

How To: Use the Power of Personal Connection to Motivate Students: 4 Strategies

This form provides descriptions of the selected intervention, a listing of research articles supporting the intervention ideas, and space for teacher notes.

Behavior Intervention Strategies	Research Citations
<p>1. TEACHER GREETING: INCREASE ACADEMIC ENGAGEMENT. A personalized greeting at the start of a class period can boost class levels of academic engagement. The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.</p>	<p>Allday, R. A., & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. <i>Journal of Applied Behavior Analysis, 40</i>, 317-320.</p>
<p>2. MAINTAIN A HIGH RATIO OF POSITIVE INTERACTIONS: BUILDING STUDENT CONNECTIONS. Teachers can increase the odds of building a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand).</p>	<p>Sprick, R. S., Borgmeier, C., & Nolet, V. (2002). Prevention and management of behavior problems in secondary schools. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), <i>Interventions for academic and behavior problems II: Preventive and remedial approaches</i> (pp.373-401). Bethesda, MD: National Association of School Psychologists.</p>
<p>3. PRAISE: ACKNOWLEDGING AND SHAPING BEHAVIOR. To increase desired behavior, the teacher praises the student in clear, specific terms whenever the student engages in that behavior. The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal: (1) The teacher selects the specific desired behavior(s) to encourage through praise; (2) The teacher sets a goal for how frequently to deliver praise (e.g., to praise a student at least 3 times per class period for working on in-class assignments). (3) The teacher makes sure that any praise statements given are behavior-specific.</p>	<p>Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools, 44</i>, 65-75.</p>
<p>4. 'TWO-BY-TEN': STRUCTURING POSITIVE TEACHER-STUDENT INTERACTIONS. This strategy ('non-contingent teacher attention') can be helpful with students who lack a positive connection with the teacher. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days ('two-by-ten') engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student's problem behaviors or poor academic performance.</p>	<p>Mendler, A. N. (2000). <i>Motivating students who don't care</i>. Bloomington, IN: National Educational Service.</p>