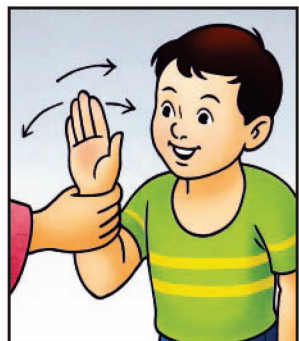
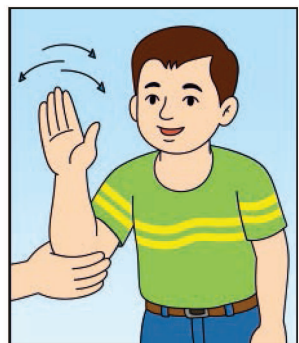


When visitors leave the pattern of greeting used can be shifted to saying 'bye, bye!' or 'Tata' as given below:



Hold child's hand by the wrist asking him to fan his fingers and help him move side ways. Ask him to repeat saying 'Bye Bye!' or 'Tata'.



Reduce help if child shows improvement, hold him only by the elbow to guide him move his hand to say 'Bye Bye!' or 'Tata'



Reduce the help further, by only tapping him on his shoulder, to remind him to say 'Bye Bye!' or 'Tata' when appropriate. Appreciate when child says 'Bye Bye!' without being reminded

Variations :

Greeting methods differ according to cultural backgrounds and situations. The steps in teaching any greeting methods will same as shown, with slight changes needed as in figures below:

Salam



Shaking Hands



Greeting



SKILLS

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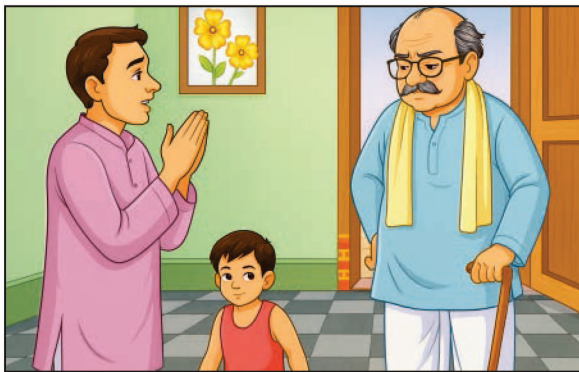


Greeting Visitors :

Children learn to imitate gestures after repeatedly observing their adults doing them. Greeting visitors is also learnt through (by) observing elders greeting others. This is important for a child to learn, as it is a mark of recognition to differentiate familiar from unfamiliar persons. It also is a social symbol for readiness to interact and welcome their presence by respecting their familiarity. The best way to teach this is by teaching the child to greet visitors and other familiar family members.

Pre-requisites :

1. Child differentiates familiar members from unfamiliar members.
2. Child can pay attention for minimum of 1/2 a minute.
3. Has no difficulty in moving hands.
4. Child should understand simple instructions given by the parents.
5. Child cooperates with adult instructions.

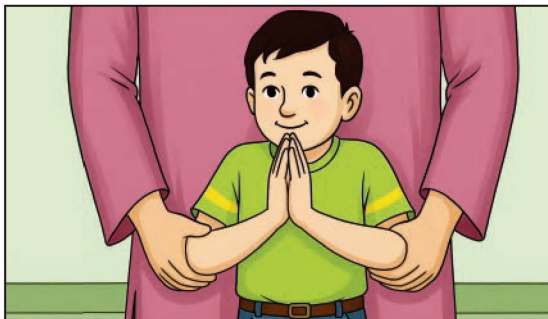


How to Teach :

1. Adults must greet visitors in the presence of the child. This will help him to observe and learn to greet

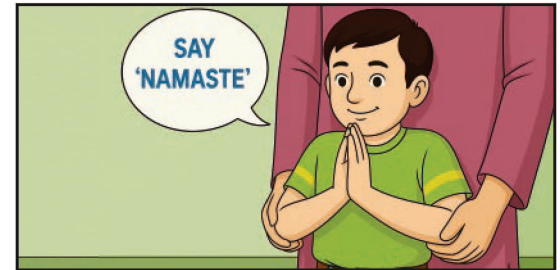


2. Help child, to do 'Namaste' by holding both hands together, keeping palms and fingers in a straight line, at right angle to the wrists. This can be done by standing behind physically guiding child's hands. Give verbal instructions, while saying 'Namaste' as you say it helping child to imitate.



3. If child positions his hands, palms and fingers correctly, then reduce help to assisting him to level his elbows correctly, by holding them at right angles at rib level. Appreciate the child when he cooperates successfully.

4. If child has learnt to do 'Namaste' then reduce help, only by giving verbal instructions, Appreciate when he co-operates.



5. Reduce any physical help if he has learnt greeting correctly. Merely tap him on his shoulder to remind, if he forgets to say 'Namaste' when visitors come, using gestures.



6. Appreciate, verbally or by patting affectionately, approving child's imitations, if he does 'Namaste' all by himself, without being helped or reminded.

