 November	3	S3	⊙	⊙	✓NRX	XX✓
2016	4	S4	NR	NR	⊙	✓
	5	S5	⊙	⊙	✓	⊙
		Total of positive behavior	0	1	4	5

Comments about positive behavior of the student (Please fill this after the lesson finish)		Mentor Signature
Hands to yourself		
Raise hands for asking questions and telling thoughts		
Sit properly on the chair		
Keep effort in the task given	Recognize and praise this behavior more often.	

*N/A is only applicable for raising hands for asking questions or telling thoughts if this does not happen to a child

- V = Given reinforcement and the student change behavior
- X = Given reinforcement but the student did not change behavior
- ⊙ = The student already doing good in this positive behavior
- NR = No reinforcement given

Mikylia Miller 1/11/16

Appendix F- 4 : Cycle 2 – Day 1 - Observer 2- Observation Sheet page 1

Subject: Bible + Science

Dates: 01/11/2016

Time: 07.15 - 08.15

Mentor Checklist Sheet – Reinforcement

Please put tick (v) on the box based on the observation in giving reinforcement to student.

Number	Statements	Yes	No
1.	The teacher demonstrated the expected positive behavior before the lesson began	✓	
2.	The teacher gave enough amount (not too often) of		
	a. Positive reinforcement <*circle the one that have enough amount> (gave praise / gave green circle / moved students' name up)	✓	
	b. Negative reinforcement <*circle the one that have enough amount> (reminded the expected positive behavior / took red circle / moved students' name down)	✓	
3.	When a student masters the positive behavior, less reinforcement given.	✓	
4.	Right after the positive behavior happen,		
	a. The teacher always gave praises.	✓	
	b. The teacher always gave green circle.	✓	
	c. 3 times, the teacher always moved the students' name up.	✓	
	Right after the inappropriate behavior happen,		
	d. The teacher always reminded the expected positive behavior.		✓
	e. The teacher always took red circle.	✓	
	f. 3 times, the teacher always moved the students' name down.		✓
5.	To recognized the positive behavior the teacher		
	a. Mentioned the positive behavior that the student did.		✓
	b. Said praise.	✓	
	c. Gave the green circle.	✓	
	d. Moved the students' name up	✓	

Comment about reinforcement

Mentor Signature,



Appendix F- 5 : Cycle 2 – Day 1 - Observer 2- Observation Sheet page 2

Subject: Bible + Science

Dates: 01/11/2016

Time: 07.15 - 08.15

Mentor Feedback Sheet – Reinforcement

Please write the comments according to the actions that happen on the lesson

No	Statement	Comments
1.	Demonstration of Expected Positive behavior	
2.	Positive Reinforcement (amount)	less reinforcement given on hands to yourself and raised hands because the students already do it.
	a. Gave praise	But still the teacher need to vary it because mostly she only give the thank you words.
	b. Gave green circle	Good, even need to be changed because when she call on the chart, she wait until she finished teaching, but when gave it to the students, she directly making it. Even when stick by it self, it are forgot but she already remember to give it to the students
	c. Moved students' name up	Some students like SL and one girl did not tell the teacher that they moved their name up and therefore they need to tell the teacher. As SL told the teacher after he saw that Jo moved up his name. Even the teacher did not wait, but once she
3.	Negative Reinforcement (amount)	
	a. Reminded the expected positive behavior	The teacher need to learn to remind the expected positive behavior. She only mention about the wrong things that the student made. So the student did not know what is good.
	b. Took the red circle	HE took his last red circle and put back all 3 red circles but he did not tell the teacher that he moved his name down. The teacher already made all students try to take it after the inappropriate behavior that they made.
	c. Moved students' name down	HE did not tell the teacher that he moved his name down.
4.	Recognizing Positive behavior	Already said it but not specific "Thank you for working hard." what is mean by working hard?
	a. Mention the positive behavior that the student did	Need to be more clear & specific.

she know if she directly moved it up

Comment about reinforcement

The teacher can give direct reinforcement by gave the green circle or command to student to take the red circle as this also will help the students a lot.

Mentor Signature,

Ray

Appendix F- 6 : Cycle 2 – Day 1 - Observer 2- Observation Sheet page 3

Mentor Checklist Sheet - Positive Behavior						
Please fill this box with (v) if the student have positive behavior or (x) if the student after reinforcement still did not have positive behavior						
Cycle 2	No	Name	Hands to yourself	Raise hands for asking questions and telling thoughts	Sit properly on the chair	Keep effort in the task given
Day 1	1	S1	⊙	N/A	✓✓	✓✓
Tuesday	2	S2	NR	⊙	✓x	xx
1 November	3	S3	✓	⊙	xxx	✓x✓
2016	4	S4	NR	⊙	NR	✓
	5	S5	⊙	✓	xv✓✓	✓
		Total of positive behavior	1	1	6	6

Comments about positive behavior of the student (Please fill this after the lesson finish)		Mentor Signature
Hands to yourself	All students are good on this one & only ME has trouble with his friends.	<i>Py...</i>
Raise hands for asking questions and telling thoughts	During this time Jo & SL was raised their hands more, but AN was seems not doing it and ME and NN was also good in doing this because NN did raised his hands but he ask for unnecessary things, therefore he has not given reinforcement. NN likes to talk to his friends.	<i>Py...</i>
Sit properly on the chair	SL said to the teacher that his stomach was not feel good therefore he still sat not nicely after the reinforcement given. Jo & SL was not being good on this during this time, ME mostly not sit properly either.	<i>Py...</i>
Keep effort in the task given	AN can show that he worked hard after this Jo sometimes got distracted by himself but he already show that he can do this.	<i>Py...</i>

*N/A is only applicable for raising hands for asking questions or telling thoughts if this does not happen to a child

- V = Given reinforcement and the student change behavior
- X = Given reinforcement but the student did not change behavior
- ⊙ = The student already doing good in this positive behavior
- NR = No reinforcement given

Py...

Appendix F- 7 : Cycle 2 – Day 1 – Researcher Reflection page 1

Reflection 4 - Cycle 2 – Day 1 - Tuesday, November 1st 2016

Reflection 4 - Cycle 2 – Day 1

Tuesday, November 1st 2016

13.30

Today I thank God because I can survive in doing my first day on my second cycles. This was the improvement that I really want to do. And I thank God because only by His grace that I can finish today and also my second cycles and day 1 already done.

Reflect back to what I already did on my cycles, I was planned to do something different on this cycles and it is about how the student will have the responsibility to make sure that they got the chance to give one green circle or took the red circles that they might have, because based on the previous cycles, I have seen that this is kind of distraction for me to always go back to the place and stick it into their names and it takes several time that can be used for teaching, then I was thinking of several ways that I can do to minimize the problem. I was very happy because I found out that they can also put it by themselves on their own names so that this will help me a lot not to come back and took one of theirs and also not to being and getting distracted with what I am going to say during my lesson time.

This morning, it seems a little bit stressful because I already prepare my lesson plan, but I have not printed it yet and I also have not printed another instrument for my mentor. I also forgot about the behavior chart that still cannot stand properly and I also said that I really need to work on my behavior chart and this is a distraction for me. I also very happy because one of my students would lovely help me to put all the pinclothes into the hot air baloon of ready to learn and obey. This is very good things that I already saw happen in my students and he is willing to help me.

Then the next is that I had my worksheet being copied at the end of the time and this is not good for me but praise God that I made it on time. Then I turned on the camera and I

Ry
01.11.16

Appendix F- 8 : Cycle 2 – Day 1 – Researcher Reflection page 2

Reflection 4 - Cycle 2 – Day 1 - Tuesday, November 1st 2016

started to sit down at the chair. Then I start to called on them and ready to teach them about the bible and science.

Today, I also demonstrating the expected positive behavior again to the students and today I also try to look for every single expected positive behavior that I have and told them until they understand what each of them really means. I also raise my hands and have them to see in the teacher eyes (my eyes), I also told them that they need to help their friends as soon as possible and they also can get some ideas from their friends. They can also follow the voice level by try to sound it and also they can sit properly on the chair and even one of the students point out a good things and that is to sit closely to the table so the people can pass besides your table and this will not be a distraction for the people to pass by. Then I also told them about the uniqueness of their circle chart today which have been splitted into two and I said that they all can have the opportunities to put the green circle or even took the red circles from their name because they are going to be responsible of the things that they do in the classroom and if they can do my expectations, of course I will give them the green circle which they can stick into. Then when they are not following the expectations, I said to them that I do not really want to make them took the red circles but if they cannot handle it, then I need to said that they need to took their red circles from their name. But if they have all green circles to the full (3 green circles), I said that they can also said it to me and I am going to moved their names up and if they keep on doing the good behavior, then they will eventually have the names on the delightful behavior and if they can keep on doing the good things, then they will be the fabulous falcon. But I said that I does not really want them to moved down their names, but I give them time to think to make a better choice before they lose some privilege because privilege is something that they can get but I do not really want to take away they privilege. I also need to said that I do not really want to make a choice for them because they are going to make their own choice. So by this, I also stated the consequences

Continued on R1-D

Page 2
01-16-16

Appendix F- 9 : Cycle 2 – Day 1 – Researcher Reflection page 3

Reflection 4 - Cycle 2 – Day 1 - Tuesday, November 1st 2016

following their actions if they can show me that they can handle to have the positive behavior, then I can also show them that I can give green circles even moved their names up, but if they cannot show me the positive behavior, then I will ask them to took out their red circles and even if I have to moved their name down to made them think to make a better choice of their behavior.

