

The Effect of the Good Behavior Game Implemented with ClassDojo on Problem Behaviors in Inclusive Classrooms

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Abstract:

The increasing use of technology in educational settings offers new and preventive strategies for classroom management. The ClassDojo-Good Behavior Game (ClassDojo-GBG) is a digital adaptation of the evidence-based Good Behavior Game, aiming to reduce and prevent problem behaviors based on group contingencies. This study examines the effect of ClassDojo-GBG on the level of problem behaviors in inclusive classrooms, where students with special needs and those at behavioral risk are educated together. The research was conducted using a pretest-posttest control group experimental design. Twenty second-grade classrooms (10 experimental, 10 control) from public primary schools in Türkiye were included in the study. Teachers in the experimental group implemented the GBG, as taught to them, by using the ClassDojo platform during their lessons. The dependent variable was the students' level of problem behaviors, which was measured using the Problem Behaviors Evaluation Scale (PBES). The findings showed a significant decrease in problem behaviors in the experimental group, and this effect was maintained in the follow-up test. The results suggest that ClassDojo-GBG can be an effective, low-cost, and teacher-implementable strategy in inclusive classrooms.

Keywords:

Classroom management, Preventive strategies, Good Behavior Game, Technology, ClassDojo.