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The Need for an Early Warning System Management Model for Early Identification of Elementary School Students' Behavioral Risks: A Qualitative Study at Al Imam Islamic School Balikpapan

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ABSTRAK

Handling the behavioral risks of elementary school students ideally should be preventive through early identification, evidence-based decisions, and coordinated follow-up. This preliminary research aims to describe the practices of identifying and managing student behavioral risks, identify the obstacles faced by educators, and formulate the school's needs for an early warning system (EWS) management model at Al Imam Islamic School Balikpapan. The research uses a qualitative case study design. Data were collected through focus group discussions (FGD) and semi-structured interviews with seven purposively selected homeroom teachers, as well as a review of student documents, and then analyzed using an interactive model accompanied by source and technique triangulation. The research results show five obstacles: the identification of early signs depends on individual sensitivity and is reactive; recording is personal and information has not been compiled; there is no common basis for determining the level of support needed; the escalation and follow-up process is not organized; and unaddressed early signs carry over and worsen in the next class. Behaviors that need attention are mapped into five domains, namely emotional regulation, aggressiveness, adherence to rules and self-control, social interaction and communication, as well as independence and learning behavior. Schools need an EWS management model that integrates behavioral indicators, recording, decision-making, division of responsibilities, and follow-up supervision, not just a new recording form.

1. INTRODUCTION

Education in elementary schools ideally not only prepares academic abilities but also lays the foundation for morals, character, and the social and personal development of children in an integrated manner according to their developmental stages (Law Number 20 of 2003; Albab, Hartono, Aini, & Pratama, 2024). In this framework, schools are expected to have mechanisms that allow early signs of behavioral difficulties to be recognized before they develop into more serious problems, follow-up decisions to be made based on evidence, and support to be provided proportionally according to the students' needs. The tiered support approach places data-driven decision-making, teamwork, and monitoring student responses at the core of behavioral services in schools (Eagle, Dowd-Eagle, Snyder, & Holtzman, 2015). The ideal concept is realized in the educational early warning system (EWS). EWS is understood not merely as a predictive tool, but as a process to identify students who are beginning to deviate from their developmental path, match them with appropriate support, and continuously monitor their progress (Scala, Husby-Slater, Denjongpa, Chamberlain, & McPhee, 2023). Decisions in an ideal EWS ideally combine multiple sources of data and perspectives so that they do not rely on a single teacher's judgment (Graybill et al., 2025; De Los Reyes et al., 2015). Thus, an ideal EWS demands clarity of indicators, actionable recording, decision rules, role distribution, and a review schedule. In reality, behavioral issues such as aggression, defiance,

tantrums, and rule-breaking often emerge during elementary school. In some children, these behaviors decrease with development, but in others, they persist or increase into adolescence (Hyde, Trentacosta, & Bezek, 2026). Behavioral issues are also related to academic achievement and the quality of relationships with peers (Chen et al., 2022; Horoz et al., 2022). In Indonesia, student management still faces coordination and resource constraints (Arsyad, Purwoko, & Khamidi, 2025). The initial observations of the researcher as part of the student affairs team at Al Imam Islamic School Balikpapan (SD AISBA) also indicate that attention to student behavior tends to increase when the behavior disrupts class activities. That condition has significant consequences. A systematic review shows that children with a persistent trajectory of behavioral problems are at a higher risk of experiencing mental health disorders, antisocial behavior, as well as educational and employment issues later on (Bevilacqua, Hale, Barker, & Viner, 2018). Intervention that only begins after the behavior becomes severe means the school misses the most opportune time for light intervention. When decisions rely on personal impressions, the same student may be treated differently by different teachers, and difficulties that do not appear as internalized issues can easily be overlooked (Graybill et al., 2025). Additionally, data recorded without structure is difficult to use for improving school decisions (Schildkamp, 2019).

Theoretically, this issue is a management problem. The management functions of planning, organizing, actuating, and controlling (Terry, 2019) imply that early warning requires the planning of indicators and rules, the organization of roles, the implementation of detection and support, and control through monitoring. Data-driven decision-making literature shows that teachers' ability to use data for at-risk students can be enhanced when the process is structured (Altun & Karasu, 2025; Schildkamp, 2019), while screening tool evaluations emphasize that identification devices must align with service goals, capacity, and school context (Glover & Albers, 2007; Oakes, Lane, & Ennis, 2016).