The reinforcement should be given in enough amount, and I know this, but I think that during today, I think that I am lack of giving them about the positive reinforcement, because one of my reason is that I fear that I will lack of green circles which I should not have fear of because I should know that I have more than enough, but the feelings makes me do not want to do it, then I also think that the class are a little bit active during today. So the next time, I think I should give them the enough amount of the positive reinforcement because this will help the student to have more self independence of can doing the things that they were asking for (the positive behavior) and then the student also can feel appreciate and want to increase their behavior because the teacher give them appreciation.

Comment [a2]: R2 - E

For the negative reinforcement, I think I give them enough of the negative reinforcement, because sometimes I saw boys and girls that are not following the positive behavior, I think I am going to give them the negative reinforcement and they have to took out one red circles even they have to moved down their names.

Comment [a3]: R2 - E

I also notice that the 5 students are getting better on the positive behavior of keep hands to yourself and raise hands before asking questions or telling thoughts. Because I saw almost all of them can keep their hands to theirselves so I think I give less reinforcement for this because I realy want them to see the consistency of this behavior in the classroom without the help of the reinforcement, although for one student, ME, he still need the reinforcement for hands to yourself because he keeps on playing and touching his friends things and I gave him reinforcement and he does changed. For raising hands for asking

Ryano
01.11.16

Appendix F- 10 : Cycle 2 – Day 1 – Researcher Reflection page 4

Reflection 4 - Cycle 2 – Day 1 - Tuesday, November 1st 2016

questions or telling thoughts, I think I need to give less reinforcement. But because this is too obvious and the student can see about it (who raised their hands), then I still give them the reinforcement for this but then the student also notice that I only give them the circles if they have a really important questions not just the basic questions and also not just the questions about the things that I already said before to them because if they asked this and they think that they will get green circles, then for the next time, this means that it is ok for them not to listen to the teacher directions because they will also had the chance to get some of the green circles for example today NN asked me about “If the house is made from the rocks, will the chair also?” and I think this is not the appropriate questions to be asked for and then I did not give him any green circles, this also the same with SL who were asking about how to do the worksheet, but I also already told them how to do it and this made me did not give any green circles because this is not kind of questions that I want them to ask for.

I think I also consistently gave the positive reinforcement after the positive behavior happen, I gave them praises (although I think that I should think of more variative words that I can use to give them praises instead of “Thank you student Y.” This is kind of boring and this will not help to appreciate the student much of their effort to follow the positive behavior, because mostly the words “Thank you student K for put your hands in the top of your head, or Thank you student I for keep effort in your task.” Is the most common words that I have ever used during my cycles and I need to work on it.) I also give them the chance to put their own green circles unto their name, but sometimes, some of the student did not directly put the green circle on their names and some of them once they got it, he even directly want to put it on their names, for tomorrow, I would more likely to seeing them directly put the green circles beside their names after I gave to them. But I also feel very happy to see them smiling and get excited when they got the chance to put the green circles beside their names and this made me very happy because of this. Then for moved up the

Comment [a4]: R3 – C, R4 - V

Comment [a5]: R3 – C, R4 - V

Ray
01.11.16

Appendix F- 11 : Cycle 2 – Day 1 – Researcher Reflection page 5

Reflection 4 - Cycle 2 – Day 1 - Tuesday, November 1st 2016

names, I notice that some of the students still forgot to tell me if they go all of their green circle to be full and this made me a little bit confused and also because the behavior chart is not stand in a good ways, this is even harder to me to made sure that I moved the student name up, I should made sure that it is strong enough to be in the cycles. But then the good thing is when the student forgot to tell me to moved the namees up, then there are also another student who realize about it and tell it to me so I can directly moved the student name up. I also notice that it is very important to give the student positive reinforcement and give the green circle immediately, but it also important to make the student know that I already put on them because I realize that JO, and 2 other students were not understand why they have the green circle on their tables and this is a little bit confusing because they do not immediately put the green circles on their name and this made the reinforcement process were not going well and this took a while for me to understand and remember of what positive behavior that they did until three of them get the green circles, this made me feel very tired to remember about it, but I also reflect, maybe on the time that I gave them reinforcement, the classroom is a little bit noisy and my voices also were not clear then it is something that made the student did not clearly understand the reason that I give the green circle to them.

For the negative reinforcement, I think I also give them after the inappropriate behavior happen in the case that I really want them to change their behavior and have the positive behavior that I want them to have in this class. I also told them that they already know when they will have to take away one of their red circle and I also told them that I did not want to do that to them. Then after I found out that the student did the inappropriate behavior, then what I am doing is that I remind them about the expected positive behavior, but I think that I still need to work on this because sometimes, I said, "ME, you need to moved you name down because you are NOT sitting nicely on your chair, instead of saying

Comment [a6]: R3 - C, R4 - V

Comment [a7]: R3 - C, R4 - V

Comment [a8]: R3 - C

*By [signature]
01.11.16*

Appendix F- 12 : Cycle 2 – Day 1 – Researcher Reflection page 6

Reflection 4 - Cycle 2 – Day 1 - Tuesday, November 1st 2016

you are not sitting nicely, I supposedly to say, "ME, I need you to take one of your red circle because remember I need you to sit properly on your chair." I also need to be specific in reminding them again about the positive behavior because I need to make them think that what they are doing is not acceptable in this class because what they are doing is out from the expected positive behavior that I want them to have in this class. Then I think that after today they are going to take their own red circle, I think that the student can get more the idea of being and having self awareness of what they are doing. Several times I saw that the student are really hard to took one of their red circles because they want to still have it and not to be taken. Even it took them time to just come up and took one of their red circle rather than to come up and put one green circles that they are just got from me. But because this is taking away, then the student directly took it without any waiting for several times. For moving the student name down, I think the student already get the point because each time the student took one of their last red circle and as soon as after that the student call on me and said whether I can also asked me to help them to moved down their names because they are going to have all three red circles to be put back again on their name. This is a good things for the student because they already get the awareness of what they are doing. The student also feel very bad and it can be shown by their sad and a little it mad faces after they took one of their red circle especially the last red circles and they have to report it to me and ask me whether or not I can help them to moved down their name.

I think during this lesson, I also already do the variety of reinforcement, for the positive reinforcement, I also already give them praise even I need to work on this, I also already try to apply the new rules on give the student green circle and have them to put back again on their names, and I also help them to moved up their names when they know that they already get three circles on their names. For the negative reinforcement, I think I also already remind them about the expected positive behavior, but it still really hard for me to

Comment [a9]: R3 - C, R4 - V

Comment [a10]: R3 - C, R4 - V

Comment [a11]: R3 - C, R4 - V

Comment [a12]: R4 - V

Comment [a13]: R4 - V

*My
01.11.16*

Appendix F- 13 : Cycle 2 – Day 1 – Researcher Reflection page 7

Reflection 4 - Cycle 2 – Day 1 - Tuesday, November 1st 2016

remember this, it is more easier for me to just remind them about the inappropriate behavior that they did instead of reminding the expected positive behavior. For took the red circles, I think I already told them about when they should took their red circles (after they did inappropriate behavior in the classroom) then they directly come forward and took one red circles for their name and this is good for them. I also count to give them took the red circle because some of my student walked so slowly to get into the circle chart and I made them quick in doing it. (ME) For moved the student name down, I also already did it as the variety of reinforcement and my student more likely directly tell me if they already lost all of their red circle and asked me whether I can help them to moved their name down so they would get the chance to take back 3 of red circles into their name.

For recognizing the positive behavior, I think already mention the positive behavior that the student do, but I need to become more specific in doing it and also I need to learn to say it in more clear and proper ways. And then for recognizing the positive behavior, I give them praise and mention the behavior that they do and give them green circle. When they can have 3 times of positive behavior, then I moved their names up.

For keeping hands to yourself, on today's lesson, especially for the students that I observed, almost all of them can control about this, but one of the student still get distracted by his friends. And also the student was given negative reinforcement by me and he did changed his behavior.

For raise hands before asking questions or telling thoughts, I think my student already did a good job in keep on doing this positive behavior, because the student that I observed 4 of them already raised his hands, but one still had no response on it. But they already know the positive behavior and they applied it very well.

