Getting Students to School on Time: Effects of a Praise Note Intervention

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Introduction
- The dilemma on how to resolve student tardiness has been around for as long as schools have been in existence.
- This is especially challenging with elementary children who are often dependent on an adult to get to school on time.
- School district tardiness policies are typically punitive culminating in parents being sent to truancy court if the problem isn’t remedied.
- In the meantime teachers are frustrated that late students disrupt instruction and require the teacher to re-teach what they missed.
- Despite the frustration it causes many educators and the lost academic time, it appears little has been done at the elementary school level to develop and investigate interventions targeted at increasing on-time behavior.

Purpose
To evaluate effectiveness of teacher written praise notes on elementary school student on-time behavior.

Results

Severely Tardy Students

Moderately Tardy Students

Demographics

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Discussion
- Results suggest a functional relationship between praise notes and on-time behavior.
- Seemed more effective for less severe students who also tended to receive more praise notes.
- A positive, feasible approach for addressing student tardiness.
- Teachers’ inconsistent use of praise notes.
- Limited intervention time.

Future Research
- Improving treatment fidelity.
- Assessing social validity.
- Need for replications.