Battle Rhythm of the Mind: A Qualitative Exploration of the "Squad System" Framework in an Inclusive Early Elementary Classroom

Jolly O. Cornelio

1202nd Community Defense Center (CDC), 12th Regional Community Defense Group (RCDG), Army Reserve Command (ARESCOM), Armed Forces of the Philippines

DOI: https://doi.org/10.47772/IJRISS.2026.100900674

Received: 27 June 2026; Accepted: 02 July 2026; Published: 20 October 2026

ABSTRACT

Traditional classroom management often relies on top-down punishments that can isolate struggling or unique learners. To address this gap, this qualitative action research case study explores the everyday experiences and practical insights of a classroom teacher-reservist implementing the "Squad System"—a military-inspired, peer-led team framework designed to share classroom discipline and help pupils finish tasks. The study took place within an inclusive Grade 1 classroom at Kulaman Central Elementary School. The single primary participant—the Class Adviser—was purposively selected as the sole key informant due to her specialized role as a resident professional with continuous, long-term daily exposure to the learners. Data were gathered through a 21-day daily observation logs during the implementation phase, paired with deep, reflective conversations held after the school term in May 2026, alongside a visual review of a star-based token system. To ensure developmental appropriateness for six-year-old learners, the 'Squad System' was adapted into a child-centric, positive-reinforcement framework prioritizing collaborative care over peer hierarchy or policing. Through rotated leadership roles, peer-mentoring, and flexible task-tracking, the framework maintained an emotionally safe environment that accommodated neurodivergent pupils and those with behavioral challenges without peer isolation. Thematic analysis revealed four core themes: successfully turning structured military routines into fun, child-friendly activities that overcame early pupil hesitation; establishing peer support that reduced teacher exhaustion by shifting tracking horizontally; helping active learners manage their focus through highly predictable routines; and a helpful "Halo Effect" where these positive team habits spread into the pupils' homes. The study concludes that sharing daily management functions with pupils creates a fair platform that unlocks hidden leadership and emotional safety. It is recommended that educators using this framework track how pupil leaders solve small problems to map how natural conflict resolution grows in early childhood settings.

Keywords: Squad System, Teacher-Reservists, Classroom Discipline, Action Research, Case Study, Participant Selection, Inclusive Education, Sultan Kudarat.

INTRODUCTION

Drawing upon years of firsthand teaching experience with indigenous children in an elementary school, alongside part-time work teaching future educators at a teachers' college, the author has a unique view of classroom management styles. In early elementary classrooms, teachers often rely on strict, top-down punishments. These traditional methods can leave struggling or active learners feeling isolated instead of helping them learn to manage themselves. At the same time, college training courses often give future teachers theories that are difficult to use in the busy, everyday reality of a diverse, inclusive classroom. While previous data proves that the military-inspired Squad System improved Grade 1 classroom discipline and helped pupils finish tasks, numbers alone cannot capture the real-world experiences and human stories of its daily use. Therefore, a real gap exists in both early childhood teaching and college-level instruction regarding how structured management can be made friendly and practical to help pupils look out for one another and build self-regulation.

Global research shows that learning self-regulation at an early age is a strong predictor of long-term success in school (Blair & Razza, 2007). Programs like the Good Behavior Game have worked well as a positive influence, using team goals and group rewards to improve classroom conduct (Embry, 2002). Furthermore, the Distributed Leadership Model (Spillane, 2006) helps students grow by sharing responsibilities, while the Cooperative Learning framework (Johnson & Johnson, 1999) teaches team members to depend on each other. Friendly peer interaction programs also help create welcoming, inclusive classrooms (Watkins et al., 2015). However, these international models are often designed for Western schools and lack the clear, organized roles found in a military-style framework. The gap in international research is that few qualitative studies look at how these theories work in busy, diverse central schools where energetic and underprivileged learners need highly predictable, consistent, yet loving routines.

In the Philippines, the Department of Education strongly promotes positive discipline instead of punishments. The Child Protection Policy (DepEd Order No. 40, s. 2012) mandates a zero-tolerance rule against violence and abuse, urging schools to use helpful behavior management methods instead. Furthermore, classroom assessment guidelines (DepEd Order No. 8, s. 2015) emphasize tracking a child's holistic growth, while DepEd Order No. 62, s. 2011 supports relevant, culture-based basic education for indigenous communities. Additionally, the Governance Act for Basic Education (RA 9155) allows schools to create local solutions for community needs, an approach that research shows improves the quality of life for marginalized groups (Apao et al., 2014). Despite these strong national rules, there is still a gap in daily practice: current local research rarely explains the exact steps a teacher takes to translate these large mandates into a smooth daily routine for a diverse, mainstream classroom.