For sit properly on the chair, it seems and it looks like two students that I observed already doing good and also they sit properly and sit up high while the others need more

Puzo
01.11.16

Comment [a14]: R3 - C, R4 - V

Comment [a15]: R3 - C, R4 - V

Comment [a16]: R3 - C, R4 - V

Comment [a17]: R5 - P

Comment [a18]: R5 - P

Comment [a19]: R5 - P

Comment [a20]: PB 1 - H, S1

Comment [a21]: PB 1 - H, S2, S3, S4, S5

Comment [a22]: PB 2 - R, S1

Appendix F- 14 : Cycle 2 – Day 1 – Researcher Reflection page 8

Reflection 4 - Cycle 2 – Day 1 - Tuesday, November 1st 2016

reinforcement to keep them in doing this positive behavior because when this happened, one student found being lazy on his own chair and two others found cannot sit on the chair properly, sometimes they moved his legs into the chair, sometimes, they sit but not sit with their wholebody and sit they way that they wanted to.

For keep effort int hte task, there is two students who already doing good in these behavior, beacuse they sit nicely on the chair, it helps them a lot in determining what should they do to keep effort on the task given. Then they also could say that they understand a lot about keep effort int the task and they could finish it well. Then about the three other students I need to keep reminding, them, but I notice the diferences of one student that he also want to finish his task and he also want to remind himself to keep effort in the task and this is good for him (AN). The other student also working on the task after several reinforcement given and also they working really hard to achieve this.

comment (a23) PB 4 - E, S12 & 55

comment (a24) PB 4 - E, 51

Page 8
01.11.16

APPENDIX G

Appendix G- 1 : Anecdotal Notes – S1 – Positive Behavior Indicator 1

Anecdotal Notes

AN

I	Hands to yourself	Student respond during the day
1	Friday 21 / 10 / 16	He already have hand to himself during this day.
2	Tuesday 25 / 10 / 16	AN need some help because sometimes he got hug from SL and ME, maybe it is because he is every cute and fluffy. Then he know the expectations to have hands to himself. But he need to be reminded to ignore the friends who wants to hug him.
3	Friday 28 / 10 / 16	Today AN already good in put his hands to imself. He does not need anything to help him with this. He actually can hold unto this.
4	Tuesday 1 / 11 / 16	Today AN can keep hands to himself and he is already good in doing it. Then AN also can keep it good.
5	Friday 4 / 11 / 16	No School

Ry
04.11.16

Appendix G- 2 : Anecdotal Notes – S1 – Positive Behavior Indicator 2

Anecdotal Notes

AN

II	Raise hands for asking questions and telling thoughts	Student respond during the day
1	Friday 21 / 10 / 16	AN looks like he understand this and raised his hand but then AN forgot to sit properly on chair
2	Tuesday 25 / 10 / 16	For raising hands, I really like the way AN doing it today, it seems that he raised his hands more than two times in this day and this is good for him since during my observation, AN is rarely raise hands for asking question or telling thoughts but maybe since on the previous day he raised hands and get some red circles, he know that he always can say something to the teacher.
3	Friday 28 / 10 / 16	Today AN did not show any reactions according to this because this is not happen but AN already good for this one.
4	Tuesday 1 / 11 / 16	AN today did not showed about the raise hands before asking questions and telling thoughts. And he is already good in doing it.
5	Friday 4 / 11 / 16	No School

Keynes
04.11.16

Appendix G- 3 : Anecdotal Notes – S1 – Positive Behavior Indicator 3

Anecdotal Notes

AN

III	Sit properly on the chair	Student respond during the day
1	Friday 21 / 10 / 16	AN still need more and more reinforcement for this because he keep sit with one legs up on the chair.
2	Tuesday 25 / 10 / 16	For sit properly ont he chair, today AN has already good and the other good behavior about sitting even not for this research is that he can show a good example on how he should sit on the carpet for his friends and AN already did a great job.
3	Friday 28 / 10 / 16	For sit properly on the chair, AN already good and he can sit properly on the chair today.
4	Tuesday 1 / 11 / 16	AN is still having hard time to sit down properly on his chair and he also get many reinforcement on this one. But I do not even know whether he will changed about it or not and how he should not have done it. I also need to remind him again, but then he is and get frustrated when he need to moved his name down.
5	Friday 4 / 11 / 16	No School

Reg
04.11.16

Appendix G- 4 : Anecdotal Notes – S1 – Positive Behavior Indicator 4

Anecdotal Notes

AN

IV	Keep effort in the task given	Student respond during the day
1	Friday 21 / 10 / 16	AN sometimes need reinforcement for this but after the reinforcement, AN know what to do and do it. But he also need another reinforcement to keep him on task.
2	Tuesday 25 / 10 / 16	For keep effort on the task given it seems that AN was not keep effort on task in the beginning but after the reminder from me, AN can work hard on the task and he also got some sentences on his questions.
3	Friday 28 / 10 / 16	For keep working on the task, AN need much help about this and he need some reminder again and again until I took his red circle twice to get him back and work on his task.
4	Tuesday 1 / 11 / 16	For keep effort int he task given, I know that AN still ahve some problem on this, but I see that he is put some effort to keep him on the task, he even told himself to keep effort int the task and this is good or him because he keep on reminding himself to keep on working on the task.
5	Friday 4 / 11 / 16	No School

Pujari
04.11.16

Appendix G- 5 : Anecdotal Notes – S2 – Positive Behavior Indicator 1

Anecdotal Notes

JO

I	Hands to yourself	Student respond during the day
1	Friday 21 / 10 / 16	JO did not have hands to himself and I gave reinforcement but then JO know that he should have hands to himself and he keep on doing that until the time is finished.
2	Tuesday 25 / 10 / 16	JO was found hard to keep his hands to himself, but he is good in doing it today even there are one or two distractions among this behavior. After I reinforced the other people, JO know the expectations and he can doing it correctly.
3	Friday 28 / 10 / 16	Today JO already show me that he can handle for having hands to himself and this is a good start I would love to seeing him do this more offer.
4	Tuesday 1 / 11 / 16	Today he is good for having his hands to himself and this made me feel good about him.
5	Friday 4 / 11 / 16	No school

Page 04.11.16

Appendix G- 6 : Anecdotal Notes – S2 – Positive Behavior Indicator 2

Anecdotal Notes

JO

II	Raise hands for asking questions and telling thoughts	Student respond during the day
1	Friday 21 / 10 / 16	JO keep reised his hands and this made me very happy. JO even raise hands for telling thoughts about the gem stones that he had before but he lost it now. JO also raise hands and wait for me to call him
2	Tuesday 25 / 10 / 16	JO is good in raising his hands and he also got some reinforcement for that and he shows me that he can do it well.
3	Friday 28 / 10 / 16	Sometimes JO raise his hands for asking questions or answering but because there are also many students who raise their hands, sometimes the teacher cannot pick JO but he already show that he can raise his hands during this lesson.
4	Tuesday 1 / 11 / 16	Today, he also raise his hands for asking questions or telling thoughts but before when inthe carpet sometiems I saw him playing and chatting with their friends.
5	Friday 4 / 11 / 16	No school

Ref 04.11.16

Appendix G- 7 : Anecdotal Notes – S2 – Positive Behavior Indicator 3

Anecdotal Notes

JO

III	Sit properly on the chair	Student respond during the day
1	Friday 21 / 10 / 16	JO at first until 2 times after reinforcement, he was not sitting nicely on the chair and being lazy. But after the reinforcement, sometimes he mind how he should sit on the chair and he also changed the way he seated on chair after reinforcement
2	Tuesday 25 / 10 / 16	To sit properly on the chair, JO got negative reinforcement because he was being very lazy on his own spot and this is a distractions for him. But after reinforcement, he changed his own behavior and this is good for him.
3	Friday 28 / 10 / 16	For sit properly on the chair sometimes JO still caught to be lazy on his seat, even after reinforcements it seems that he still struggle to sit properly but actually he can sit properly on his chair.
4	Tuesday 1 / 11 / 16	JO sometimes is seen being lazy on his own seat and this is not good for him because he will not get focus, but after I give him reinforcement, he changed and he is able to show me that he can do it better than before. On the working time, I also like about how JO sit down and keep working on the task. He sit on a very good ways to it.
5	Friday 4 / 11 / 16	No school

