Positive Greetings at the Door

What is Positive Greetings at the Door?

Positive greetings at the door (PGD) is a universal strategy teachers use daily to support students socially and behaviorally as they transition into the classroom learning environment[1]. PGD is a proactive classroom practice designed to promote student sense of belonging and academic engagement in the classroom. PGD is a multi-component strategy that includes the following ingredients:

- Greeting each student individually and authentically as they transition into the classroom.
- Using pre-corrective statements to remind students of behavioral expectations as they transition into class.
- Providing a high interest entry activity students participate in as they transition into the classroom (e.g., structured collaborative activity chosen by the students).
- Having a brief, private restorative conversation to repair a relationship with any student who the teacher had a negative interaction with the previous day/time block.

Why is Positive Greetings at the Door important?

PGD is an important classroom-based strategy because it allows for connection, precorrection, and restoration[2]. First, PGD increases relational touch points with each student as they transition into the classroom, connecting them to the teacher and learning environment. Second, PGD provides proactive support through precorrective statements reminding students of the norms for success in class before they even begin any classroom activity[3]. Third, PGD provides teachers with opportunities to reconnect with students they may have struggled with previously to restore the relationship through skillful communication[4]. There is strong evidence for PGD from single case experimental designs, randomized controlled trials, and quasi experimental studies demonstrating moderate effect sizes on social, behavioral and academic-related outcomes [1,2,3,4, 5].

How can educators implement Positive Greetings at the Door?

To implement PGD, educators need to be positioned at or near the door before students start transitioning into the learning environment. It also helps to identify how best to greet students authentically and in ways that are developmentally and culturally appropriate. PGD has several supports facilitate implementation as part of routine practice: (a) an established fidelity rubric, (b) packaged training, and (c) post-training follow-up supports in the form of a professional learning community protocol and implementation scripts. It is important to note that at CharacterStrong Positive Greetings at the Door is called Four at the Door Plus One More, which is included as part of the SERVE Model Adult Relationship Practices.

Citations:

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2. Cook, C. R., Larson, M., Daikos, C. & Zhang, Y. (under review). Does positive greetings at the door work at the elementary level? Results from a teacher-level randomized trial.
3. Allday, R. A., & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. Journal of Applied Behavior Analysis, 40, 317–320.
4. Cook, C. R., Duong, M. T., McIntosh, K., Fiat, A. E., Larson, M., Pullmann, M. D., & McGinnis, J. (2018). Addressing discipline disparities for Black male students: Linking malleable root causes to feasible and effective practices. School Psychology Review, 47(2), 135–152.
5. Kincade, L., Cook, C., & Goerdt, A. (2020). Meta-analysis and common practice elements of universal approaches to improving student-teacher relationships. Review of Educational Research.