Locally, the practice of sharing classroom leadership builds directly on an established action research line in the Division of Sultan Kudarat. Cornelio (2025) demonstrated that structured administrative and organizing functions are crucial for empowering marginalized learners. Building upon this, Cornelio and Pacardo (2026) published empirical quantitative proof of the 'Squad System' intervention, establishing a statistically significant improvement in Grade 1 classroom discipline (mean gain +0.99, $t(27) = 27.80$, $p < .001$), task completion (mean gain +1.12, $t(27) = 191.60$, $p < .001$), and a triple-axis triangulated home transfer gain of +0.88. However, while those quantitative metrics empirically validate the intervention's macro-level efficacy, numbers alone cannot explain the subtle human interactions, emotional safety mechanisms, and pedagogical adaptations required when a teacher-reservist translates military structures into an inclusive early elementary setting. The present qualitative study bridges this gap by providing the descriptive context and operational mechanics behind those statistical shifts.

This study aligns with the United Nations Sustainable Development Goals, specifically SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions). By making classroom rules shared and democratic, the Squad System creates an inclusive, orderly environment. This framework helps young learners from different backgrounds build early habits of accountability, peace, and mutual trust.

Ultimately, the main goal of this research is to explore the everyday experiences and practical insights of a classroom teacher-reservist implementing the Squad System framework. To specify what this study expects to achieve, the research outlines clear expected outcomes across multiple layers of the educational environment, beginning with showing how structured military steps can be successfully turned into fun, child-friendly routines that overcome student resistance and maintain classroom order. Furthermore, at the pupil’s level, the study tracks how these peer-led teams help hyperactive or unmotivated learners improve their behavior, manage their focus, and feel genuinely included in daily tasks. Beyond the school walls, the investigation verifies how these positive team habits spread into the wider community, showing up as a helpful "Halo Effect" in pupils' homes and daily lives. Through this unified approach, the study aims to show that true inclusivity is not measured by numerical test scores, but by a classroom's structural capacity to welcome, support, and protect pupils from all learning levels and backgrounds.

Research Questions

To capture the holistic, inclusive, and multi-layered evolution of the Squad System within this classroom ecosystem, this qualitative study seeks to answer the following:

1. How does a teacher-reservist translate tactical military small-unit structures into inclusive, child-friendly pedagogical routines to navigate initial learner resistance and establish classroom order?

2. In what ways does the peer-led governance of the Squad System influence the behavioral modification, affective regulation, and academic ascension of hyper-motile or unmotivated learners?

3. How does the continuous, longitudinal positionality of the Class Adviser validate the sustainability of the intervention and the cross-contextual manifestation of the "Halo Effect" outside the instructional space?

ACTION RESEARCH METHODS

Research Design

This study employs a Qualitative Action Research Case Study design, serving as the qualitative explanatory phase of an overarching action research line on military-inspired classroom governance (Cornelio & Pacardo, 2026). According to methodology experts, a qualitative action research case study is optimal when an educator seeks to deeply investigate a real-world classroom phenomenon while actively refining daily pedagogical practice (McNiff & Whitehead, 2013; Yin, 2014). While the quantitative phase established high internal validity and statistical significance across a 59-respondent triple-axis dataset (Cornelio & Pacardo, 2026), this qualitative case study examines how a localized behavioral framework operates within the lived reality of one specific, inclusive Grade 1 classroom.

To look past raw numbers and understand the deep human experiences within this case, the data analysis is guided by an interpretive phenomenological focus (Patton, 2015). This single, unified design allows the researcher to document the internal changes, team dynamics, and everyday activities of the classroom during a 21-day implementation window. By staying committed to this qualitative case design, the study goes beyond simply reporting final scores. Instead, it captures the real-world experiences of the classroom adviser as they transitioned from traditional punishments to the peer-led Squad System. This design allows for a clear thematic analysis of both real-time teaching logs and post-term conversations, providing a complete and focused look at how shared rules function within an inclusive early childhood classroom.

Participant Selection and Contextual Boundaries

This qualitative phase deliberately focuses its data collection on a single, highly involved key informant: The Class Adviser. In qualitative case study research, selecting a single participant is an established and valid approach when that individual holds deep, firsthand experience with the central phenomenon being studied (Creswell & Poth, 2018). Because action research values the deep insights of an insider who lives the experience every day, a single-case design focused on an expert practitioner provides high descriptive accuracy and deep meaning (Yin, 2014).