The implication is that before designing any tools or models, schools need to understand the existing practices, the obstacles faced by educators, and the real needs that must be met. In research and development, this understanding is obtained through the needs analysis stage, which serves as the foundation for all subsequent stages (Branch, 2009; Molenda, 2003). Previous research on early identification of at-risk students can be grouped into three streams. The first stream develops EWS based on indicators of attendance, behavior, and subject achievement, but its focus is generally on the risk of dropping out at the middle school level (Balfanz, Herzog, & Mac Iver, 2007; de Vasconcelos et al., 2023). The second stream develops and tests behavioral screening instruments, such as a brief teacher assessment for elementary schools (Kilgus, Chafouleas, & Riley-Tillman, 2013), risk score threshold setting (Lane et al., 2025), and mapping evidence of various screening instruments (Lane Pelton et al., 2026). The focus of this stream is on the quality of measurement, not on how schools decide and follow up on the results. The third stream organizes services for at-risk students, either through tiered support (Eagle et al., 2015), a school mental health service model that integrates early identification (Reinke, Herman, Thompson, & Owens, 2025), or a web-based behavior monitoring system in Indonesian elementary schools (Nugraha, Hidayati, & Zuhaery, 2026). The third stream is closest to this research, but it has developed in schools where the service structure is already established or focuses on the digitalization of recording and reporting. Not much research has captured how elementary school educators recognize, record, decide, and follow up on behavioral risks when such structures are not yet in place, and then translate them into management model needs.

This research has become urgent because without adequate needs analysis, schools risk adopting tools that do not address their main issues, such as adding recording forms without

organizing who decides and when decisions are reviewed. Studies that explore early warning practices for behavioral risks from the perspective of educators in Islamic elementary schools are also still rare. Therefore, this research aims to: (1) describe the practices of identifying and handling student behavioral risks at AISBA Elementary School; (2) identify the obstacles faced by educators in recognizing, recording, deciding, and following up on student behavioral risks; and (3) formulate the school's needs that lead to the development of an EWS management model. The novelty of this research lies in the way the school's needs are mapped. Field findings do not stop at a list of problematic behaviors or the proposal of recording forms, but are mapped to the functions of planning, organizing, implementing, and controlling. In this way, the components that need to be integrated into a single EWS management model are visible, namely behavioral indicators, recording, decision-making, division of responsibilities, and follow-up supervision. The results of this research also serve as the analysis stage in the development of the Early Warning System Management Model (M-EWS) at AISBA Elementary School.

2. METHODS

This research uses a qualitative approach with a descriptive case study design. The case study design was chosen because the phenomenon being studied, namely the early warning practice of student behavior risks, is examined in depth within a limited unit, namely AISBA Elementary School, utilizing several data sources (Creswell & Poth, 2018). This research is positioned as the analysis stage in the series of procedural development research using the ADDIE model (Branch, 2009). The research is guided by three questions: (1) how the practice of identifying and handling student behavior risks is conducted at SD AISBA; (2) what obstacles educators face in recognizing, recording, deciding, and following up on student behavior risks; and (3) what needs the school must meet and how these needs lead to the EWS management model. SD AISBA has 12 learning groups, consisting of boys' classes (ikhwan) and girls' classes (akhwat) at each grade level from 1 to 6. The informants were purposively selected from the 12 class teachers with the following criteria: serving as class teachers in the current academic year; having long served at SD AISBA, thus familiar with the students and following the behavior management practices at the school year after year; having handled student behavior that required attention; and being willing to give consent. The work experience criteria were used because the research question required experience in how cases are identified, recorded, and followed up over several years. Some other homeroom teachers have only been working at the school for the past year, so they do not yet have that experience. The length of service is calculated from the duration of duty at SD AISBA, not from the duration of serving as a homeroom teacher; therefore, one informant who is serving as a homeroom teacher for the first time is still involved. FGD and interviews involved the same seven educators, namely two homeroom teachers for grade 1 and one homeroom teacher for each grade level from 2 to 6 (Table 1). Grade 1 was represented by two homeroom teachers because the transition period from kindergarten to elementary school is when the earliest signs can be recognized.

