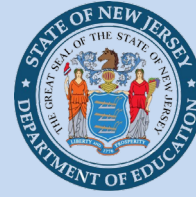




RUTGERS HEALTH

**The Boggs Center
on Disability and Human Development**

Robert Wood Johnson Medical School



New Jersey
Department of Education
Office of Special Education

New Jersey Positive Behavior Support in Schools

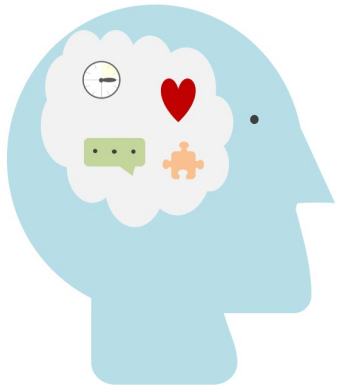
Funded by IDEA Part B 2024-2025



Positive Greetings at the Door

www.pbsisnj.org

At the conclusion of this video, you will be able to...



- ▶ Explain why positive greetings at the door contribute to personalized learning environments
- ▶ Describe how to implement positive greetings at the door
- ▶ Offer solutions for common logistical and implementation issues

Predictable

Consistency and stability in expectations allows students to anticipate what is expected of them across school locations

Positive

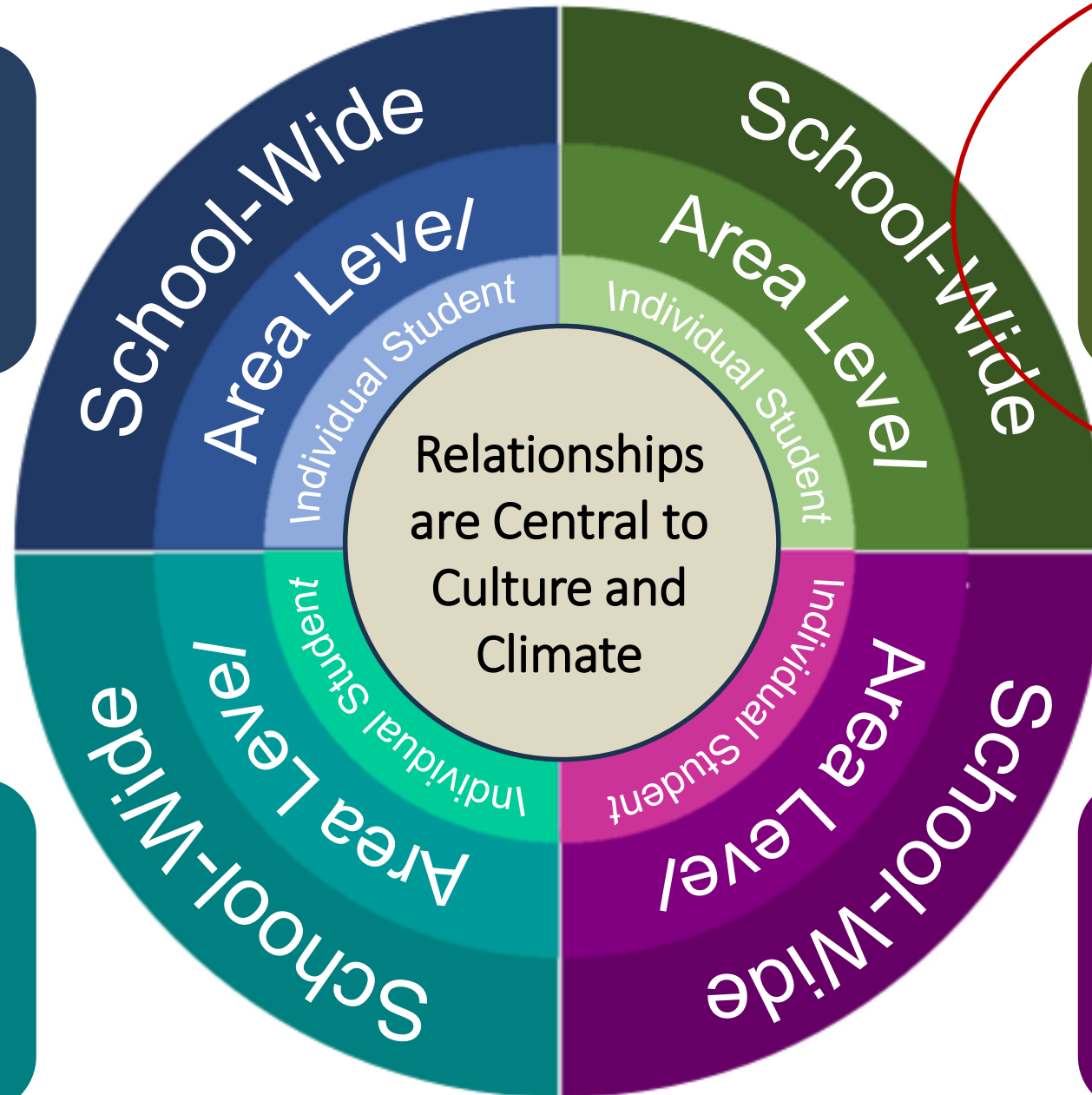
Interactions students receive from staff result in their feeling valued and connected to school