Rejo
04.11.16

Appendix G- 8 : Anecdotal Notes – S2 – Positive Behavior Indicator 4

Anecdotal Notes

JO

IV	Keep effort in the task given	Student respond during the day
1	Friday 21 / 10 / 16	JO is good in keep effort in the task and I gave reinforcement to him and which is great is that he keep on doing task after the reinforcement happen until the end of it.
2	Tuesday 25 / 10 / 16	JO was keep effort in the task and this can be seen afer he settled, he can finish his worksheet and this is a good things to learn from him. He also doing it corretly.
3	Friday 28 / 10 / 16	For the keep effort in the task, JO laready show me a good example of this because when I look at him, he actually likes to always show me that he is still working on his task. He also making a good choice by working on his task.
4	Tuesday 1 / 11 / 16	JO also seen as accountable boys who can keep effort int the task, he also have motivation to finish the task well and this can also be seen by his own works that is collected.
5	Friday 4 / 11 / 16	No school

Ray
04.11.16

Appendix G- 9 : Anecdotal Notes – S3 – Positive Behavior Indicator 1

Anecdotal Notes

ME

I	Hands to yourself	Student respond during the day
1	Friday 21 / 10 / 16	ME at first still hard to have his hand on himself and need some reinforcement because he touched SL. But then after I gave negative reinforcement, ME changed and he is able to control himself by keep hand to himself and I am glad to see this happen to ME.
2	Tuesday 25 / 10 / 16	Today ME hugged AN and also have hands on other people. And I also did some reinforcement on him and he changes, but not long after that, he touched other people and this made me give him another reinforcement. ME need help on this one and because I realize too that in this case, sometimes I also realize that he was not able to control himself for not to touch people.
3	Friday 28 / 10 / 16	ME is still hard to have hands to himself, but today he did a good job after the reinforcement that I given to him and he did a good job according unto it.
4	Tuesday 1 / 11 / 16	Today ME has some problems regarding to the hands to yourself because when he is sitting down, he played with his friends next to him and this will not made him focus so I give reinforcement to them and then ME and his friends can be quiet.
5	Friday 4 / 11 / 16	No school

Ray
04.11.16

Appendix G- 10 : Anecdotal Notes – S3 – Positive Behavior Indicator 2

Anecdotal Notes

ME

II	Raise hands for asking questions and telling thoughts	Student respond during the day
1	Friday 21 / 10 / 16	For raise hands, ME was a good ones, it can be seen that since the lesson began, ME always have a positive ways to raise his hands but sometimmes he already raise hands but forgot how to sit nicely on the carpet. Then ME is the responsible one for raise hands and he has already have it.
2	Tuesday 25 / 10 / 16	For raising hands, ME always did a fantastic job afor this behavior, I think ME already has a potential on this positive behavior
3	Friday 28 / 10 / 16	For raise hands, he already did a good job and I would love to see him again do this in next lesson.
4	Tuesday 1 / 11 / 16	For raising hands, ME also show me that he already accountable for it, but today I did not see that many things comes from him.
5	Friday 4 / 11 / 16	No school

Ry 04.11.16

Appendix G- 11 : Anecdotal Notes – S3 – Positive Behavior Indicator 3

Anecdotal Notes

ME

III	Sit properly on the chair	Student respond during the day
1	Friday 21 / 10 / 16	To sit properly on the chair is something that ME struggle on. Because he was very little, and there will be another time for ME to being lazy on his seat. ME also heard a negative reinforcement from me and suddenly he changed to sit high and have his legs down there. Which is a great things. But on another time, ME also need reinforcement again because after long time, ME also try to being lazy again. But after the reinforcement given again he is changed. Especially when after the positive reinforcement given to him about sit properly on the chair, he is very good at it to become the example for other students and I also showed him as the example of it.
2	Tuesday 25 / 10 / 16	ME today is good in sitting on his chair because he was not given reinforcement for this and he also can show me that he is good in doing this.
3	Friday 28 / 10 / 16	To sit properly on chair, I think he can do it but sometimes, he still confused about how to do things and where to out things that makes him cannot sit properly on his chair, and he is the one who likes to go around the classroom and today he did it again.
4	Tuesday 1 / 11 / 16	For sit properly on the chair it seems that ME still need to make sure that he can sit nicely on his chair because ME need to give negative reinforcement because of this and by this he still hard to change about it.
5	Friday 4 / 11 / 16	No school

Pegant
02.11.16

Appendix G- 12 : Anecdotal Notes – S3 – Positive Behavior Indicator 4

Anecdotal Notes

ME

IV	Keep effort in the task given	Student respond during the day
1	Friday 21 / 10 / 16	He is also good at keep effort in the task because he is very good at showing me that he can put all things on the vocebulary books. For the reflection time, he also struggle a bit but he has heart to keep effort on the task.
2	Tuesday 25 / 10 / 16	ME worked hard and it can be seen from his work so that I give him positive reinforcement and he was very happy about it. Then he keep on working hard on his task.
3	Friday 28 / 10 / 16	ME can work hard if he get focus, but today I saw that he made that after all things that he need to prepare at first and this made him lack of time to finish his task, he did not even finish his task and which is not good for him.
4	Tuesday 1 / 11 / 16	To keep effort in the task, I think he can be good after he get settled like before, even afer I give positive reinforcement for that, he can show me that he can do it correctly.
5	Friday 4 / 11 / 16	No school

Py...
04.11.16

Appendix G- 13 : Anecdotal Notes – S4 – Positive Behavior Indicator 1

Anecdotal Notes

NN

I	Hands to yourself	Student respond during the day
1	Friday 21 / 10 / 16	NN has a good attitude on keep hands to himself and he is good at doing that.
2	Tuesday 25 / 10 / 16	NN has a good attitude in this today and I am looking forward to see this kinds of things happen on Nathan after today's cycle.
3	Friday 28 / 10 / 16	To keep hands to himself, sometimes NN found hard to do this, NN when sit besides the people that can play with him, sometimes, he would love to play and chat with them but it is hard for NN to keep his hands to himself when he see there is an opportunity. So NN and student B when sit together soemtimes, they play together as today they talk and play about their rocks.
4	Tuesday 1 / 11 / 16	NN today is already good in keep his hands to himself and he also already show that he can do it, even sometimes a distraction comes form his friends, but he still accountable and can doing it.
5	Friday 4 / 11 / 16	No school

Pyg
04.11.16

Appendix G- 14 : Anecdotal Notes – S4 – Positive Behavior Indicator 2

Anecdotal Notes

NN

II	Raise hands for asking questions and telling thoughts	Student respond during the day
1	Friday 21 / 10 / 16	NN also raise his hands before giving his opinion about the rocks and this is a good choice of him.
2	Tuesday 25 / 10 / 16	NN is good for raise hands and he raise his hands more than before before speaking, and this is proved because he likes to raise hands for asking questions or telling thoughts.
3	Friday 28 / 10 / 16	For raise hands for asking questions and telling thoughts, I think NN already doing good for it, but for today I did not see that NN could do it in the classroom time.
4	Tuesday 1 / 11 / 16	NN also good in raising his hands before speaking, but because he is speaking that is outside of the context and asking if the chair is made from the stones, then I cannot give him green circle because that is not the questions that I was looking for. But he already know that he need to raise his hands for aksing questions or telling thoughts.
5	Friday 4 / 11 / 16	No school

*Pay
04.11.16*

Appendix G- 15 : Anecdotal Notes – S4 – Positive Behavior Indicator 3

Anecdotal Notes

NN

III	Sit properly on the chair	Student respond during the day
1	Friday 21 / 10 / 16	NN sometimes really hard time to sit properly on the chair and I need to reinforce him, but he is very good at showing me later that he can sit properly on the chair and I am glad to see that changes on him
2	Tuesday 25 / 10 / 16	To sit properly on the chair I think NN has done a good job for keep and being seated during the lesson.
3	Friday 28 / 10 / 16	To sit properly on the chair, NN already can sit on the chair with his legs goes down, but sometimes he cannot sit up high but he still work on it and I know that he will achieve it later on. He still hard to do it but he can do it.
4	Tuesday 1 / 11 / 16	NN also already can show me how to sit on the chair properly and he is also already good in having sometime to sit properly and finish his task.
5	Friday 4 / 11 / 16	No school

Page 3
04.11.16

Appendix G- 16 : Anecdotal Notes – S4 – Positive Behavior Indicator 4

Anecdotal Notes

NN

IV	Keep effort in the task given	Student respond during the day
1	Friday 21 / 10 / 16	NN is good to keep effort in the task but he need a little help on what he is doing, sometimes he know what to do and sometimes he missed directions and he did not know what to do. But I am so glad that the has the effort to keep on the task.
2	Tuesday 25 / 10/ 16	To keep effort in the task given, I think NN has difficulties on finishing task but I see that Nathan is trying to figure out how he can finish his task and this is good for them. NN also work hard again after the reinforcement that I gave to him .
3	Friday 28 / 10 / 16	NN already good because I can see that he is working hard to achieve the expectations, but sometimes he still confudes about what to do and what to write, this makes NN hard to focus and keep effort in the task, but once NN understand about it, he can do fantastic job in keep working in the task.
4	Tuesday 1 / 11/ 16	NN already good in keep effort in the task given because he can make sure that he is accountable enough for keep effort and finish his task on time and I also give him the green circle as his effort on the task.
5	Friday 4 / 11 / 16	No school