Data adequacy is not determined by the number of informants, but by the strength of the information possessed by the sample (Malterud, Siersma, & Guassora, 2016). In this study, the strength of the information is supported by five factors. First, the research objective is narrow, namely the early warning practice of behavioral risks in one school. Second, the informants are very specific, namely experienced homeroom teachers who handle student behavior daily and represent all grade levels. Third, data collection and analysis are guided by a clear framework, namely the EWS concept and management functions. Fourth, each informant provided data through two techniques, namely FGD for about 2 hours and 16 minutes and interviews for 27 to 61 minutes per session. Fifth, the analysis was conducted in-depth on one case. Additionally, the main themes, particularly the absence

of reporting corridors and a shared assessment basis, repeatedly emerged in all sessions (Guest, Bunce, & Johnson, 2006).

Table 1. Composition of FGD and Interview Informants

Class represented	Amount	Reason for the selection
Class teacher for grade 1 (two classes)	2	The transition period from kindergarten to elementary school; the earliest signs can be recognized.
Class 2 teacher	1	Observing the continuity of behavior from grade 1
Class 3 teacher	1	Transition from lower class to upper class
Class 4 teacher	1	Early high school with increasing demands for independence
Class 5 teacher	1	The dynamics of peer relationships and the growing influence of media
Class 6 teacher	1	Final class; can trace behavior history from the previous class
Amount	**7**	

The data sources consist of primary and secondary data. Primary data were obtained from FGDs and semi-structured interviews, while secondary data were obtained from student case documents and behavior recording formats that the school has used. Data were collected from July 22–30, 2026, using three techniques. First, a Focus Group Discussion (FGD) with the seven informants for about 2 hours and 16 minutes to explore case patterns, coaching practices, and behavioral constructs deemed important by educators. Second, semi-structured interviews in five sessions, namely three individual sessions and two paired sessions, with a duration of approximately 27 to 61 minutes per session to triangulate the FGD findings and deepen unexplained information. The interview guidelines include initial signs, differentiation between normal and risky behavior, recording and reporting, escalation criteria, practical recording forms, and student protection. At the end of some sessions, the preliminary formulation of the behavioral construct is confirmed with the informants. Third, document review using a review sheet that records the type of document, the filler, the content, the storage flow, access, and the relationship of the document to the decision. All activities were conducted with the informants' consent. FGD and interviews were recorded and transcribed with the help of automatic transcription devices. The interview transcripts were edited and matched with the recordings. In the FGD transcripts, the speakers could not be identified individually, so their quotes were coded with FGD along with timestamps; unreadable words were reconstructed from context, marked with square brackets, and matched again with the recordings. Student identities are replaced with labels, and interview informants are coded I-01 to I-07 without being mapped to specific classes. Quotes are presented from the edited transcripts, so they are not verbatim word-for-word transcriptions. The researcher's position as part of the student affairs team at AISBA Elementary School facilitates access and understanding of the context, but it can also influence the informants' responses and the way the researcher interprets the data (Berger, 2015). Therefore, the researcher took five steps. First, the researcher recorded reflections on their role during data collection and analysis so that the initial assumptions of the researcher could be distinguished from the findings. Second, each session began with open-ended questions about the informants' experiences, while the researcher's constructed formulation was only presented at the end of the session. Third, the informants' agreement with the proposed construction was treated as confirmation, not as a spontaneously emerging finding. Fourth, cases that do not fit the pattern are still sought and reported, for example, the view that the reporting process already exists. Fifth, the summary of findings is reconfirmed with the informants (Birt, Scott, Cavers, Campbell, & Walter, 2016).

Data were analyzed using an interactive model that included data condensation, data presentation, and conclusion drawing and verification (Miles, Huberman, & Saldaña, 2014). Operationally, the analysis is conducted in six steps. (1) The transcript is read repeatedly while listening to the recording. (2) The transcript is sorted into units of meaning, which are segments of speech containing one idea; segments of the FGD outside the research focus are not coded. (3) Each

unit of meaning is given an initial code that summarizes its content in language close to the informant's speech. (4) Similar codes are grouped into categories. (5) Interrelated categories are formulated into themes while remaining open to the possibility of new themes. (6) Themes are verified through triangulation of sources and techniques between FGDs, interviews, and documents; examination of cases that do not fit the pattern; and confirmation of the summary of findings with the informants. Data is presented in a matrix that compares informants, class levels, ongoing practices, and proposed needs. This process resulted in 163 coded quotes (103 from interviews and 60 from FGDs), 50 categories, and seven themes. Table 2 shows an example of how the informants' statements were processed into codes, categories, and themes.