Empowering

The learning environment is supportive of student voice and choice to activate and direct their own learning experience

Present

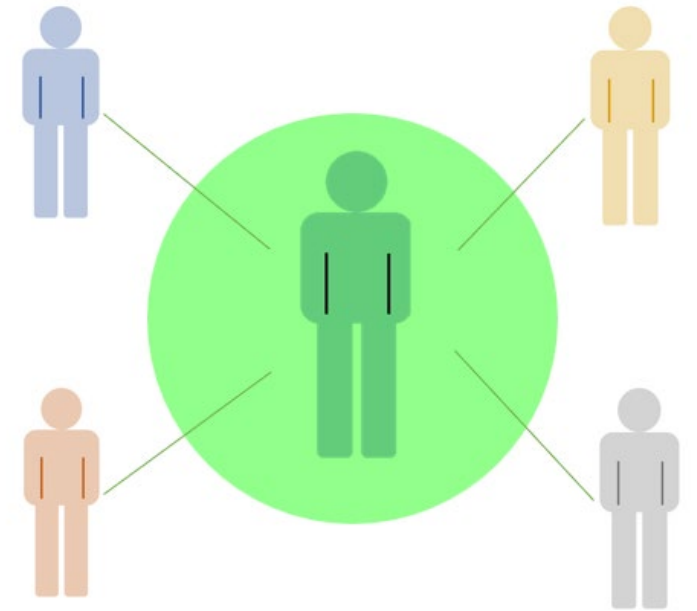
Staff actively interrogate their own beliefs, perceptions, and unconscious biases to ensure that decision making is free from negative influence



Relationship-Based Learning Environments

Relational health Impacts academic outcomes:

- Serve as an academic performance protective factor
- Predict later outcomes
- Contribute to positive culture and climate
- Contribute to students reporting concerns and threats

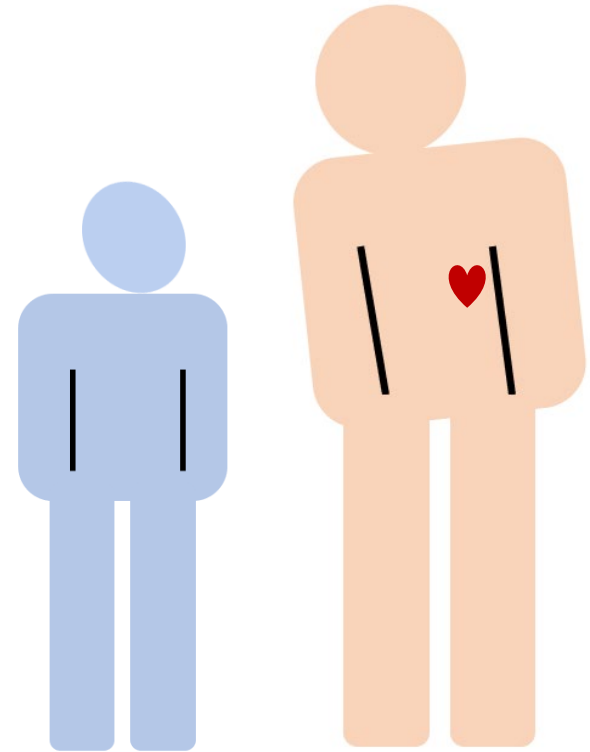


CDC, 2009; Hamre, 2001; Malecki & Demeray, 2006; ; Martin & Collie, 2019; Rueuger et al., 2010; Sieving et al., 2017; Yablon 2010; 2020