Py...
04.11.16

Appendix G- 17 : Anecdotal Notes – S5 – Positive Behavior Indicator 1

Anecdotal Notes

SL

I	Hands to yourself	Student respond during the day
1	Friday 21 / 10 / 16	During this day, SL still struggle with this part. He also lying on the wall because he seat beside the wall and after I gave him negative reinforcement, he changed but then he keep on lying on the wall and this distracted me and I need to give him more reinforcement. Then when he got back after he finish to put his work on unfinish work, he also touched some students who is sitting on the chair and I gave him a negative reinforcement and he stop doing that. But when he sat on the chair because his chair is next to AN desk, SL keep put his hands on AN desk and I know that I need to give negative reinforcement to him so I gave negative reinforcement but after that he keep on doing it again until three times and I also made sure that I gave reinforcement and he changed.
2	Tuesday 25 / 10 / 16	For SL, it really hard for him to keep hands to himself, especially on the carpet and when he was near people. Even he hugged AN and I gave him negative reinforcement for it and he stopped hugging AN but he keep effort in doing his task. This is a good job for SL.
3	Friday 28 / 10 / 16	Absent
4	Tuesday 1 / 11 / 16	He is doing a good job in keep ahnds to himself and not getting distracted because of it, this is good for him to get done of this.
5	Friday 4 / 11 / 16	No school

Pyg
04-11-16

Appendix G- 18 : Anecdotal Notes – S5 – Positive Behavior Indicator 2

Anecdotal Notes

SL

II	Raise hands for asking questions and telling thoughts	Student respond during the day
1	Friday 21 / 10 / 16	SL was good at raising his hands. I knew also that the weaknesses is because he knew that he needed to moved up his name so he keep raising his hands. But he is good at raising hands. One negative reinforcement that I gave is because he call out to call me and then he know that I took his red circle and he cannot do this, so it reinforced him next after this reinforcement to always raise hands.
2	Tuesday 25 / 10 / 16	SL did a good job in raising hands before speaking, but I also give reinforcement for him today bacause one time he call out and on another time, he talk with his friends but not raise his hands.
3	Friday 28 / 10 / 16	Today he also show a good examples in raising his hands to ask questions or telling thoughts but sometimes he asked for the things that I already told him and he did not get the green circle because of that.
4	Tuesday 1 / 11 / 16	
5	Friday 4 / 11 / 16	No school

Reg 04.11.16

Appendix G- 19 : Anecdotal Notes – S5 – Positive Behavior Indicator 3

Anecdotal Notes

SL

III	Sit properly on the chair	Student respond during the day
1	Friday 21 / 10 / 16	SL has struggle on sit properly on the chair because he will have his legs on the chair and this is not a good things. He also need some help with the reinforcement and after the reinforcement, he changed, but it happen more than three times to give him reinforcement, then after a positive reinforcement given because he was sitting nicely, this made him very happy and willing to sit nicely on his chair.
2	Tuesday 25 / 10 / 16	To sit properly on the chair I think SL has did a great job on this because I know on the way he seated, he is very good at sitting and he being very diligent in his chair.
3	Friday 28 / 10 / 16	He also already can sit properly on his chair, but sometimes because he had a stomachache, he cannot sit properly on his chair and beig lazy and because of this, I need to give him reinforcement for several times.
4	Tuesday 1 / 11 / 16	
5	Friday 4 / 11 / 16	No school

Page 3
04.11.16

Appendix G- 20 : Anecdotal Notes – S5 – Positive Behavior Indicator 4

Anecdotal Notes

SL

IV	Keep effort in the task given	Student respond during the day
1	Friday 21 / 10 / 16	SL was good to keep effort on the task and he show me in the bible time. But on the science time, I knew that he is struggle during the story time because I knew that he wanted to move up his name. But he already showed me a good example on how he can keep effort on the task given and sometimes I gave him a positive reinforcement for keep on task.
2	Tuesday 25 / 10 / 16	He also did a good job in the task because he worked hard and I gave reinforcement to him and he also kept on working hard and finished his task on time.
3	Friday 28 / 10 / 16	Absent
4	Tuesday 1 / 11 / 16	He also doing good in keep effort in the task and he can finish it well to keep effort in the task and this is good for him even I give him reinforcement because he keep effort in his task.
5	Friday 4 / 11 / 16	No school

Reg
04.11.16

APPENDIX H

Appendix H- 1 : Formula for recording student positive behavior

Formula for recording student positive behavior

$$\text{Formula} = \frac{\text{Observer record on student response } (\checkmark)}{\text{total of reinforcement given during that day for specific positive behavior}} \times 100\% =$$

- ☆ student response only count when the Observer gave (✓) check mark =
1. The student keep on doing the positive behavior after the positive reinforcement
 2. The student changed to have the positive behavior after the negative reinforcement.

☆ The formula used to record the student on specific positive behaviors

for example: S1 in PB(4) =

$$\frac{\text{Observer 1 record on S1 response in positive behavior 1 (PB 1)}}{\text{total reinforcement given to S1 for positive behavior 1 during cycle 1-day 1}} \times 100\%$$

$$= \dots \%$$

APPENDIX I

Appendix I- 1 : Indicator for Reinforcement

For Reinforcement

MFS: Mentor Feedback Sheet

No	Indicator	Instruments
1	The teacher demonstrates expected positive behavior to the students together with the consequences (following their actions). (R1 - D)	Mentor Feedback Sheet (1) Reflection
2	Reinforcement given in balance amounts. (R2 – E)	Mentor Feedback Sheet (2A & 2B) Reflection
3	The reinforcement consistently given right after the behavior happens. (R3 - C)	Mentor Feedback Sheet (3) Reflection
4	Variety of Reinforcement. (R4 - V)	Mentor Feedback Sheet (4A, 4B, 4C, 4D, 4E, 4F) Reflection
5	Recognizing Positive Behavior. (R5 - P)	Mentor Feedback Sheet (5A, 5B, 5C, 5D) Reflection

Code for Indicator of Reinforcement

No	Indicator For Reinforcement	Code
1	The teacher demonstrates expected positive behavior to the students together with the consequences (following their actions)	R1 - D
2	Reinforcement given in balance amount	R2 - E
3	The reinforcement consistently given right after the behavior happen	R3 - C
4	Variety of Reinforcement	R4 – V
5	Recognizing Positive Behavior	R5 - P

Appendix I- 2 : Indicator for Reinforcement

For Positive Behavior

MOS =Mentor Observation Sheet

No	Indicator	Instruments
1	Keep the hands and feet to yourself (PB 1 - H)	Mentor Observation Sheet (1) Reflection and Anecdotal Notes
2	The student will raise their hand if they have questions of thoughts. (PB 2 - R)	Mentor Observation Sheet (2) Reflection and Anecdotal Notes
3	Sit properly and keep on seated during the classroom. (PB 3 - S)	Mentor Observation Sheet (3) Reflection and Anecdotal Notes
4	Keep effort on the task given (PB 4 - O)	Mentor Observation Sheet (4) Reflection and Anecdotal Notes

Code for Indicator of Positive Behavior

No	Indicator For Positive Behavior	Code
1	Keep the hands and feet to yourself	PB 1 – H
2	The student will raise their hand if they have a question of thoughts.	PB 2 – R
3	Sit properly and keep on seated during the classroom	PB 3 – S
4	Keep effort on the task given	PB 4 – O

Sign in the instruments for positive behavior

SIGN	MEANING
V	Before reinforcement has done positive behavior.
V	The positive reinforcement given and the students still have this positive behavior. The negative reinforcement given to the student and the student change to have the positive behavior
X	The negative reinforcement given to the student and then the student still not have the positive behavior
NR	No reinforcement given because the students have the positive behavior in the classroom and the researcher was not gave him reinforcement.
N/ A	Not applicable (only for raise hadns because the student was not raising his or her hands)

APPENDIX J

Appendix J- 1 : Table Record for Reinforcement in Cycle 1 – Indicator 1 & 2

The meaning of the symbol for Indicator in instruments for Reinforcement

Sign	Meaning
MFS	Mentor Feedback Sheet (The instruments)
O1	Observer 1 : The researcher mentor teacher
O2	Observer 2 : The researcher
1	The researcher did what the statement said.
0	The researcher did not do as what the statement said

Table of observation Cycle 1 – Reinforcement – Indicator 1

Indicator 1	Cycle 1			Overall in Cycle 1
MFS 1	Day 1	Day 2	Day 3	
O 1	1	1	1	1,00
O 2	1	1	1	1,00
Reflection	1	1	1	1,00
Conclusion	1	1	1	1,00