As a teacher-reservist with continuous, long-term exposure to the learners, the adviser serves as the primary respondent. This professional role provides a deeply embedded perspective that yields a more accurate description of the classroom than brief observations from an outside viewer. The study relies on the Class Adviser’s firsthand classroom observations and daily behavioral logs collected during the January–March 2026 implementation window, complemented by structured conversations conducted in May 2026. By focusing on this single primary informant, the study captures the detailed daily routines of the classroom that only a resident professional can explain.

Data Gathering Procedure and Research Instrument

The qualitative data gathering process followed a structured chronological timeline, moving from real-time classroom observations to deeper reflective conversations. During the active classroom phase, which spanned a 21-day cycle from January to March 2026, everyday classroom activities and behavioral shifts were systematically documented using the expert-validated Teacher's Monitoring Tool from 'The Squad System: A Peer-Led Classroom Management Toolkit' (Cornelio, 2026; DOI: 10.5281/zenodo.20679836).

This instrument was designed to narratively describe and log daily squad teamwork, task focus, and helpful peer behaviors across seven core indicators (Self-Regulation, Accountability, Task Persistence, Readiness/Study Gears, Cleanliness, Orderliness, and Squad Motivation). This tool served as the foundational record for the study, providing consistent, descriptive details that captured how the Squad System worked from day to day.

Following the formal conclusion of the school year, in April 2026, the Lead Researcher conducted an extended observational period to track the lasting behavioral habits of the learners during non-academic times. To explore these observations deeply, the Lead Researcher and the Class Adviser engaged in a reflective data-gathering phase in May 2026 through a Semi-Structured Interview Protocol. Following strict qualitative research protocols, this protocol was systematically split into three conversational parts: Phase I: Starting the Squads and Overcoming Resistance; Phase II: Student Growth, Behavior, and Teamwork; and Phase III: Long-Term Changes and Home Impact. The spoken text and written notes from these interviews were transcribed and prepared for thematic analysis. This qualitative protocol allowed the researcher to break down the transcripts line-by-line, look for repeating ideas, and group the teacher's actual words into meaningful themes.

This multi-phase approach—combining expert-validated daily logs, post-term observation, and reflective conversations—ensured a thorough triangulation of the qualitative data. By matching the daily observation logs with the post-term interviews, the researcher did not rely on numeric test scores. Instead, the study used thematic analysis to capture the real human stories, changes in student behavior, and the cooperative spirit built by the Squad System.

Data Triangulation and Trustworthiness

To ensure absolute alignment with the single-participant design of this study, trustworthiness is built strictly through qualitative data source triangulation. In a single-case action research study, rigor is achieved not by comparing multiple participants, but by cross-checking different types of descriptive records collected from the same setting over an extended period (Patton, 2015), satisfying the qualitative requirement for truth-value and consistency by ensuring that the study's conclusions are deeply supported across multiple pieces of evidence (Lincoln & Guba, 1985). Specifically, the researcher established trustworthiness by cross-verifying three distinct data sources, which included the daily written logs containing the 21-day observation notes and reflective accounts recorded by the teacher during the active classroom phase, the spoken transcripts capturing the deep, text-based responses from the semi-structured conversations held with the adviser after the school term, and the physical artifacts obtained from a visual review of the actual color-coded "Squad Stars" earned by the pupils within their team charts. By matching what the teacher wrote during the daily intervention with what they shared during the post-term conversations, and comparing both with the physical tokens earned in the classroom, the researcher ensured that the findings perfectly reflect the true story of the case. Ultimately, this careful cross-checking process removes personal bias and guarantees that the final interpretation is fully aligned with the single key informant's long-term experience.

Research Ethics and Data Privacy

Ethical Justification and Developmental Safeguards

While derived from structured organizational dynamics, the application of the 'Squad System' in a Grade 1 classroom was strictly adapted to meet early childhood developmental standards. First, peer-policing and punitive measures were replaced by positive token economies (e.g., Star Badges for collective achievement). Second, squad leaders functioned as peer-helpers rather than authority figures, rotating roles regularly to prevent status hierarchies. Emotional safety was prioritized by focusing on shared team goals rather than individual compliance, ensuring six-year-olds experienced structured routine as a form of play and community-building rather than rigid enforcement.

