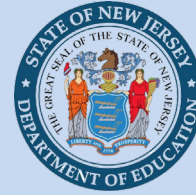




RUTGERS HEALTH

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

Robert Wood Johnson Medical School



New Jersey  
Department of Education  
Office of Special Education

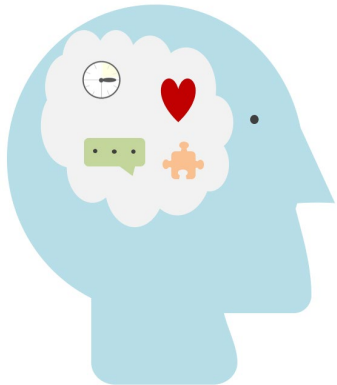
# **New Jersey Positive Behavior Support in Schools**

Funded by IDEA Part B 2025-2026

## Positive Greetings at the Door

[www.pbsisnj.org](http://www.pbsisnj.org)

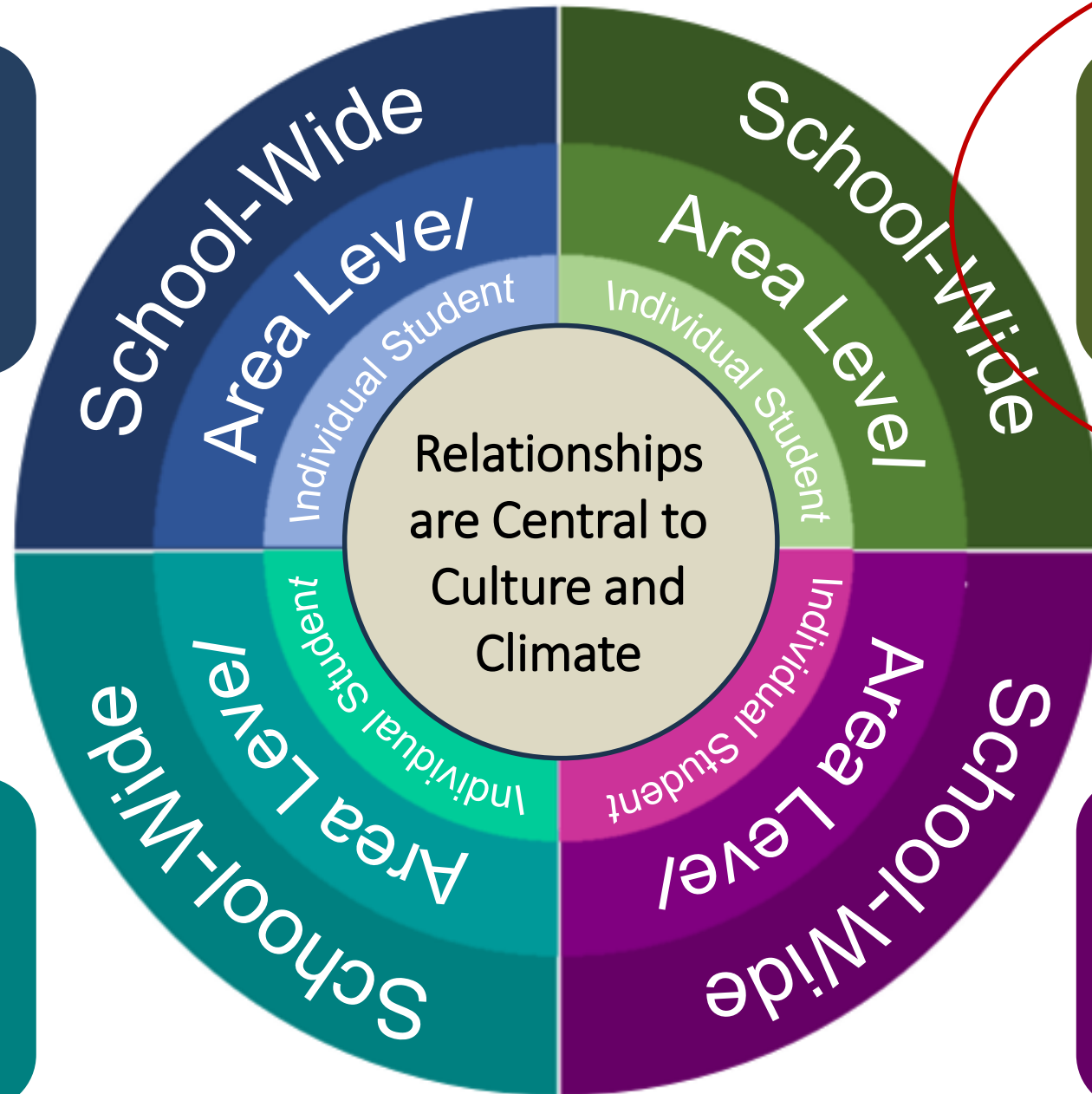
At the conclusion of this video, you will be able to...