Table of observation Cycle 1 – Reinforcement – Indicator 2

Indicator 2	Cycle 1			Overall in Cycle 1
MFS 2A	Day 1	Day 2	Day 3	
O 1	1	0	1	0,67
O 2	1	0	1	0,67
Reflection	-	0	1	0,33
Conclusion	0,67	0	1	0,67

Indicator 2	Cycle 1			Overall in Cycle 1
MFS 2B	Day 1	Day 2	Day 3	
O 1	1	0	1	0,67
O 2	1	0	1	0,67
Reflection	-	0	1	0,33
Conclusion	0,67	0	1	0,67

Indicator 2	Cycle 1			Overall in Cycle 1
MFS 3	Day 1	Day 2	Day 3	
O 1	1	Not filled	1	0,67
O 2	1	0	1	0,67
Reflection	1	-	1	0,67
Conclusion	1	0	1	0,67

Appendix J- 2 : Table Record of Reinforcement in Cycle 1 - Indicator 3 & 4

The meaning of the symbol for Indicator in instruments for Reinforcement

Sign	Meaning
MFS	Mentor Feedback Sheet (The instruments)
O1	Observer 1 : The researcher mentor teacher
O2	Observer 2 : The researcher
1	The researcher did what the statement said.
0	The researcher did not do as what the statement said

Table of observation Cycle 1 – Reinforcement – Indicator 3 & 4

Indicator 3 & 4	Cycle 1			Overall in Cycle
MFS 4A	Day 1	Day 2	Day 3	1
O 1	1	0	1	0,67
O 2	1	1	1	1,00
Reflection	-	1	1	0,67
Conclusion	0,67	0,67	1	0,78

Indicator 3 & 4	Cycle 1			Overall in Cycle
MFS 4B	Day 1	Day 2	Day 3	1
O 1	0	0	0	0,00
O 2	0	0	1	0,33
Reflection	1	1	0	0,67
Conclusion	0,33	0,33	0,33	0,33

Indicator 3 & 4	Cycle 1			Overall in Cycle
MFS 4C	Day 1	Day 2	Day 3	1
O 1	1	1	1	1,00
O 2	0	1	1	0,67
Reflection	1	-	1	0,67
Conclusion	0,67	0,67	1	0,78

Appendix J- 3 : Table Record for Reinforcement in Cycle 1 - Indicator 3 & 4

The meaning of the symbol for Indicator in instruments for Reinforcement

Sign	Meaning
MFS	Mentor Feedback Sheet (The instruments)
O1	Observer 1 : The researcher mentor teacher
O2	Observer 2 : The researcher
1	The researcher did what the statement said.
0	The researcher did not do as what the statement said

Table of observation Cycle 1 – Reinforcement – Indicator 3 & 4

Indicator 3 & 4	Cycle 1			Overall in Cycle 1
MFS 4D	Day 1	Day 2	Day 3	
O 1	1	0	0	0,33
O 2	1	0	0	0,33
Reflection	-	-	0	0,00
Conclusion	0,67	0	0	0,22

Indicator 3 & 4	Cycle 1			Overall in Cycle 1
MFS 4E	Day 1	Day 2	Day 3	
O 1	0	0	0	0,00
O 2	0	0	1	0,33
Reflection	1	-	1	0,67
Conclusion	0,33	0	0,67	0,33

Indicator 3 & 4	Cycle 1			Overall in Cycle 1
MFS 4F	Day 1	Day 2	Day 3	
O 1	1	1	1	1,00
O 2	1	1	1	1,00
Reflection	1	-	1	0,67
Conclusion	1	0,67	1	0,89

Appendix J- 4 : Table Record for Reinforcement in Cycle 1 - Indicator 5

The meaning of the symbol for Indicator in instruments for Reinforcement

Sign	Meaning
MFS	Mentor Feedback Sheet (The instruments)
O1	Observer 1 : The researcher mentor teacher
O2	Observer 2 : The researcher
1	The researcher did what the statement said.
0	The researcher did not do as what the statement said

Table of observation Cycle 1 – Reinforcement – Indicator 5

Indicator 5	Cycle 1			Overall in Cycle 1
MFS 5A	Day 1	Day 2	Day 3	
O 1	0	1	0	0,33
O 2	0	1	1	0,67
Reflection	1	0	1	0,67
Conclusion	0,33	0,67	0,67	0,56

Indicator 5	Cycle 1			Overall in Cycle 1
MFS 5B	Day 1	Day 2	Day 3	
O 1	1	1	1	1,00
O 2	1	1	1	1,00
Reflection	1	1	1	1,00
Conclusion	1	1	1	1,00

Indicator 5	Cycle 1			Overall in Cycle 1
MFS 5C	Day 1	Day 2	Day 3	
O 1	1	1	1	1,00
O 2	1	1	1	1,00
Reflection	1	1	1	1,00
Conclusion	1	1	1	1,00

Indicator 5	Cycle 1			Overall in Cycle 1
MFS 5D	Day 1	Day 2	Day 3	
O 1	1	1	1	1,00
O 2	1	1	1	1,00
Reflection	1	1	1	1,00
Conclusion	1	1	1	1,00

Appendix J- 5 : Table Record for Reinforcement in Cycle 2 - Indicator 1 & 2

The meaning of the symbol for Indicator in instruments for Reinforcement

Sign	Meaning
MFS	Mentor Feedback Sheet (The instruments)
O1	Observer 1 : The researcher mentor teacher
O2	Observer 2 : The researcher
1	The researcher did what the statement said.
0	The researcher did not do as what the statement said

Table of observation Cycle 2 – Reinforcement – Indicator 1

Indicator 1	Cycle 2		Overall in Cycle 2	
	MFS 1	Day 1		Day 2
O 1		1	-	1
O 2		1	-	1
Reflection		1	-	1
Conclusion		1	-	1

Indicator 2	Cycle 2		Overall in Cycle 2	
	MFS 2A	Day 1		Day 2
O 1		0	-	0
O 2		1	-	1
Reflection		0	-	0
Conclusion		0,33	-	0,33

Indicator 2	Cycle 2		Overall in Cycle 2	
	MFS 2B	Day 1		Day 2
O 1		1	-	1
O 2		1	-	1
Reflection		1	-	1
Conclusion		1	-	1

Indicator 2	Cycle 2		Overall in Cycle 2	
	MFS 3	Day 1		Day 2
O 1		1	-	1
O 2		1	-	1
Reflection		1	-	1
Conclusion		1	-	1

Appendix J- 6: Table Record for Reinforcement in Cycle 2 - Indicator 3 & 4

The meaning of the symbol for Indicator in instruments for Reinforcement

Sign	Meaning
MFS	Mentor Feedback Sheet (The instruments)
O1	Observer 1 : The researcher mentor teacher
O2	Observer 2 : The researcher
1	The researcher did what the statement said.
0	The researcher did not do as what the statement said

Table of observation Cycle 2 – Reinforcement – Indicator 3 & 4

Indicator 3 & 4	Cycle 2		Overall in Cycle 2	
	MFS 4A	Day 1		Day 2
O 1		0	-	0
O 2		1	-	1
Reflection		1	-	1
Conclusion		0,67	-	0,67

Indicator 3 & 4	Cycle 2		Overall in Cycle 2	
	MFS 4B	Day 1		Day 2
O 1		1	-	1
O 2		1	-	1
Reflection		1	-	1
Conclusion		1	-	1

Indicator 3 & 4	Cycle 2		Overall in Cycle 2	
	MFS 4C	Day 1		Day 2
O 1		1	-	1
O 2		1	-	1
Reflection		1	-	1
Conclusion		1	-	1

Appendix J- 7: Table Record for Reinforcement in Cycle 2 - Indicator 3 & 4

The meaning of the symbol for Indicator in instruments for Reinforcement

Sign	Meaning
MFS	Mentor Feedback Sheet (The instruments)
O1	Observer 1 : The researcher mentor teacher
O2	Observer 2 : The researcher
1	The researcher did what the statement said.
0	The researcher did not do as what the statement said

Table of observation Cycle 2 – Reinforcement – Indicator 3 & 4

Indicator 3 & 4	Cycle 2		Overall in Cycle 2
	Day 1	Day 2	
MFS 4D			
O 1	0	-	0
O 2	0	-	0
Reflection	0	-	0
Conclusion	0	-	0

Indicator 3 & 4	Cycle 2		Overall in Cycle 2
	Day 1	Day 2	
MFS 4E			
O 1	1	-	1
O 2	1	-	1
Reflection	1	-	1
Conclusion	1	-	1

Indicator 3 & 4	Cycle 2		Overall in Cycle 2
	Day 1	Day 2	
MFS 4F			
O 1	1	-	1
O 2	0	-	0
Reflection	1	-	1
Conclusion	0,67	-	0,67