Inclusive Adaptations for Diverse Learner Profiles

To uphold an inclusive learning environment, squad responsibilities and tracking metrics were horizontally

aligned to accommodate individual pupil capabilities. For pupils with neurodivergent needs or behavioral challenges, tasks were tailored to leverage individual strengths (e.g., visual cue management, physical material organization) rather than standardized performance metrics. Horizontal tracking ensured that squad progress was measured by incremental improvement and mutual peer support, preventing any single pupil from feeling isolated or blamed for squad outcomes.

DISCUSSION OF RESULTS AND REFLECTION (THEMATIC ANALYSIS)

Published Quantitative Metric (Cornelio & Pacardo, 2026)	Qualitative Thematic Link (Present Study)	Operational & Inclusive Mechanism
Classroom Discipline: +0.99 Mean Gain ($t = 27.80$, $p < .001$)	Theme 1 & Theme 2: Translating Battle Rhythm & Peer-Mediated Shielding	Shifted vertical teacher monitoring to horizontal peer support ("Battle Buddy" reminders), replacing punitive rules with positive star-based rewards.
Task Completion: +1.12 Mean Gain ($t = 191.60$, $p < .001$)	Theme 3: Neurodivergent Integration & Affective Regulation	Provided predictable, low-anxiety routines that helped hyperactive learners manage focus and finish writing tasks without peer isolation.
Home Transfer / Halo Effect: +0.88 Parental Mean Gain	Theme 4: Long-Term "Halo Effect" via Adviser's Lens	Internalization of "Sector Maintenance" translated into domestic routines (arranging bags, cleaning surroundings, church decorum).

Theme 1: Translating the "Battle Rhythm" and Overcoming Initial Resistance

In the daily reflections, the Class Adviser shared that introducing the Squad System initially required navigating natural student skepticism rather than gaining immediate, seamless compliance. Her logs reveal how making the "squad missions" transparent and clear helped her transform early student hesitation into enthusiastic engagement.

Vignette 1: The Adviser's Observations on Learner Toto

"At first, Toto did not want to join because he thought the Squad System would be like real Army training. He seemed nervous and believed the activities would be difficult. I explained to him that our squad missions were not military exercises but simple classroom responsibilities... I introduced the three Squad Missions: COMPLETE STUDY GEARS... CLEAN SECTOR... and SILENT MARCH. When Toto saw that the missions were simple, fun, and achievable, he became interested... Instead of being afraid of the Squad System, he became excited to participate and often reminded his classmates to complete the missions so their squad could earn more stars. What impressed me most about Toto was that he showed leadership even before he officially became a Squad Leader... What made his classmates listen to him was that he was not bossy. Instead, he constantly encouraged them... I often heard him saying things like, 'Mag-follow kita para magdamo aton stars' (We must follow so we can collect many stars), or 'Buligan ta ang anton squad para makakuha star' (Let's help our squad members to earn stars). Over time, Toto became one of the strongest student leaders in the class... eventually earning the recognition of being the Best Squad Leader."

Interpretation and Reflection

The researcher interprets the adviser's experience as an illustration of how military-inspired frameworks can trigger initial anxiety when young children mistake them for rigid or harsh training. However, the adviser's narrative highlights that reshaping these concepts into friendly, game-like classroom routines effectively softened that anxiety. From the adviser's viewpoint, Toto's shift from a nervous outlier to the "Best Squad Leader" illustrates the value of sharing daily organizing and coordinating tasks directly with the learners. By replacing top-down teacher control with clear, small-unit missions, the adviser felt that latent student leadership was naturally unlocked. Furthermore, the researcher notes that Toto's spontaneous use of local

phrasing ("Buligan ta ang aton squad") indicates that peer-led setups cultivate empathy and shared responsibility rather than overbearing behavior, helping an everyday student grow into a confident leader.

Theme 2: Peer-Mediated Shielding and the Reduction of Teacher Friction

The adviser's accounts describe a clear shift in how daily behavior was managed; when a Grade 1 learner lost focus, looked around, or misplaced materials, the responsibility of correction moved away from the teacher. The adviser experienced this as an organic defense system against distraction, which she interpreted as "Peer-Mediated Shielding" through horizontal peer support.

