

# Facilitation Guide: *Positively Greet Students and Proactively Prompt*

## Introduction

This facilitation guide accompanies the **Positively Greet Students and Proactively Prompt** professional learning session. The goal of this session is to support educators in creating intentional routines that foster welcoming classroom environments and smooth transitions into learning. Research demonstrates that when teachers greet students positively and provide proactive prompts before expected behaviors, classrooms experience stronger connections, increased engagement, and fewer disruptions. These practices help students feel seen and supported while reinforcing expectations, allowing teachers to spend more time on instruction and less on redirection (Allday & Pakurar, 2007; Cook et al., 2018; Simonsen et al., 2010)

By intentionally partnering with families, integrating culturally sustaining approaches, and implementing safe and inclusive practices, educators can maximize these outcomes and create classrooms where all students thrive (Payno-Simmons, 2021; Riddle, 2014; Santiago-Rosario et al., 2022).

This session invites educators to:

- Reflect on their current practices and assumptions.
- Experience practical strategies for positively greeting and proactively prompting students.
- Examine active ingredients of effective implementation.
- Connect routines to culturally sustaining and inclusive practices.
- Develop an actionable plan using the Plan–Do–Check–Reflect framework.

The professional learning session is built around a **20-minute video presentation**. The facilitation guide is designed to **intentionally extend the learning**, *with structured pauses, reflection prompts, and discussion activities* that can **adapt to your available professional development time**, allowing for deeper engagement depending on your context. These activities help make the learning active, collaborative, and directly applicable to participants' classrooms.

By the end of this professional learning, participants will have identified one or more actionable steps they can take immediately to strengthen their greeting and

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proactive prompting, fostering strong positive relationships, as well as inclusive and academically engaging learning environments.

Pause to Facilitate	Key Content	Pause & Activity	Facilitator Notes
<b>Pre-Video Probing Questions</b>	<b>Intro &amp; Purpose</b> of PD series, overview of 9 practices, today's focus on <i>Positively Greet and Proactively Prompt</i>	<b>Pause &amp; Reflect (Quick Write):</b> "Think about the first few minutes of your classroom day. What do students see, hear, and feel as they enter? How might those moments shape their mindset for learning?"	Encourage participants to jot 1–2 sentences; share with a partner if time allows. Frame this as a baseline connection point.
<b>If this is the group's first skill-building session of the series, consider engaging in the item below. Otherwise, feel free to skip it.</b>			
<b>Pause after Slide 5 before progressing to slide 6</b>	<b>Intentional Inputs</b> Collaborative partnership, culturally sustaining approach, and inclusive and safe spaces	<b>View/Read, Reflect &amp; Discuss</b> Watch/read the "Kickoff" <a href="#">video/transcript</a> excerpt, note two "aha" moments and why they stood out, share in triads, and discuss as a whole group why these intentional inputs matter.	Prompt participants to identify why each "aha" stood out, relate it each intentional input and share concrete examples in triads before discussing as a whole group.
<b>Pause after slide 19 before progressing to slide 20</b>	<b>Evidence of impact</b> of positive greetings and proactive prompting (graphs, studies).	<b>Think–Pair–Share:</b> "How do these results align with what you've seen in your own classrooms or schools?"	Prompt participants to tie research outcomes to their lived classroom challenges.
<b>Pause after slide 22 before progressing to slide 23</b>	<b>Connecting Back: Your Classroom Entry Routine</b> Clear and explicitly taught entry routines free time to greet	<b>Application:</b> Start by checking your foundation. What entry routine do you already use, and how well is it working? Use this time to strengthen it: define the routine, plan how you'll teach or	Prompt participants to review their current entry routines and identify opportunities to strengthen clarity and predictability. Encourage

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	students, build meaningful connections from the moment they walk in, and set the stage for smooth transitions.	reteach it, and decide how you'll monitor and refine for smoother transitions.	them to make the routine concrete, link it to classroom norms, and consider how they will monitor and adjust over time to ensure it remains effective and inclusive.
<b>Pause after slide 23 before progressing to slide 24</b>	<b>Implementing Positive Greetings and Proactive Prompting</b> Stand near door, Greet by name, Positively interact, Proactively Prompt	<b>Pause &amp; Plan:</b> Which step Positive Greetings and Proactive Prompting do you most often skip or rush through? Why?	After silent reflection, invite a few volunteers to share. Normalize that many teachers skip step 4 (proactive prompting).
<b>Pause after slide 27 before progressing to slide 28</b>	<b>(Watch &amp; Spot Guided Practice)</b> Identify implementation steps	<b>Small Group Discussion:</b> In grade-level or job-alike groups, identify which steps to positive greetings and proactive prompting are displayed in the video. Discuss in what ways your current practices align or differ from what you observed.	Encourage participant to compare examples with their own current practices (i.e., similarities, differences, gaps). Emphasize Noticeable Actions: "What strategies can you adopt or refine?" Invite each trio to share one insight or adjustment they might try in their classroom if time allows.
<b>Pause at slide 33 before progressing to slide 34</b>	<b>Planning w/ Intentional Inputs</b> Using Plan-Do-Check-Reflect doc; intentional inputs; setting practice goals	<b>Pause &amp; Apply:</b> Use the planning doc (p.1-2). Estimate: <i>How consistently, inclusively, and equitably do you greet students using their preferred greeting throughout the week?</i> Write it down.	Walk them through the "Estimate Current Practice Baseline" section of the doc.
<b>Pause at slide 36 before progressing to slide 37</b>	<b>Check, Reflect, Adjust</b> Monitoring, celebrating progress, self-reflection	<b>Reflection Prompt</b> (silent journaling): "Who or what could help you stay accountable for monitoring your progress?"	Tie to sustainability. Invite 1-2 to share aloud if comfortable.

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### Closing & Next Steps

Recap key messages;  
invitation to  
implement

**Closing Commitment:** Each participant writes 1 concrete action they will take in the next week to positively greet and proactively prompt students.

Encourage sharing with a partner or submitting anonymously to build accountability.

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## References

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