Getting To School On Time Using Teacher Written Praise Notes

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34th Annual Teacher Educators for Children with Behavior Disorders Conference
Tardiness associated with:

- low academic achievement
- drug/alcohol use
- school dropout
- employment difficulties
Intervention Considerations

Effective
Acceptable
Minimally intrusive
Time and resource efficient
Praise

- Proven
- Powerful
- Easy to use
Purpose

1. Implement an intervention relevant and important to school
2. Evaluate effectiveness
3. Provide efficient intervention while extending research base
Setting

Urban K-6 School
646 Students
80% Caucasian
9% Hispanic
6% Asian
5% Other
25% low SES
18% Mobility
Participants

Selection
School database
Moderate  5-20 min
Severe    20 min +

Teachers
3 – First grade
1 – Second grade
2 – Sixth grade
Female
Caucasian
Experience: 1-20 years
5 - Bachelors degree
1 - Masters degree
<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Grade</th>
<th>Academic Concerns</th>
<th>Behavioral Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faye</td>
<td>F</td>
<td>1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Bryce</td>
<td>M</td>
<td>1</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Wade</td>
<td>M</td>
<td>1</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Gary</td>
<td>M</td>
<td>6</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Ron</td>
<td>M</td>
<td>6</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>Ellie</td>
<td>F</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>
Praise Notes – Satch Salutes

We have recently begun writing praise notes to students to encourage respect, responsibility, service and learning. These notes are also written to recognize students for arriving to school on time and for completing and turning in homework assignments.

Your child will likely receive Satch Salutes notes over the coming weeks. We encourage you to review and celebrate these notes when your child brings them home.

We appreciate your support in helping your child succeed at school by ensuring that your child arrives to school on time, asking about his/her school day, and helping your child complete and turn in homework. We value each child’s education and appreciate your support as our educational partner.
Independent Variable

Satch Salute

To: Bryce

Thanks for showing:

☐ Respect
☒ Responsibility
☐ Service
☐ Learning
☐ Other: ____________

1st  Date 3/17  Signed Paulson

White Copy (Student) Yellow Copy (Teacher) Pink Copy (Office)

You are really creating a super habit of being on time!
Dependent Variable

Total minutes late per week
Experimental Design

Multiple baseline across students
Moderately Late Students
Severely Late Students
## Results Summary: Moderately Late Students

<table>
<thead>
<tr>
<th></th>
<th>Average Minutes Late per Week</th>
<th>Average Number of Notes/Week</th>
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<tbody>
<tr>
<td></td>
<td>Baseline</td>
<td>Intervention</td>
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<tr>
<td>Faye</td>
<td>15.49</td>
<td>4.17</td>
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<tr>
<td>Bryce</td>
<td>7.06</td>
<td>0.00</td>
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<tr>
<td>Wade</td>
<td>19.40</td>
<td>5.00</td>
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<tr>
<td>Mean</td>
<td>13.98</td>
<td>3.06</td>
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</table>
## Results Summary: Moderately Late Students

<table>
<thead>
<tr>
<th></th>
<th>Average Minutes Late per Week</th>
<th>Decrease</th>
<th>Average Number of Notes/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td><strong>Intervention</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gary</td>
<td>119.00</td>
<td>3.29</td>
<td>97.24%</td>
</tr>
<tr>
<td>Ron</td>
<td>142.95</td>
<td>14.67</td>
<td>89.74%</td>
</tr>
<tr>
<td>Ellie</td>
<td>63.99</td>
<td>33.62</td>
<td>47.47%</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>108.65</strong></td>
<td><strong>17.19</strong></td>
<td><strong>84.18%</strong></td>
</tr>
</tbody>
</table>
Conclusions

Results suggest a functional relationship
Average of one praise note per week
Well received by students and their parents
Appears to be a positive, simple, and feasible approach for addressing student tardiness in elementary school.
http://education.byu.edu/pbsi/

David O. McKay School of Education

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There is true nobility in the soul of that man or woman who sincerely desires and strives to lead children out of contaminating influences into an environment of high ideals and lofty endeavor.

David O. McKay, 1953