Excerpt from the Informant's Debrief

"Before implementing the Squad System, I had to constantly remind pupils... It felt like I was managing all 28 learners by myself. However, after several weeks... I realized that the pupils were reminding and helping one another even before I spoke. Instead of hearing my voice all the time, I heard pupils encouraging their teammates by saying things like, 'Check your notebook,' or 'Limpyohan ta ang aton area para may star kita' (Let's clean our sector so we can get stars). Whenever a student forgot to pick up litter... their Battle Buddy or Squad Leader would immediately remind them. Before I could say anything, I would hear pupils telling each other, 'Puluton ta anay ini' (Let's pick this trash first)."

Interpretation and Reflection

The researcher interprets this transition from vertical teacher monitoring to horizontal peer support as a meaningful way to reduce daily classroom exhaustion. As seen in the adviser's reflections, she observed that the Grade 1 learners successfully internalized the daily monitoring function—a task that usually serves as a major source of teacher burnout in high-enrollment settings. This "Peer-Mediated Shielding" became visible when the adviser watched pupils independently reminding each other to protect their team standing ("Puluton ta anay ini") before she ever had to step in. In this early childhood context, the adviser's experience suggests that a gentle reminder from a designated teammate is welcomed as an act of solidarity rather than a harsh scolding, successfully transforming the teacher's role from an exhausted rule-enforcer into a strategic facilitator.

Theme 3: Neurodivergent Integration, Affective Regulation, and Behavior Modification

For energetic or easily distracted learners trying to navigate a large, busy central school environment, the adviser's notes reveal that staying focused and completing tasks can be constant challenges. The adviser shared how the squad framework seemed to change this reality by framing personal focus as a meaningful way to protect and help the entire team.

Vignette 2: The Adviser's Recollection of Learner Nonoy

"Before the Squad System, Nonoy often got distracted during writing activities. He would play, walk around the classroom, and talk to his classmates... One day, while he was still copying from the board, I had to erase the lesson... Since he had not finished writing, he became very upset and cried because he could no longer complete his work. After the Squad System was implemented, I noticed a significant change in his behavior. He became more conscious of completing his tasks because he wanted to contribute to his squad. He started writing faster, staying in his seat longer, and avoiding unnecessary distractions... His desire to help his squad earn points and succeed motivated him to become more responsible and focused during class activities. For me, that was a clear sign that 'nagbuot gid siya' (he really became well-behaved) and that the positive habits he learned through the Squad System were becoming part of his everyday behavior."

Interpretation and Reflection

The researcher views Nonoy's emotional breakthrough as a reflection of the framework's inclusive heart. The adviser's descriptions show that the student's tears did not come from a feeling of academic inadequacy, but from a deep sense of team loyalty and a fear of letting down his peers. The adviser experienced the

predictable, rhythmic structure of the squad routines as a comforting anchor that helped an active child learn to manage his own focus. Her use of the local descriptive phrase "nagbuot gid siya" captures an interpretative shift from forced classroom compliance to a genuine, inner desire to build self-discipline. Ultimately, the researcher interprets this as evidence that the squad did not isolate or penalize the child's active nature; instead, the adviser's guidance created a supportive structure where his individual focus was directly linked to his team's shared success.

Theme 4: The Long-Term "Halo Effect" via the Adviser's Lens

Because the researcher's methodology relies on the Class Adviser's continuous presence in the school and community long after the 21-day timeline, she was uniquely positioned to witness how these behavioral habits spread. The adviser observed that the pride pupils felt in taking care of their school "sectors" altered how they interacted with their environments outside the classroom.

Excerpt from the Informant's Debrief

"One of the moments that convinced me that Nonoy had really changed was when I happened to attend church with him after school... During the Mass, I noticed that he remained seated quietly and behaved appropriately throughout the service. He was not running around, disturbing others, or constantly moving... Some parents told me that their children had started arranging their school bags and supplies by themselves. Others mentioned that their children would remind siblings to throw garbage properly... Another parent laughed while telling me that her child acted like a Sector Warden at home, reminding family members to keep their surroundings clean."

Interpretation and Reflection

The researcher notes that the long-term meaning of this behavioral spread is deeply supported by the adviser's continuous immersion in the local community. Observing a previously hyperactive learner stay calm and self-regulated during an outside environment like a church service led the adviser to interpret these changes not as a temporary school performance, but as real, deeply formed character habits. Furthermore, the researcher views the casual conversations with parents at the school gate—where they described children organizing bags or acting as "Sector Wardens" at home—as an indication that the planning and organizing habits built by the squads successfully transferred into family life. This experiential evidence allows the researcher to confidently interpret the intervention as sustainable, capturing a rich qualitative picture without requiring formal or stressful parental interviews.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The qualitative case study of the Squad System highlights that structured, military-inspired frameworks do not have to mean harsh rules or cold, institutional control. When used within a loving and welcoming teaching style, the framework acts as a steady foundation that builds peer teamwork, protects vulnerable children from feeling isolated, and offers a comforting, predictable routine for unique learning minds. As the Class Adviser's experiences showed, sharing the responsibilities of daily monitoring and organizing with the children allowed the teacher to shift from an exhausted rule-enforcer into a supportive guide. Ultimately, the researcher concludes that the Squad System serves as a fair and shared platform that can unlock hidden leadership in everyday pupils and provide reliable emotional safety for active learners, making classroom management a democratic, collaborative, and inclusive process.