Table 2. Example of the Coding Process from Quotes to Themes

Informant's quote	Initial code	Category	Theme
"The mechanism for when we should be sensitive to a child having problems, in my opinion, is not yet in place. It still depends on how we recognize it in the classroom." (I-05)	There is no sensitivity mechanism yet	Dependence on the sensitivity of the teacher	T1. Identification depends on individual sensitivity
"I take notes for myself, per child, as a way to track progress." (I-04)	Note to self	Teacher's personal notes	T2. Personal records, information not yet compiled
"Sometimes it's just about transferring the group, but not transferring information about the child." (FGD, 02:04:06)	The handover only transfers the group	Handing over information between class advisors	T2. Personal records, information not yet compiled
"All this time, teachers have still been measuring based on their own standards." (I-02)	The standard of each teacher	The assessment standards differ among teachers.	T3. There is no common basis yet to determine support
"When the flow is already clear, sometimes there are still those who don't follow it for various reasons." (I-05)	The implementation of the process is not yet uniform.	The plot exists but is uneven.	T4. The escalation and follow-up process is not yet organized.

3. RESULTS AND DISCUSSION

The analysis produced seven themes. Five themes describe the practices and obstacles of early warning of behavioral risks at AISBA Elementary School, one theme synthesizes the behavioral domain, and one theme formulates the school's needs. Each theme is supported by FGD and by five to seven out of seven interview informants, and no conflicting themes were found between the two techniques. FGD primarily expanded the interview findings on handling culture, year-end handover, flow supervision, and sexually nuanced behavior. Each theme is elaborated with quotes, then interpreted from the perspective of student management.

Identification of early signs depends on individual sensitivity and is reactive in nature

The informant indicated that early signs are often visible, but there is no common standard on when these signs need to be followed up. I-05 distinguishes the existing communication procedures with parents from the early identification mechanism that is not yet available. "We have SOPs, for example, communication with parents if something happens." But the mechanism for when we should be sensitive to the fact that a child has a problem, in my opinion, is not yet in place. "It still depends on how we in the classroom recognize that something is actually a problem." (I-05) The absence of a benchmark makes teachers hesitant to act. I-01 recounted that teachers can catch inappropriate wordplay in lessons, "but sometimes they don't immediately reprimand because they are worried about being considered accusatory without evidence." He also encountered terms from

online games that he did not understand the meaning of, so he did not immediately ban them, and then "over time, those terms spread and almost all the children in the class knew them." Certain behaviors also tend to emerge when the teacher is not in the classroom, so the homeroom teacher learns about them from reports by friends, the class leader, or parents (I-01, I-07). In some cases, parents are the first to know about the issues before the school (I-04, I-07), and FGD participants found students asking each other not to report to the teacher. FGD participants concluded this pattern as a culture of handling. "The culture so far has been [reactive]." If there's a problem... we are not [preventive]... And that is not thorough, not optimal." (FGD, 00:41:13). These findings indicate that the issue of identification does not lie in the lack of teacher concern, but rather in the absence of a shared definition of the early signs that need to be observed. Behavioral screening literature emphasizes that early identification requires clear indicators aligned with service goals to ensure consistent results among observers (Glover & Albers, 2007), and a concise teacher-based assessment tool can provide meaningful risk information in elementary schools (Kilgus et al., 2013). Without this, school responses tend to wait for problems to escalate, as criticized in the tiered support framework (Eagle et al., 2015). From a management perspective, reliance on individual sensitivity indicates that decision-making standards in student management have not yet been established. The sensitivity of teachers remains important, but without a shared standard, the decision to act depends on who happens to see and how confident they are in taking action. The reactive culture described by the FGD participants is a natural consequence of this condition: schools only take action after an incident because there are no benchmarks to act earlier.

The recording is personal and the information has not yet been compiled.

