



Leveraging MTSS in the Classroom: Building Relationships & Positive Interactions (Elementary)

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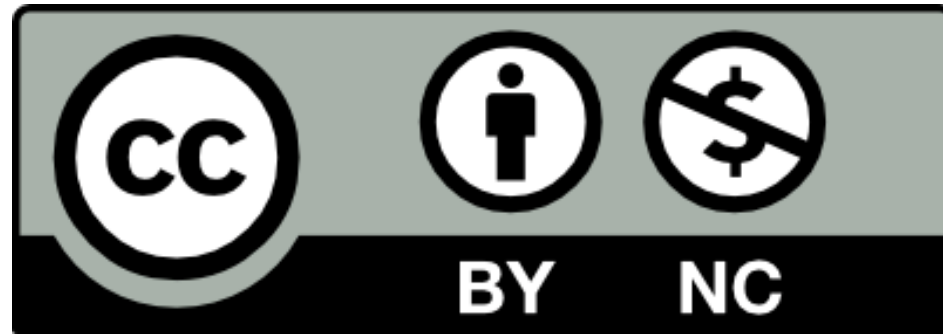


Acknowledgments

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- National Center on PBIS
- Midwest PBIS

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Purpose

This session will equip teachers with evidence-based strategies to build positive relationships with students and create a respectful classroom culture that supports student success and reduces the need for behavioral correction.

Intended Outcomes

- Use positive greetings at the door to establish a positive tone and build student connections
- Differentiate between positive and corrective statements and apply strategies to increase positive interactions
- Deliver positive behavior-specific praise to reinforce desired academic and behavioral outcomes

Agenda

- 1.0 Positive Greetings at the Door
- 2.0 Increasing Positive to Corrective Interactions
- 3.0 Positive Behavior-Specific Praise
- 4.0 Wrap Up and Next Steps

1.0 Positive Greetings at the Door

Positive Greetings at the Door

What is it?

- Proactive classroom strategy
- Teacher intentionally welcomes each student
- There is a brief, personalized, and positive interaction that sets the tone for learning

(Allday et al., 2007 and Allday, et al., 2011)

Why does it work?

- It reduces the amount of time it takes students to engage in expected tasks
- It increases the amount of on-task behavior in the first ten minutes of instruction
- It also helps reduce hallway behavior incidents

How to Greet Students

Steps:

1. Greet the student by name at the door
2. Positive interaction/statement
3. Direct to the first activity

Enhancements:

- Fist bump, high five, hug, etc.
- Provide pre-corrects on behaviors you are encouraging
- Train students to take turns as the greeter

(National Center on PBIS, 2019)

Activity 1.1

Pause and Process:

- How do you want students to feel when they enter your classroom?
- How will you create that feeling?
 - What will you say?
 - What will you do (nonverbal)?
 - How will you ensure it feels authentic to you and your students?
- Share one of your takeaways from this activity in the chat box

2.0 Increasing Positive to Corrective Interactions

Acknowledgement Ratio

5:1

(Wisniewski B, Zierer K, Hattie J., 2020)

5 Positive: 1 Corrective

Positive

- Verbally encourages a specific academic or SEBH skill
- Non-verbal cue (smile, thumbs up)

Corrective

- States the undesired behavior or academic error and tells what the desired behavior or academic skill should be in the future
- Never used to publicly shame or belittle a student



Activity 2.1

Identify if these interactions are positive or corrective:

1. “Thank you for getting started right away.”
2. A thumbs up to acknowledge behavior.
3. “Please listen while I am talking.”
4. Placing a finger to lips for “quiet”.
5. “I like how this table is ready to learn.”
6. “Eyes on me.”

How to Increase Positive Interactions

- Scan and Acknowledge
 - Name what you see going well
 - “Ella and James have their materials out and ready to go.”
 - “I see backpacks put away and materials out.”
 - “That was a responsible choice.”
- Narrate the Positive
 - Describe the behavior you want others to follow
 - Instead of: “Stop talking.”
 - Say: “I’m looking for voice level 0...thank you, this table is ready.”



Activity 2.2

Pause and Process:

- Think about your daily classroom routines (arrival, transitions, independent/group work, etc.)
- Where is one specific moment you could intentionally increase positive interactions this school year?
- Share some ideas in the chat

3.0 Positive Behavior-Specific Praise

Positive Behavior-Specific Praise (BSP)

Reinforces desirable behaviors with clarity and precision:

- 1. Timely:** Give feedback as soon as possible after the behavior occurs
- 2. Genuine:** Use a sincere tone to provide accurate praise
- 3. Specific:** Clearly state the behavior you are addressing
- 4. Constructive and Supportive:** Frame feedback positively to encourage generalization

Examples vs. Non-Examples

- “Great job working quietly, Joachim.”
- “Nice job keeping your hands to yourself, Ana.”
- “Thanks for showing respect during the class discussion by taking turns.”
- “Laura, excellent use of our new vocabulary word.”
- “Great job, Joachim.”
- “Nice job not touching others today, Ana.”
- “Class, way to go.”
- “Laura, excellent.”

Praise Preferences

- Students may find certain types of praise more meaningful and motivating than others
 - Public
 - Private
- It can be helpful to understand your students praise preferences
 - Get to know your students
 - Provide students with options
 - Utilize praise preference assessments

Activity 3.1

Let's Practice:

Read the scenarios below and develop a positive behavior-specific praise statement for each one:

1. Maya comes into class and starts her assignment right away.
2. Jordan helps Lee pick up the supplies he dropped.
3. Lily raises her hand instead of calling out.
4. Alex completes the math problems correctly and shows his work clearly.
5. The class lines up quickly and quietly for lunch.

4.0 Wrap Up and Next Steps

Key Takeaways

- A respectful classroom culture that supports student success and reduces the need for behavioral correction starts from the moment students enter your classroom
- Positive greetings at the door set a positive tone and make it easier to get and keep students on task
- Focus on the academic and social, emotional, behavioral skills you want to see repeated
 - 5:1 positive to corrective interactions
 - Positive behavioral-specific praise

Next Steps

- Stay connected with the TA Center
 - Join our listserv, follow our social media pages
- Participate in additional professional learning
 - On Demand
 - EduPaths
 - YouTube
 - Microlearning
 - Professional Learning Sessions
 - In-person
 - Virtual

References

- Allday, R. A., & Pakurar, K. (2007). *Effects of teacher greetings on student on-task behavior*. *Journal of Applied Behavior Analysis*, 40(2), 317–320. <https://doi.org/10.1901/jaba.2007.86-06>.
- Allday, R. A., Bush, M., Ticknor, N., & Walker, L. (2011). *Using teacher greetings to increase speed to task engagement*. *Journal of Applied Behavior Analysis*, 44(2), 393–396. <https://doi.org/10.1901/jaba.2011.44-393>.
- Center on Positive Behavioral Interventions and Supports. (2019). *Positive greetings at the door* [PBIS strategy handout]. PBIS. <https://www.pbis.org/resource/positive-greetings-at-the-door>.
- Wisniewski, B., Zierer, K., & Hattie, J. (2020). *The power of feedback revisited: A meta-analysis of educational feedback research*. *Frontiers in Psychology*, 10, Article 3087. <https://doi.org/10.3389/fpsyg.2019.03087>

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