Action Research Implications and Recommendations

To support the practical application of inclusive education and improve basic classroom instruction under the mandates of RA 9155 and global education goals, the following recommendations are put forward:

1. Clear Guidelines for Starting the Teams (Supporting Local Classroom Order): Future implementations should clearly document the early steps of setting up the squads. This will provide teachers with a practical guide to map out how new groups of children transition from working as individuals into cohesive, supportive teams, ensuring a smooth shift that overcomes early student hesitation.

2. Observing Peer Problem-Solving (Supporting SDG 16 - Peace and Mutual Trust): Educators who adopt this framework should closely watch how student leaders handle quiet or unmotivated teammates without immediately asking the teacher to step in. Tracking these daily, small student conversations will help researchers better map how organic conflict resolution, empathy, and mutual trust grow naturally in early childhood education.

3. Including Shared Models in Teacher Training (Supporting RA 9155 and SDG 4 - Quality Education): School heads, professional development coordinators, and teachers' colleges should view structured, peer-led team models not merely as a way to fix behavior, but as inclusive classroom strategies. These setups provide the routine predictability and emotional safety needed to successfully welcome, protect, and dignify diverse learner profiles within mainstream schools.

REFERENCES

1. Apao, L., Dayagbil, F., & Abao, E. (2014). Alternative Learning System Accreditation and Equivalency (ALS A&E) program: Quality of life beyond poverty. International Journal of Interdisciplinary Research and Innovations, 2(4), 20-27.
2. Blair, C., & Razza, R. P. (2007). Self-regulation and school readiness as predictors of academic success in early elementary school. Child Development, 78(2), 647-663.
3. Cornelio, J. O. (2025). Implementation of Alternative Learning System (ALS) for Indigenous People Learners in the Division of Sultan Kudarat. International Journal of Latest Technology in Engineering, Management & Applied Science (IJLTEMAS), 14(11), 1178-1191.
4. https://doi.org/10.51583/IJLTEMAS.2025.1411000112
5. Cornelio, J. O. (2026). The Squad System: A peer-led classroom management toolkit: An instructional manual and expert-validated monitoring guide for early childhood educators (Version 1.0) [Educational Material]. Zenodo. https://doi.org/10.5281/zenodo.20679836
6. Cornelio, J. O., & Pacardo, R. L. (2026). Enhancing Classroom Discipline and Task Completion of Grade 1 Learners through the "Squad System" Intervention: A Triple-Axis Triangulation Study. International Journal of Research and Innovation in Social Science (IJRISS), 10(4), 485-494.
7. https://doi.org/10.47772/IJRISS.2026.100400034
8. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.
9. Embry, D. D. (2002). The Good Behavior Game: A best practice candidate as a universal behavioral vaccine. Clinical Child and Family Psychology Review, 5(4), 273-297.
10. Johnson, D. W., & Johnson, R. T. (1999). Learning together and alone: Cooperative, competitive, and individualistic learning (5th ed.). Allyn & Bacon.
11. Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. SAGE Publications.
12. McNiff, J., & Whitehead, J. (2013). Action research: Principles and practice (3rd ed.). Routledge.
13. Merriam, S. B. (2009). Qualitative research: A guide to design and implementation. Jossey-Bass.
14. Patton, M. Q. (2015). Qualitative research & evaluation methods: Integrating theory and practice (4th ed.). SAGE Publications.
15. Spillane, J. P. (2006). Distributed leadership. Jossey-Bass.
16. Watkins, L., O'Reilly, M., Kuhn, M., Gevarter, C., Lancioni, G. E., Sigafoos, J., & Lang, R. (2015). A review of peer-mediated social interaction interventions for students in inclusive settings. Journal of Autism and Developmental Disorders, 45(4), 1070-1083.
17. Yin, R. K. (2014). Case study research: Design and methods (5th ed.). SAGE Publications.