

## Greetings Checklist

### Adherence:

#### Getting Started

- Consider what types of greetings you and your students might appreciate and feel comfortable with.
- Decide if you will have a greetings poster for students to select their own greeting (e.g., hug, handshake, high five) or if you will choose the greeting for the day.
- Identify the best time in your schedule to incorporate systematic, personalized greetings.

#### Implementation

- When the first student walks in or out of the classroom, if they are selecting their own greeting, allow them to say or point to their greeting of choice.
- [Greet each child individually](#) (stating their name) with warmth, positivity, and genuineness.
- Use Beacon progress monitoring tools to evaluate the extent to which this strategy is improving the target behaviors as intended.

### Quality:

- Ensure your greetings are individualized and sincere. The goal is to express that you personally like the student and want to make a connection with them.
- Greetings are a good way to improve teacher-student relationships. For other tip on improving the relationship see [this handout](#).

### Tips For Success:

- When greeting a student, make eye contact, use the student's name, smile, and get on their level. All of these gestures demonstrate that you are addressing the specific student and will help them feel special.
- Consider getting creative and making your greeting individualized for each student such as a special handshake, dance, or gesture, greeting in a different language each day, or letting the student choose a greeting from among several options (see [Greetings Chart](#)). Providing options can be especially important for neurodivergent students who may have unique boundaries or may be receptive to less traditional greeting approaches.
- Take the child's cultural background into consideration to ensure that the chosen greeting for that child is appropriate.