

Positive Greetings at the Door: A Classroom Management Strategy

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Grades and setting: middle school students in the classroom

Summary: Researchers conducted an investigation of the Positive Greetings at the Door (PGD) strategy to improve middle school students' classroom behavior. Teachers in the intervention group received training in how to deliver the PGD strategy during two 1-hr sessions. There was a 2-month window between pre- and post-data collection. Teachers received training and implementation support on the following: 1) Specific positive interactions (i.e., greeting using the student's name, handshake) with each student as they enter the classroom, in order to increase social belonging and promote a positive classroom climate, and 2) providing both individual student and whole class precorrective statements (i.e., reminding the student of the behaviors that will result in success, prior to the students beginning classroom activities), to facilitate students' successful transition into the classroom setting. As part of the precorrection, teachers prepared a structured learning activity that was ready for students as they transitioned into the classroom. Teachers also delivered precorrective, encouraging messages to specific students who had struggled with their behavior the previous day to increase the likelihood the student would comply with the instructional requests.

Effectiveness/Outcomes: the PGD strategy produced significant improvements in academic engaged time and reductions in disruptive behavior. Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable. These findings were obtained from a sample of teachers who had low baseline levels of academic engagement and classroom management practices.

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research article: <http://journals.sagepub.com/doi/abs/10.1177/1098300717753831>