The practice of recording between informants is very diverse. Some homeroom teachers do not take notes and directly address the child: "I actually do not take formal notes. Usually, I just call the child directly" (I-01). I-04 records the development of each child "for themselves" but has not reported it formally, while I-06 records the date of the incident in a book or on their phone notes. I-07 mentioned that incidents in the classroom are followed up directly, "but the records are not yet written down," and the recap of tardiness through the school culture report that used to exist is no longer recorded in the previous year. The informants believe that records are still necessary so that repetitions can be tracked (I-01, I-02) and so that communication with parents has a strong foundation. "If there are no written records, when communicating with parents, it can be less convincing because it is only based on memory." With records, teachers have a basis when communicating or following up." (I-07). This condition makes it difficult for schools to utilize data for decision-making. A study on data-driven decision-making shows that new data is beneficial for school improvement when it is collected in a structured manner, reviewed collaboratively, and linked to actions (Schildkamp, 2019). Nugraha et al. (2026) research shows that recording, follow-up, and reporting of behavior can be integrated through a web-based system. However, the findings at AISBA Elementary School indicate that the issue does not stop at the recording medium. I-05 emphasized that the records should include the teacher's actions, not just the child's mistakes: "We are not like spies who only note the child's mistakes, but we need to record what the teacher does." This statement indicates that records need to be designed as part of a support cycle, not as a list of violations. FGD showed that information is also disconnected between years. The guidance provided by a homeroom teacher "is lost in the next grade" because there is no communication with the next homeroom teacher, and the semester report from the homeroom teacher has not been utilized as data. "Sometimes it's just about transferring the group, but not transferring information about the child... and the programs." (FGD, 02:04:06). The interruption of information between years should be viewed as an issue of service continuity and organizational coordination, not merely as a recording oversight. As long as the records are kept as the personal property of the teacher, knowledge about

the students is lost when the homeroom teacher changes. The school does not yet have a mechanism that makes this information a shared asset, such as a standardized record format and a handover agenda, so mentoring has to start from scratch every year.

There is no common basis yet to determine the level of support needed.

All interview sessions showed that the assessment of the severity of behavior still depends on each teacher's standards. "Until now, teachers still measure based on their own standards." There is still no clear guideline on what should be reported to the student affairs office and what can be resolved by the homeroom teacher." (I-02) I-04 provided an example of the impact of these differences: some teachers consider comments about others' physical appearance as minor violations, while for other teachers, it falls into a high-level category and requires serious follow-up. Although there is no written guideline yet, the informants consistently mentioned the considerations they use, namely the frequency or how often the behavior is repeated (I-01, I-03, I-07); the context, purpose, and age-appropriateness (I-01, I-05); the intensity and developmental stage (I-04); the duration of the behavior, for example, "almost the entire year without change" (I-04); the impact on peers, learning, and relationships; and the child's response after being reminded or supervised (I-02, I-03). The informants also emphasized the existence of exceptions: behaviors such as hitting a friend, stealing, or making remarks directed at another person's body cannot be considered minor even if they have only occurred once (I-04). On the other hand, I-06 reminded that if all behaviors are used as indicators, "the list might become very extensive." FGD participants expressed the same concern, namely that without a "definite standard," an incident could be considered significant by one teacher but ordinary by another, and then proposed a tiered scale like a "yellow light" (FGD, 00:30:59; 01:49:32). The informants' considerations were then formulated into six parameters: frequency, intensity, duration, context, impact, and response to intervention, along with an immediate response rule for safety-threatening conditions. This formulation aligns with the principles of functional behavior assessment, which emphasize the context of occurrence, the function of behavior, and the response to support, rather than just the number of incidents (Gresham, Watson, & Skinner, 2001). These findings also indicate that risk categories cannot be established merely by summing scores; the establishment of valid thresholds requires separate sensitivity and specificity testing (Lane et al., 2025), while hasty labeling can harm students (Franz et al., 2023). Managerially, this diversity of measures indicates that the authority to assess is fully entrusted to individuals without organizational reference, thus the fairness of treatment toward students also depends on the teacher handling them. Therefore, what is needed is evidence-based decision rules with a limited number of indicators that can be explained.

The escalation and follow-up process is not yet organized

Each homeroom teacher has their own way of determining when a case needs to be escalated. I-01 calls and discusses with the child, makes an agreement, gives consequences, and only refers to the student affairs if the behavior continues to repeat. I-02 refers to the student affairs if the incident is beyond the class teacher's scope or if the parents are already aware of it. I-07 stated that the rules and points of student regulations are already in place, but a written guide on what behavior should be reported, when, and to whom is not yet available. For the new homeroom teacher, this ambiguity is palpable: "I actually want to ask about the steps because this is my first time being a homeroom teacher" (I-06). I-06 also recounted that he had reported a student's behavior to another homeroom teacher, but there was no follow-up on the outcome. This data contains cases that do not fully conform to the pattern. I-05 assesses that the flow from the teacher to the class guardian and then to the parents is already in place and has been socialized through training, but its implementation is not yet uniform. "When the process is already clear, sometimes there are those who do not follow it for