- ▶ 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

## Present

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

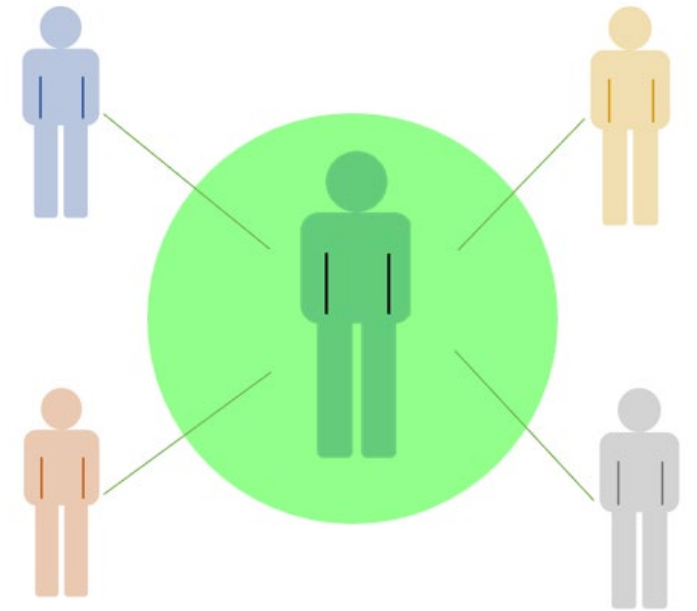
## Empowering

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

# 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

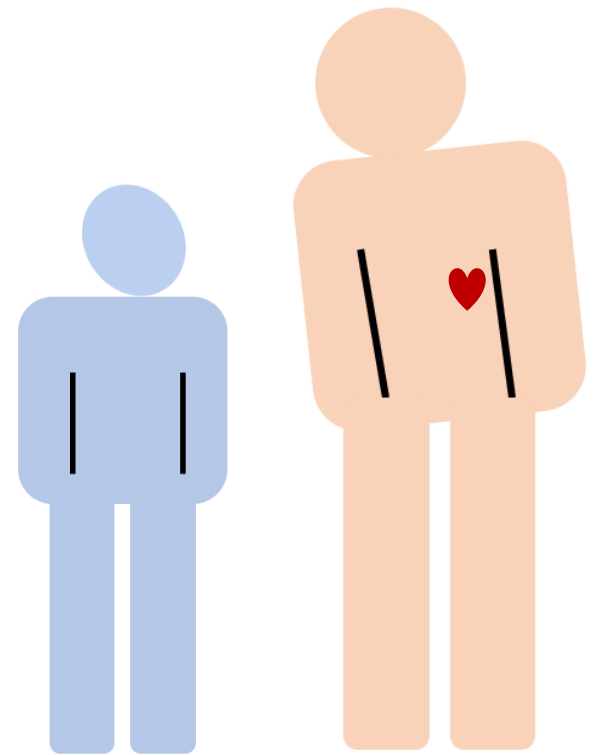


CDC, 2009; Hamre, 2001; Malecki & Demeray, 2006; ; Martin & Collie, 2019; Rueuger et al., 2010; Sieving et al., 2017; Yablon 2010; 2020