Personalized Learning Environments Contribute to Connectedness

Students' sense of connectedness to school and engagement in learning is enhanced by (Klem & Connell, 2004):

- ✓ The class management practices used
- ✓ Teachers' relationships with students
- ✓ Personalization of the learning environment



Positive Greetings at the Door

The teacher's daily routine to greet and welcome students each day as they enter class

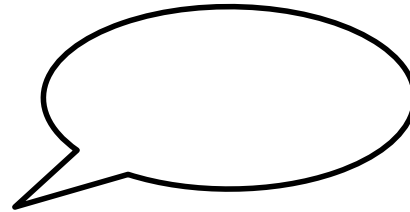
An efficient and practical way to make personal connections with students (Allday et al., 2007; Allday et al., 2011; Cook et al., 2018)



Personalized Greeting Characteristics



Eye contact



Verbal Greeting with
the Student's Name

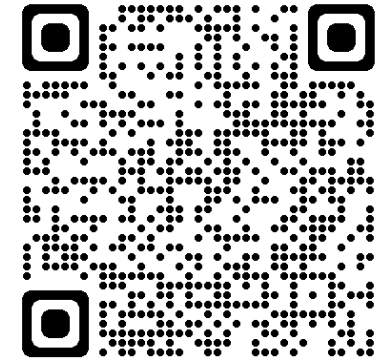


Greeting Gesture



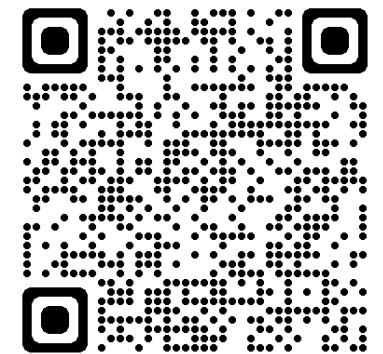
Edutopia: Positive Greetings at the Door

https://www.youtube.com/watch?v=GVAKBnXIGxA&feature=emb_imp_woyt



Edutopia Tricks of the Trade: High School Greetings

<https://www.youtube.com/watch?v=yPvNqJ0Ne60>



Student Questions During Greetings

Students pause during the greetings to ask related or unrelated questions (e.g., when is an assignment due)

Have a parking lot routine for students to post questions

How it helps: Keeps the greeting routine efficient by giving students a consistent way outside the greeting to have questions answered



Entry Routine

Have a routine in place for what students will do when they enter the room and are waiting for class to begin

How it helps: Serves as a precorrection to ensure engagement during unstructured time



Late Arrivals

Transition the student quickly and quietly

Use minimum prompting to transition the student quickly and quietly.

How it helps: Parsimonious prompting minimizes disruption to the routine for other students



Additional Resources

Positive Greetings at the Door

Proactive Classroom Management Procedure

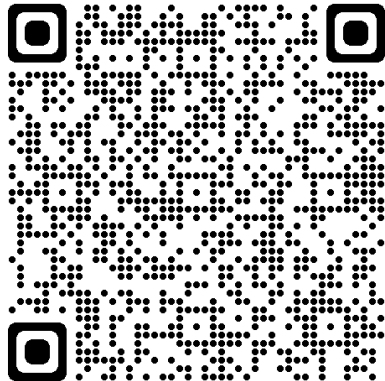
Clayton R. Cook, PhD

University of Washington



Some teachers report difficulties getting their class period off to a good start. These teachers often have students who come into the class from less structured or monitored settings talking loudly, misbehaving, and taking too much time to get their materials out and be ready to learn. The troubling part is that many times when the class gets off to a poor start, the rest of the period or day is likely to be more of the same. As a result, teachers are constantly interested and looking for easy strategies they can use to guide and motivate their students to 1) transition quickly, 2) be prepared and ready to learn and 3) behave well by avoiding inappropriate behaviors that detract from learning.