various reasons, especially if it is just handed over." Eventually, there might be no guidance." (I-05) I-04 added that some teachers might consider coaching not their responsibility, and that reports without follow-up make teachers question "what's the point of doing it." Thus, the problem includes two layers: the absence of written escalation criteria and the lack of a mechanism to ensure the process is followed and feedback is provided. The EWIMS study shows that early warning systems struggle to operate consistently when the team, data review schedule, and follow-up responsibilities are unclear (Scala et al., 2023), and early identification is only beneficial when integrated with the school service structure (Reinke et al., 2025). These coordination constraints are also in line with student management studies in Indonesia (Arsyad et al., 2025). The FGD confirmed the second layer. Participants mentioned SOPs that are still being overlooked, issues that "float" and then reappear in a larger form, and cases that are not reported because they are considered resolved. Participants also questioned how the school supervises homeroom teachers who are reluctant to escalate issues. "What about the type of homeroom teacher who, so to speak, doesn't want the problems they face to [escalate]? ... what is the direction of the school's control over the homeroom teacher?" (FGD, 01:26:51). This finding indicates that the issue of escalation lies within the functions of organizing and controlling. The organization has not yet established who decides what and when, while control has not ensured that the process is followed and every report receives a response. When reports go unanswered, as expressed by I-04, teachers learn that reporting does not yield results, and the habit of reporting weakens.

Unaddressed early signs carry over and escalate to the next grade.

The informant provided several examples of behaviors whose early signs were already visible in lower grades but were only realized after they carried over to the next grade. I-05 reflects on their experience as a new assistant who considered the dependency of first-grade children as normal, leading to neglect. One child who was always accompanied by their parents still shows dependency until grade 3 and grade 4. "The impact carries over to the next level or phase because the child has to practice again from the beginning." (I-05) I-06 describes a student who needs to be guided one by one and is easily distracted since grade 1, and this pattern continues into grade 2. I-03 found a grade 1 student who struggles to understand simple instructions and assessed that this issue was not caught during the new student intake. For the social aspect, I-02 stated that mocking friends with lower academic abilities, "if left unchecked from a young age, that behavior can continue into higher grades." FGD showed that this pattern not only persists but also intensifies. Participants traced one case where the initial signs were already apparent in 4th grade and within about a year developed into sexually suggestive remarks toward the teacher in 5th grade. "The signs do need to have an incident first, but the incident should have a lower risk." Well, a year later, he was already that bold ... it could actually have been intervened. (FGD, 01:47:02). These findings have important implications. Longitudinal studies show that behavioral problems persisting since childhood are associated with various negative outcomes later in life (Bevilacqua et al., 2018; Hyde et al., 2026), while self-regulation abilities in childhood are predictors of later achievements and interpersonal behaviors (Robson, Allen, & Howard, 2020). Early grades, therefore, are the most strategic period for identifying and supporting students. From a management perspective, these findings indicate that student monitoring is still limited to a single academic year. There is no review point that connects observations in lower grades with decisions in the next grade, so small signs are only noticed after they become major incidents. Proposal I-05 for schools to establish behavioral milestones per phase according to child development indicates the need for a reference that distinguishes between behavior that is still normal and behavior that requires attention.

Synthesis of the behavioral risk domain

The initial FGD produced case categories and nine provisional constructs, namely emotion regulation, social interaction, self-control and impulsivity, aggressiveness, independence, communication, rule compliance, learning behavior, and worship and manners. When confirmed, the informants assessed that the constructs encompassed the behaviors they encountered (I-05, I-07), noting that aggressiveness is not only physical but also evident in the way they speak and treat friends (I-07). The merging was done with two considerations, namely the similarity of observed behaviors and the ease with which teachers can distinguish one domain from another during observation. Self-control and impulsivity are combined with rule compliance because both are evident in the same behavior, namely the difficulty in restraining oneself from rules and instructions. Social interaction is combined with communication because relational issues with friends generally arise through the way a child speaks and responds to friends. Independence is combined with learning behavior because both are evident in the way a child initiates, engages in, and completes tasks. Emotion regulation and aggression are maintained as separate domains because they have different markers and require different responses. Worship and etiquette are not made into domains, but rather contexts of observation, because the behaviors reported in those contexts are already covered in other domains. The FGD added sexually nuanced behaviors, such as intentional speech and physical contact, which had not appeared in the interviews; these behaviors were included in the domain of compliance with rules and self-control with immediate response rules. Table 3 presents the operational definitions of each domain along with examples of behaviors from interviews and FGDs.