Appendix J- 8 : Table Record for Reinforcement in Cycle 2 - Indicator 5

The meaning of the symbol for Indicator in instruments for Reinforcement

Sign	Meaning
MFS	Mentor Feedback Sheet (The instruments)
O1	Observer 1 : The researcher mentor teacher
O2	Observer 2 : The researcher
1	The researcher did what the statement said.
0	The researcher did not do as what the statement said

Table of observation Cycle 2 – Reinforcement – Indicator 5

Indicator 5	Cycle 2		Overall in Cycle 2	
	MFS 5A	Day 1		Day 2
O 1		0	-	0
O 2		0	-	0
Reflection		1	-	1
Conclusion		0,33	-	0,33

Indicator 5	Cycle 2		Overall in Cycle 2	
	MFS 5B	Day 1		Day 2
O 1		1	-	1
O 2		1	-	1
Reflection		1	-	1
Conclusion		1	-	1

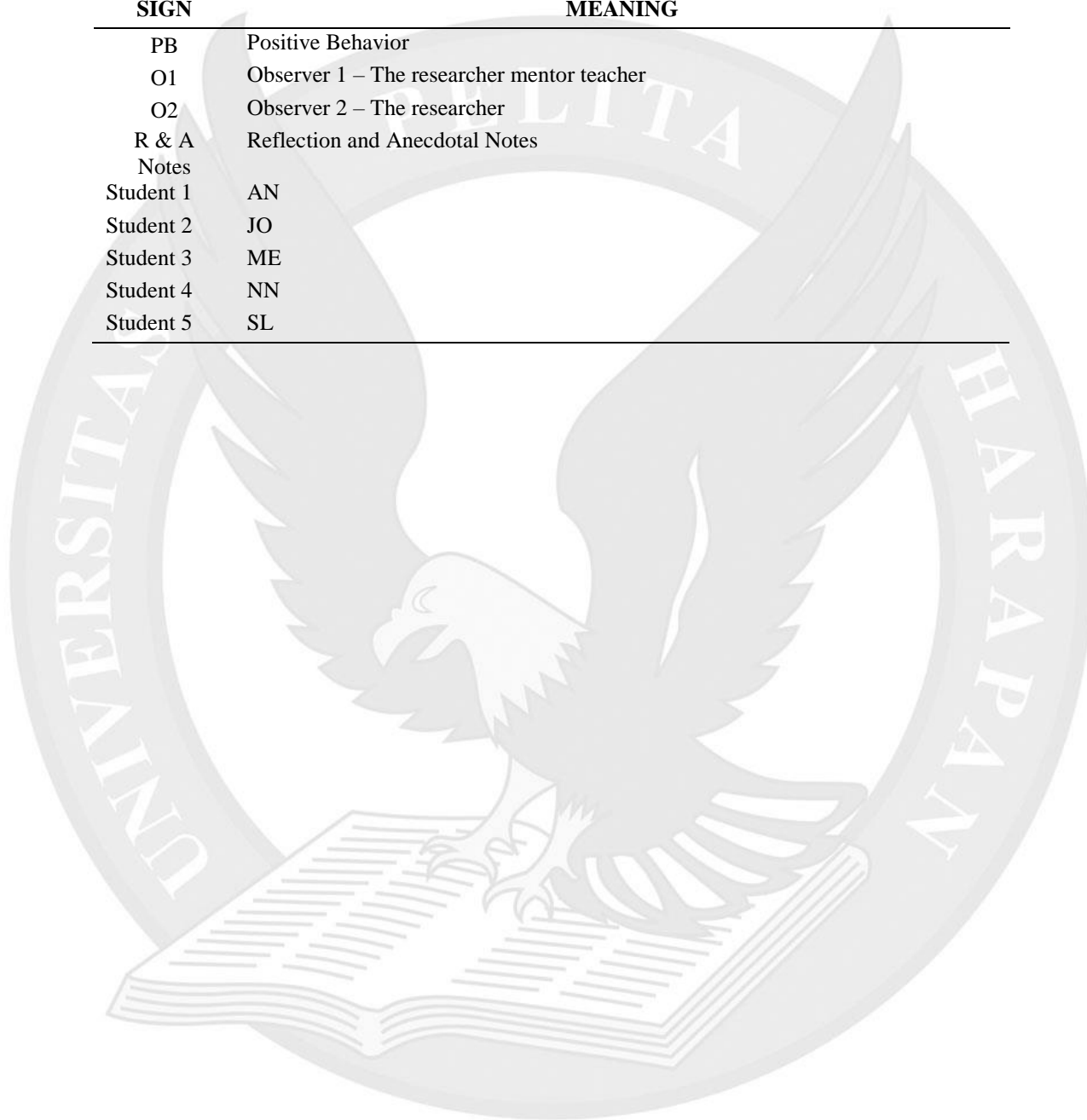
Indicator 5	Cycle 2		Overall in Cycle 2	
	MFS 5C	Day 1		Day 2
O 1		1	-	1
O 2		1	-	1
Reflection		1	-	1
Conclusion		1	-	1

Indicator 5	Cycle 2		Overall in Cycle 2	
	MFS 5D	Day 1		Day 2
O 1		1	-	1
O 2		1	-	1
Reflection		1	-	1
Conclusion		1	-	1

APPENDIX K

Appendix K- 1 : Table Explanation for Positive Behavior

SIGN	MEANING
PB	Positive Behavior
O1	Observer 1 – The researcher mentor teacher
O2	Observer 2 – The researcher
R & A Notes	Reflection and Anecdotal Notes
Student 1	AN
Student 2	JO
Student 3	ME
Student 4	NN
Student 5	SL



Appendix K- 2 : Table Record of Positive Behavior in Cycle 1 - Indicator 1

PB 1		Cycle 1	
S1	D1	D2	D3
O1	100	100	100
O2	100	100	100
R & A Notes	100	100	100
Conclusion	100	100	100

PB 1		Cycle 1	
S2	D1	D2	D3
O1	100	100	100
O2	100	100	100
R & ARC	100	50	100
Conclusion	100	83,33	100

PB 1		Cycle 1	
S3	D1	D2	D3
O1	100	100	100
O2	100	100	0
R & ARC	100	0	100
Conclusion	100	66,67	66,67

PB 1		Cycle 1	
S4	D1	D2	D3
O1	100	100	100
O2	100	100	100
R & ARC	100	100	0
Conclusion	100	100	83,33

PB 1		Cycle 1	
S5	D1	D2	D3
O1	100	50	Absent
O2	67	100	Absent
R & ARC	33	100	Absent
Conclusion	55,67	83,33	-

Appendix K- 3 : Table Record of Positive Behavior in Cycle 1 - Indicator 2

PB 2		Cycle 1		
S1	D1	D2	D3	
O1	-	100	-	
O2	100	100	-	
R & ARC	100	100	-	
Conclusion	66,67	100	-	

PB 2		Cycle 1		
S2	D1	D2	D3	
O1	50	100	100	
O2	100	100	100	
R & ARC	100	100	100	
Conclusion	83,33	100	100	

PB 2		Cycle 1		
S3	D1	D2	D3	
O1	100	0	100	
O2	100	0	100	
R & ARC	100	100	100	
Conclusion	100	33,33	100	

PB 2		Cycle 1		
S4	D1	D2	D3	
O1	100	100	-	
O2	100	100	-	
R & ARC	100	100	-	
Conclusion	100	100	-	

PB 2		Cycle 1		
S5	D1	D2	D3	
O1	100	100	Absent	
O2	100	100	Absent	
R & ARC	100	100	Absent	
Conclusion	100	100	-	

Appendix K- 4 : Table Record of Positive Behavior in Cycle 1 - Indicator 3

PB 3		Cycle 1		
S1	D1	D2	D3	
O1	100	-	100	
O2	100	-	100	
R & ARC	0	100	100	
Conclusion	66,67	100	100	

PB 3		Cycle 1		
S2	D1	D2	D3	
O1	25	0	33,33	
O2	75	100	33,33	
R & ARC	25	100	0	
Conclusion	58,33	66,67	22,22	

PB 3		Cycle 1		
S3	D1	D2	D3	
O1	16,6	-	100	
O2	83,4	-	100	
R & ARC	49,8	100	0	
Conclusion	50	100	66,67	

PB 3		Cycle 1		
S4	D1	D2	D3	
O1	-	100	50	
O2	100	100	100	
R & ARC	100	100	0	
Conclusion	100	100	50	

PB 3		Cycle 1		
S5	D1	D2	D3	
O1	25	-	Absent	
O2	100	-	Absent	
R & ARC	75	100	Absent	
Conclusion	66,67	100	-	

Appendix K- 5 : Table Record of Positive Behavior in Cycle 1 - Indicator 4

PB 4		Cycle 1		
S1	D1	D2	D3	
O1	25	100	66,67	
O2	100	100	100	
R & ARC	100	100	100	
Conclusion	75	100	88,89	