# 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)

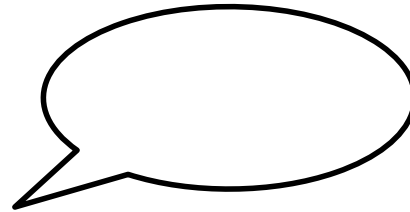


## Personalized Greeting Characteristics

---



Eye contact



Verbal Greeting with  
the Student's Name



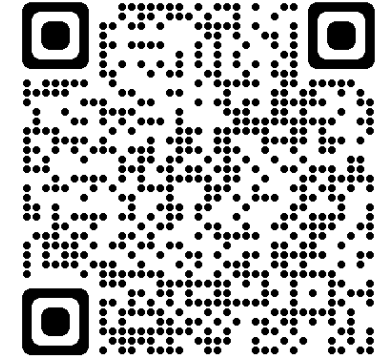
Greeting Gesture

# Video Examples



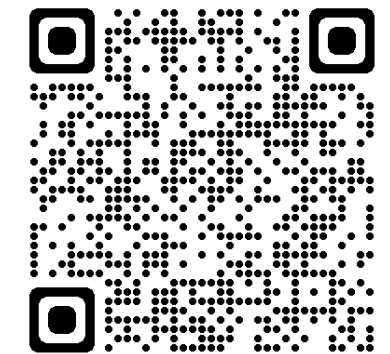
## Edutopia: Positive Greetings at the Door

[https://www.youtube.com/watch?v=GVAKBnXIGxA&feature=emb\\_imp\\_woyt](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

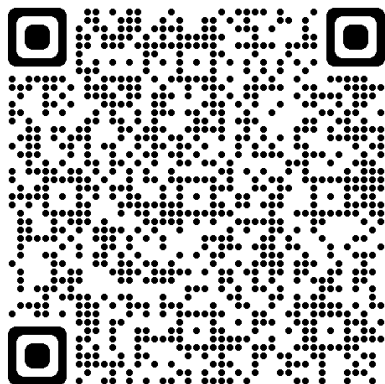
Clayton R. Cook, PhD

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 strategic way.



**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.

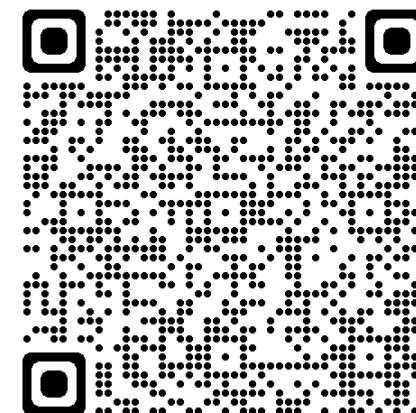
#### VARIATION 2:

- 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



# Personal Implementation Plan

Use the Personal Implementation Tool to plan how you will use this practice within your daily routines

Micro Learning Personal Implementation Plan Tool

Implementation Outcome: .	
Planning Prompts	Plan/Strategies
Who can I go to if I have questions about how to implement this practice?	
When are three times during the day that I will intentionally use this practice?	
What planning is needed so I can use this practice?	
How will I remind myself about using this practice?	
How will I evaluate achieving the outcome?	
What support or resources do I need to use this practice?	