Table 3. Five Domains of Behavioral Risk from Synthesis

Dominio	**Operational definition**	**The FGD construct that was merged**	**Examples of behavior from interviews and FGDs**
Emotion regulation	The child's ability to recognize and manage emotions so they can return to activities after feeling disappointed, angry, or sad.	Emotion regulation	Angry from morning until returning home after being offended (I-03); ignoring a friend due to a misunderstanding; gloomy and solitary (I-07); angry at school but very obedient at home (FGD)
Aggressiveness	Physical or verbal actions that hurt, threaten, or belittle others	Aggressiveness	Scratching a friend until they are injured (I-03); mocking with animal names (I-01, I-06); badmouthing a friend in a chat group (I-02); being bullied by almost the entire class; threatening remarks (FGD)
Compliance with rules and self-control	The ability to resist impulses and follow agreed-upon rules, instructions, and boundaries, including boundaries regarding other people's bodies.	Self-control and impulsivity; adherence to rules; manners	Taking a friend's belongings without permission (I-03, I-04); interrupting and challenging class agreements (I-04); inappropriate remarks from social media or games (I-01, I-06); repeated and prolonged bathroom breaks; sexual remarks or touches (FGD)
Social interaction and communication	How children build relationships with friends and convey their intentions reasonably without harming others	Social interaction; communication	Choosing friends and exclusion (I-02); competition during group work; speaking spontaneously and loudly to the point of being disruptive (I-07); declining grades after friendship conflicts (FGD)
Independence and learning behavior	The child's ability to start, carry out, and complete tasks appropriate for their age with decreasing assistance.	Independence; learning behavior	Always being supervised by parents (I-05); needing guidance and easily distracted (I-06); refusing to do tasks that they are actually capable of (I-03); tasks not completed because they are busy with their own activities (FGD)

The five domains function as observation maps, not diagnostic categories. This division expands the school's focus from the most visible violations to difficulties that do not cause open

disturbances, such as a child who is gloomy and withdrawn. This is important because behavior data that only focuses on violations tends to overlook internalization difficulties (Graybill et al., 2025), while students' patterns of aggression and school functioning are heterogeneous and therefore need to be interpreted multidimensionally (Bardach, Yanagida, & Strohmeier, 2022). In model development, the five domains will be used as the basis for formulating initial indicators and recording formats, so that teachers record behaviors using the same language and categories. The domain does not directly determine the form of support. The form of support is determined through decision rules that consider six parameters, namely frequency, intensity, duration, context, impact, and response to coaching.

School needs: a management model, not just an instrument

All informants stated the need for a clear "corridor." That expectation does not stop at the forms, but extends to clear decisions and support for teachers. "There are regulations or corridors: if the case is like this, the resolution is like this." "So the homeroom teacher doesn't have to think alone about what to do." (I-01) "There should be standards, when they can go up ... within [a certain] time frame." (FGD, 01:35:23). The informants also expressed their hopes regarding the forms of recording and student protection. Some chose spreadsheets or online forms that can be filled out from a mobile phone (I-01, I-02, I-06), while I-05 preferred integrating the records into the weekly class teacher's report. For protection, the informants suggested separate files per class with limited access (I-02, I-04), a separation between those who can report and those who can view the data (I-06), and language that highlights behavior, not the child's personality (I-01). I-04 also proposed a joint reflection on cases previously experienced before the guidelines were socialized, to align teachers' perceptions. The FGD added the need for an escalation deadline, an agenda for the handover of student information during the transition of homeroom teachers, an agreement on handling at each level, a puberty program for higher grades, and socialization of the process to parents. The relationship between field findings, school needs, and their implications for the model components is detailed in Table 4.

