



PBSIS

Helping Schools Build Systems of Support

Positive Greetings at the Door

RUTGERS

Robert Wood Johnson
Medical School

THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES

In Partnership with the

Office of Special Education

New Jersey Department of Education



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Learning Outcomes

- Describe what a positive greeting at the door is
- Describe a rationale for why positive greetings at the door is a good practice to use
- Know the features of a positive greeting at the door
- Increase use of positive greetings at the door within daily routines with studnets



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- Research evidence suggests that across the age span class management practices play a role in students' perception of class climate and the types of behaviors that occur (e.g., Mitchell & Bradshaw, 2012; Stichter et al., 2009)
 - Prevention oriented practices are associated with higher rates of engagement and more positive class climate ratings (e.g., Mitchell & Bradshaw, 2012; Pas et al., 2015)



Instructional Scaffolds

Instruction



Skills Applied in
Daily Routines

Positive Greetings at the Door

4:1 Ratio

Pre-Correction

Active Supervision

Opportunities to Respond



Personal Connections are Important

- Children and youth are more likely to experience positive outcomes when they feel connected to school (CDC, 2009)
- Relationships with teachers as early as Kindergarten can predict later outcomes for students (e.g., Hamre, 2001)
- Research suggests that social support (parent, teacher, and peer), is a protective factor that is related to academic performance outcomes (e.g., Malecki & Demeray, 2006; Rueuger et al., 2010)



Personal Connections are Important

- Klem & Connell (2004) found that the types of class management practices used and teachers' relationships with students were important factors in students' sense of connectedness to school
- Based on their findings, Klem & Connell (2004) suggest that 'personalized learning environments' contributes to levels of student engagement



Drs. Harry Rosemary Wong TED Talk

Positive Relationships

<https://www.youtube.com/watch?v=GdkIS8uLPQU>



Positive Greetings at the Door

- Positive greetings at the door present an opportunity to personalize the learning environment and increase students' sense of social support and connectedness
- Positive greetings at the door is the teacher's daily routine to greet and welcome students each day as they enter class

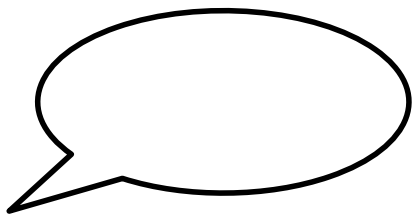


Positive Greetings at the Door

- Personalized greeting that includes:



- Eye contact



- Student's name



- Wave hello, elbow or foot bump



- Cook et al. (2018) found that positive greetings at the door (PGD) increased engagement and decreased class disruptions



View the Edutopia video to learn more

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



Example



Video: Edutopia
Tricks of the Trade
example:

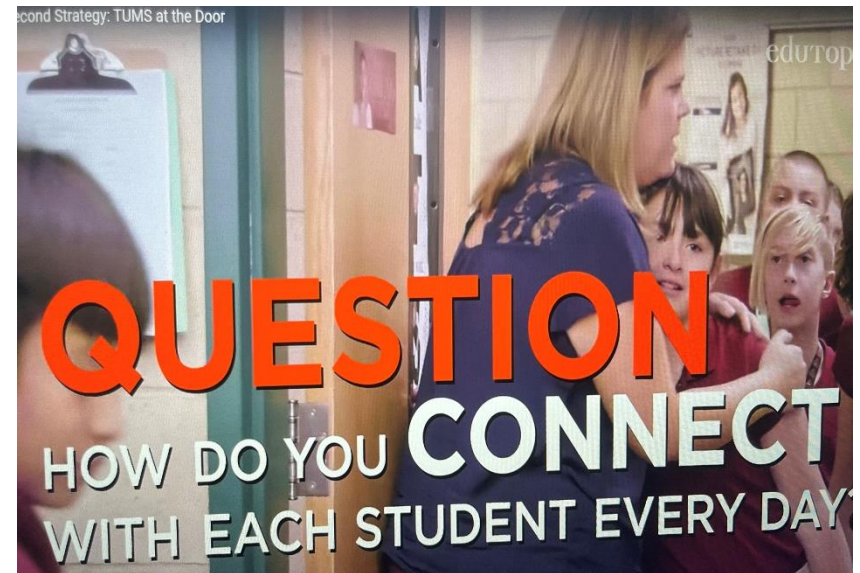
<https://www.youtube.com/watch?v=yPvNqJ0Ne60>



Example

Video the Edutopia
example:

[https://www.youtube.com
/watch?v=956br98qWbE](https://www.youtube.com/watch?v=956br98qWbE)



Positive Greetings at the Door in Practice

- *During the next 2-4 weeks try using Positive Greetings at the Door*



Positive Greetings at the Door

2-4 Week Follow-Up

- *How did consistently using greetings strengthen your relationship with students?*
- *What were some of the most interesting discoveries you made while using Positive Greetings at the Door:*
 - About using Positive Greetings at the Door?
 - About yourself?
 - About your students?



Additional Resources

- PBIS Center Brief: https://assets-global.website-files.com/5d3725188825e071f1670246/5e7e3999b3c8b85b50c80c6f_POSITIVE_GREETINGS_AT_THE_DOOR.pdf
- Clayton Cook PGD Procedure: [https://www.sjcoe.org/selparesources/tiers/Positive Greetings at the Door script.doc.pdf](https://www.sjcoe.org/selparesources/tiers/Positive_Greetings_at_the_Door_script.doc.pdf)



References

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- [Allday, R.A., & Pakurar, K. \(2007\). Effects of teacher greetings on student on-task behavior. *Journal of Applied Behavior Analysis, 40*, 317-320.](#)
- [Centers for Disease Control and Prevention. \(2009\) School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services](#)



References

- Cook, C.R., Fiat, A., Larson, M., Daikos, C., Slemrod, T., Holland, E.A., Thayer, A.J., & Renshaw, T. (2018). Positive greetings at the door: Evaluation of a low-cost, high-yield proactive classroom management strategy. *Journal of Positive Behavior Interventions, 20(3)*, 149-159.
- Klem, A. and Connell, J. (2004). Relationships matter: linking teacher support to student engagement and achievement. *Journal of School Health 2004;74(7):262-273*. Rosenfeld, L., Richman J. and Bowen G. (1998). Low social support among at-risk adolescents. *Social Work in Education, 20:245-260*.