The general climate or atmosphere of a classroom, whether it is positive or negative, can have a tremendous impact on how well teachers begin their class and students behave throughout the period or day. Research and practical experience tells us that students are more engaged and better behaved in classrooms in which there is an upbeat climate and students feel that they have a positive relationship with their teacher. One easy and effective way to address this problem is to greet students at the door in a positive, intentional, and strat



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

July 2019

POSITIVE GREETINGS AT THE DOOR

WHAT IS IT?

A routine to start class or the day with a positive interaction. It can include greeting students by name, shaking a student's hand, asking a short question, or making a friendly comment that communicates they are welcome.

WHY DO IT?

Greeting students as they enter (or exit) your classroom/school is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is happy to see them can start a student's school day on a positive note. Likewise, an affirmative interaction at the end of the class can end student's day on a positive note as well too. These positive interactions are especially important for students who experience family conflict, walk to school through unsafe neighborhoods, or have unmet daily needs. Research has shown that positive greetings at the door increases students' time on task, reduces disruptions, and builds positive relationships (Allday & Pakurar, 2007; Cook et al., 2018).

HOW DO WE DO IT?

There are many ways that students can be greeted as they enter the classroom. Examples of greetings are provided below.

BASIC STEPS:

Stand just inside or outside of the door and...

1. Greet each student by name
2. Have a short positive interaction (e.g., praise, friendly comment, question)
3. Direct them to the first activity

VARIATION 1:

- Offer the student a choice of handshake, fist bump, high five, pinkie shake, etc.

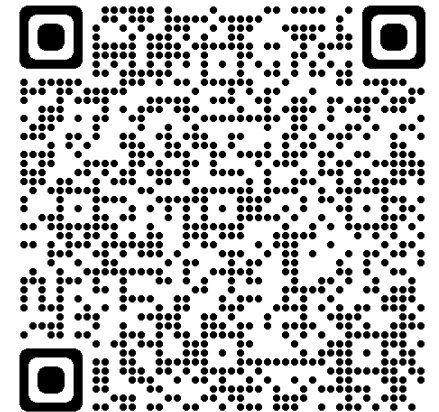
VARIATION 2:

- Provide a quiet, independent entry activity (e.g., warm-up fluency activity, easy writing task)
- Circulate around the room, ensuring you have a positive greeting with each student

VARIATION 3:

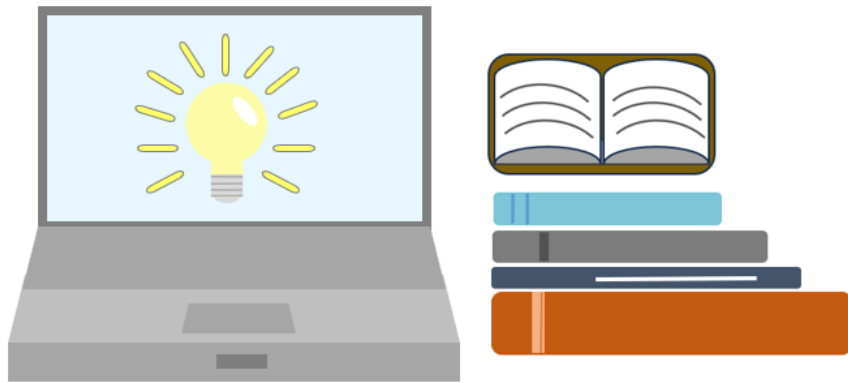
- Train students in your class to be greeters or 'greeter leaders'
- Students along with the teacher provide a greeting to each student in the morning
- Students alternate the role of greeter every month or week

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org



References

Refer to the reference list
to learn more about
behavior specific praise



Positive Greetings at the Door

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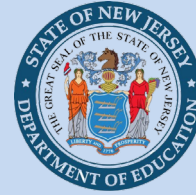
NJ PBSIS (2004-2025). NJ PBSIS is sponsored by the New Jersey Department of Education, Office of Special Education in collaboration with the Boggs Center, Rutgers University. NJPBSIS is funded by IDEA, Part B. www.pbsis.org



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