

Positive Greetings

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Support Needed

Some children with problem behaviour have difficulty making a productive start and remaining on task at the beginning of the day or after transitioning into the classroom from recess or other activities outside regular class.

Proposed Intervention

Greeting each student on arrival is quick, easy and cost-free. The teacher stands at the door, or other location that students will pass. The greeting includes use of the student's name, a short interaction such as a friendly comment, praise or non-verbal interaction and a direction to the first activity. Students who have had specific difficulties can be given a private reminder about appropriate behaviour.

Theoretical Rationale

Antecedent interventions such as greetings which provide positive teacher attention can help build student/teacher relationships, reduce problem behaviours that function to get attention, increase task engagement and increase the probability that students will start work immediately.

Research Evidence

Research studies show positive effects for middle school students (Allday & Pakurar, 2007; Cook, Fiat, et al., 2018) and high school students (Allday et al., 2011). For primary-aged students, Cook, Coco et al. (2018) found positive effects on student/teacher relationships and classroom behaviour for an intervention that incorporated positive greetings and a range of other positive strategies (such as frequent, specific praise).

Conclusion

Although the research is limited, it demonstrates overall positive effect of greetings on student behaviour (Increased time on task, less disruptive behaviour) and student/teacher relationships.

Verdict

This is a simple, pro-active strategy with positive effects.

Relevant References

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BRIEF RESEARCH REPORT

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