# Reflection Implementation

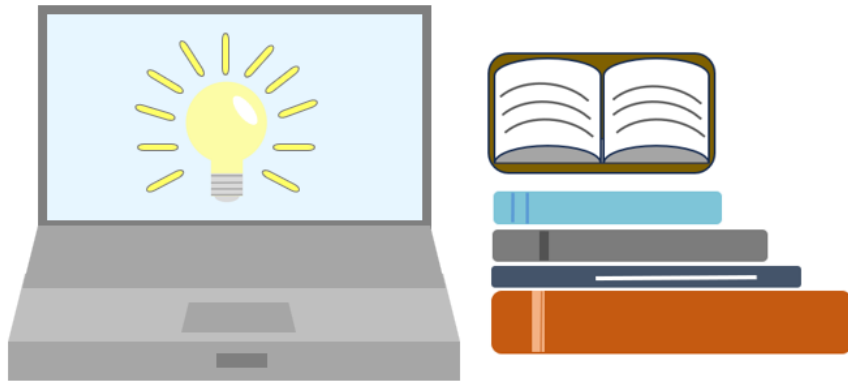
## Use the Everyday Prevention Practices Habit Tracker to Reflect on Weekly or Daily Implementation

Everyday Prevention Practices Weekly Habit Tracker

Make the Environment Predictable		Week 1	Week 2	Week 3	Week 4
Precorrect Expectations & Actions	Provide an explicit review what to do immediately before a routine begins	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Visual reminders of expectations	Visual reminders and cues (e.g., poster, checklist list, etc.) for key routines that prompt what to do are visible to students.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Use High Rates of Positive Interactions		Week 1	Week 2	Week 3	Week 4
Positive Greeting at the Door	Students are greeted at the door by name upon arrival to class.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Behavior Specific Praise	Short explicit statement affirming effort toward achieving an expectation are provided to students for effort toward achieving the expectations	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
4:1 Interaction Ratio	80% of messages to students are positive and affirming	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Use Mindfully Present Decision Making		Week 1	Week 2	Week 3	Week 4
Active Supervision	The environment is proactively monitored by continually moving, scanning, and interacting with students.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Neutralizing Routines	A brief pause is used before responding or deciding to clear the mind of unaware influences	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection	Strategic approach to re-engaging a student when they are engaging in contextually incongruent behavior				
TLC Redirection: Tone	When responding to contextually incongruent behavior, a calm, neutral, and assertive tone of voice is used.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection: Language	When responding to contextually incongruent behavior, language is objective, labels emotions, paraphrases student statements, and uses positive fr	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection: Coaching	When responding to contextually incongruent behavior, a concern inquiry is made (e.g., "are you okay?", re-engagement is coached, and regulation i	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Empower Learners		Week 1	Week 2	Week 3	Week 4
Opportunities to Respond (OTR)	During instructional routines, 3-5 OTRs per minutes during fast paced instruction and 1 OTR per minute during practice opportunities are used.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆

# References

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



## Positive Greetings at the Door

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, 393-396.

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

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*, 74(7), 262-273.

Rosenfeld, L., Richman J., & Bowen G. (1998). Low social support among at-risk adolescents. *Social Work in Education*, 20:245-260.

Malecki, C.K., Demeray, M.K. (2004). Social support as a buffer in the relationship between the socioeconomic status and academic performance. *School Psychology Quarterly*, 21, 375-395

Rueger, S.U., Malecki, C.K., Kilpatrick Demeray, M. (201). Relationship between multiple sources of perceived social support and psychological and academic adjustment in early adolescence: Comparisons across gender. *Journal of Youth Adolescence*, 39, 47-61.

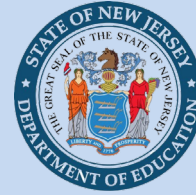
NJ PBSIS (2004-2025). NJ PBSIS is sponsored by the New Jersey Department of Education, Office of Special Education in collaboration with the Boggs Center, Rutgers University. NJPBSIS is funded by IDEA, Part B. [www.pbisnj.org](http://www.pbisnj.org)



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 2025-2026

Visit [www.pbsisnj.org](http://www.pbsisnj.org) for more  
resources and learning videos

[www.pbsisnj.org](http://www.pbsisnj.org)