PB 4		Cycle 1		
S2	D1	D2	D3	
O1	100	100	-	
O2	100	100	-	
R & ARC	100	100	100	
Conclusion	100	100	100	

PB 4		Cycle 1		
S3	D1	D2	D3	
O1	66,67	100	0	
O2	66,67	100	50	
R & ARC	100	100	-	
Conclusion	80	100	16,67	

PB 4		Cycle 1		
S4	D1	D2	D3	
O1	66,67	100	0	
O2	66,67	-	100	
R & ARC	100	100	100	
Conclusion	80	66,67	66,67	

PB 4		Cycle 1		
S5	D1	D2	D3	
O1	100	100	Absent	
O2	100	100	Absent	
R & ARC	100	100	Absent	
Conclusion	100	100	-	

Appendix K- 6: Table Record of Positive Behavior in Cycle 2

Table of observation Cycle 2 – Positive Behavior – Indicator 1

PB 1	Cycle 2 - Day 1				
	S1	S2	S3	S4	S5
O1	100	-	100	-	100
O2	100	-	100	-	100
R & ARC	100	100	100	100	100

Table of observation Cycle 2 – Positive Behavior – Indicator 2

PB 2	Cycle 2 - Day 1				
	S1	S2	S3	S4	S5
O1	100	100	100	-	100
O2	-	100	100	100	100
R & ARC	100	100	100	100	100

Table of observation Cycle 2 – Positive Behavior – Indicator 3

PB 3	Cycle 2 - Day 1				
	S1	S2	S3	S4	S5
O1	50	50	0	100	25
O2	100	50	0	-	50
R & ARC	0	100	0	100	-

Table of observation Cycle 2 – Positive Behavior – Indicator 4

PB 4	Cycle 2 - Day 1				
	S1	S2	S3	S4	S5
O1	50	50	66,67	100	100
O2	100	50	66,67	100	100
R & ARC	100	100	100	100	100



THE FINAL PROJECT AUTHENTICITY STATEMENT

I, student of the Primary Teacher Education Program, Faculty of Education,
Universitas Pelita Harapan,

Name : Ryanne Christine Mulyono
Registration Number : 00000004682
Program : Primary Teacher Education

hereby declare that my *FINAL PROJECT* with the title “**THE IMPLEMENTATION OF REINFORCEMENT IN INCREASING STUDENT POSITIVE BEHAVIOR IN THE CLASSROOM**” is :

1. an authentic work of my own, that incorporates material gleaned from various lectures, field-study, related literature as listed in the Reference List,
2. not a result of plagiarism or duplication of someone else’s published work or final assignment/dissertation of sarjana degree in other university except for the references which are clearly and appropriately indicated in accordance with the academic referencing regulations, and
3. not a translated work of any collection of resource books or journal listed in the Reference List.

In the event that my *FINAL PROJECT* is proven to be incongruent with the declaration above, I would accept its disqualification.

Tangerang, 4th April 2017



Ryanne Christine Mulyono



UNIVERSITAS PELITA HARAPAN

FACULTY OF EDUCATION

FINAL PROJECT SUPERVIOR'S APPROVAL
THE IMPLEMENTATION OF REINFORCEMENT
IN INCREASING STUDENT POSITIVE BEHAVIOR
IN THE CLASSROOM

By:

Name : Ryanne Christine Mulyono

Registration Number : 0000004682

Study Program : Primary Teacher Education

has been examined and approved to be presented and defended in a comprehensive examination for the Sarjana Strata Satu, Primary Teacher Education program, Faculty of Education, Universitas Pelita Harapan, Tangerang, Banten.

Tangerang, 14th March 2017

Approval Signatories:

Supervisor

(Dra. Sylvia Primulawati Soetantyo, M. Ed. St., Ed.D.)

Department Chair

Dean

(Juniriang Zendrato, M.Pd., M. Ed.)

(Connie Rasilim, S.S., B.Ed., M.Pd.)




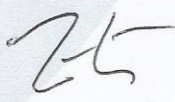
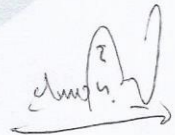
UNIVERSITAS PELITA HARAPAN
PRIMARY TEACHER EDUCATION

FINAL PROJECT EXAMINER PANEL'S APPROVAL FORM

On Tuesday, 4th April 2017 a comprehensive examination was conducted as a partial fulfillment of academic requirements for Sarjana Strata Satu degree, Primary Teacher Education program, Faculty of Education, Universitas Pelita Harapan, named:

Name : Ryanne Christine Mulyono
Registration Number : 00000004682
Study Program : Primary Teacher Education
Faculty : Faculty of Education

with title "THE IMPLEMENTATION OF REINFORCEMENT IN INCREASING STUDENT POSITIVE BEHAVIOR IN THE CLASSROOM" by an examiner panel which comprised of:

Name	Position in the Panel	Signature
1. Chandra Han, S.T., M. Div., Th.M.	, Chairman	
2. Tina Kim, B.A., M.A.	, Member	
3. Dra. Sylvia Primulawati Soetantyo, M. Ed. St., Ed.D.	, Member	

Tangerang, 4th April 2017

FOREWORD

Praise the Lord Jesus Christ for His continual grace and blessings that I have been able to finish this final paper. It is He who has guided me along the journey and renewed my strength each day to finish this well. All glory belongs to Him.

This final project with title “THE IMPLEMENTATION OF REINFORCEMENT IN INCREASING STUDENT POSITIVE BEHAVIOR IN THE CLASSROOM” is prepared and written as partial fulfillment of academic requirements for Sarjana Fakultas Pendidikan Strata Satu Universitas Pelita Harapan, Tangerang.

I realize that without supervision, support and prayers from every party it is impossible to finish this final project in timely manner. Therefore, I would like to express my gratitude for the following people whom He has sent to walk and share with me through this journey. Along the way, they have supported me through prayers as well as words of encouragement. May God bestow His abundant blessing upon you:

1. Connie Rasilim, S.S., B.Ed., M.Pd., the Dean of Faculty of Education for her meaningful sharing that are very encouraging and inspiring to me.
 2. Juniriang Zendrato, the Department Chair of Primary Education for her support and cheerful smile.
 3. Dra. Sylvia Primulawati Soetantyo, M. Ed. St., Ed.D., the supervisor who gave me many input, thoughts and being very patience with me.
- Thank you for your kindness and help.

4. For papa, mama dan dede, whom God gave me because He loved me. Thank you for always have time to pray, share and supported me in every situation. I am thankful to God to have you as my family. I love and miss you.
5. For my lectures that has been very patience and caring in teaching me and help me to be a teacher that God wants me to be and my care group leaders, Ms. Kathy, Pa Mulyo and Ibu Lia.
6. For my field experience supervisor, Ibu Sylvia and Ms. Tina, and also my mentor teacher, Ms. Emma, Ms. Becca, Ibu Karen and Ms. Mikayla. Thank you for your support, encouragement and guidance in helping me to grow more to be a blessing for my little students that God will entrusted me later.
7. For Ibu Sylvia, Pa Chandra and Ms. Tina, thank you for your time, advice and inputs in my thesis that help me to develop my thesis.
8. For Patriccia and Nancy. Thank you for be a super friends who always can makes me laugh and smiled through the years in UPH and also meaningful time to share and shaping each others.
9. For Mentoring 60 “Kak Doro, Eka, Laura, Esther.” Thank you for the first impression at UPH and as well the support, sharing and encouragement in the time in UPH.
10. For Care Group Karawaci. Thank you for the sharing and praying time that has been so encouraging and powerful to support me in here and makes me have a new family as I am in here.

11. For my church community in which always support, prayed and smiled with me. Thank you for your pray and time to share with me.
12. 13ED1 - Ambrocia, Deana, Devina, Elya, Eibel, Chika, Ika, Kezia, Lara, Lolita, Nancy, Nita, Patriccia, Paula, Pris, Aya and Winda. Thank you for the sharing time and moments in the four years at UPH.
13. For Winda, Lara, Paula, Tia and Nada, my practicum partners, thank you for the moments that we have together, and also sharing time that meaningful to me.
14. For my roommates, in 401, 509, 406 and 718. Thank you for sharing your life to me and also being supportive in helping me to grow the way God wants me to grow. I really missed the moments we spent together.
15. For pak Ervan and also all teachers that have been supported me during the practicum time and also the research time. Thank you for your kindness and willingness to help and encourage me.
16. For all friends and people that I cannot mentioned one by one. Thank you for the supportive prayers and time to share and spend together as God let you to be a part in my life and I learned a lot from you.

May God always bless you to be a blessing for others.

Lastly, I am fully aware that there are weaknesses in this study. Thus, critics and suggestions from readers will be useful. Hopefully, this study will be beneficial for every party reading it.

Tangerang, April, 2017

Writer