Table 4. Matrix of Findings, Needs, and Implications for the Model

Findings	School needs	Implications of the model components
Identification depends on individual sensitivity	Priority indicators agreed upon in five domains	Planning: establishment of domains and priority indicators
Personal records and information have not yet been compiled.	Factual notes containing the behavior and actions of teachers and continuing across years	Actuating: routine class recap, verified incident notes, and handover
There is no basis yet to determine the need for support.	Decision rules based on six parameters and immediate response	Planning: decision rules and alignment of teacher perceptions
The escalation and follow-up process is not yet organized.	Criteria and escalation deadlines, role distribution, and feedback on reports	Organizing: roles and authority; Controlling: feedback and monitoring the implementation process
Early signs that were not addressed carried over and worsened.	Monitoring and periodic review of decisions across classes	Controlling: monitoring, review, and improvement
Concerns about labeling and privacy	Limited data access and behavior-focused language	Data governance across all components

The matrix shows that simply adding recording forms or building an application will not solve the problem. Informants who want recording also demand escalation criteria and feedback, while the

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existing flow is not implemented evenly without supervision. This is in line with the EWIMS evaluation, which found that the quality of the device does not automatically guaranty consistent use without a team, review schedule, and clear follow-up (Scala et al., 2023). From these findings, the characteristics of the model needed by the school can be formulated as design directions, not yet as a finished model. The planning function establishes domains, priority indicators, and decision rules. The organizing function divides roles: teachers and assistants observe, class advisors record and verify, the student affairs department decides on escalated cases, and the principal ensures resources and supervision. The implementation function carries out the daily workflow, while the control function periodically reviews decisions and ensures that every report receives feedback. These four functions are interconnected: the planned rules serve as a benchmark during implementation, the division of roles determines who acts, and the review results provide input for improving indicators and rules in the next cycle (Terry, 2019). The required workflow is illustrated in Figure 1.

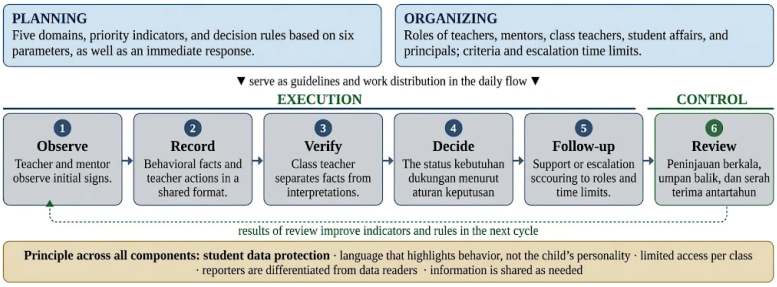


Figure 1. Workflow direction of the EWS management model derived from findings Student data protection is placed as a principle inherent in all components, not an administrative complement. This principle is present at every step: behavior is recorded using language that highlights behavior, not the child; records are kept per class with limited access; the reporter is distinguished from those who are allowed to see the data; and information is only shared as far as necessary for support. Forms or applications serve as supporting tools that follow this model and need to be designed concisely because overly lengthy instruments increase the burden on teachers and the risk of inconsistent completion (Oakes et al., 2016). This research has limitations. The data comes from one school with seven informants, all of whom are homeroom teachers, so the perspectives of the student affairs manager and the principal are not directly represented. Two interview sessions were conducted in pairs, so one informant's answer could influence another informant. The FGD transcripts are derived from automatic transcriptions with unidentified speakers, so the FGD quotes are reconstructions that need to be matched with the recordings, and the contributions of each participant cannot be compared. The dual role of the researcher as part of the student affairs team may also affect the informants' openness, although efforts have been made to mitigate this through triangulation and confirmation of findings. Further research is needed to design, validate, and test the practicality of the model built from these needs.

4. CONCLUSION

The main issue in managing student behavioral risks at AISBA Elementary School is not the lack of educator concern, but rather the lack of integration in the processes of identification, recording, decision-making, role distribution, and follow-up evaluation. Class teachers, mentors, and partners have already recognized and addressed student behavior, but these practices still rely on individual sensitivity and tend to be reactive. The five identified obstacles, namely personal record-keeping and uncollected information, the absence of a common basis for determining support needs, unstructured escalation and follow-up processes, reactive identification, and early signs that carry

over and escalate to the next class, are manifestations of the lack of integration in the process. The five domains of behavioral risk identified, namely emotion regulation, aggressiveness, adherence to rules and self-control, social interaction and communication, as well as independence and learning behavior, serve as the initial foundation for the development of EWS indicators, rather than instruments that have been validated. Therefore, schools need an EWS management model that regulates priority indicators, continuous factual records across years, decision rules, escalation criteria and deadlines along with role distribution, feedback and follow-up reviews, as well as student data protection as a principle across all components. The development, validation, and practicality testing of the model will be the agenda for the next research phase.

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