

# Attention & Imitation: Waiting

Student will learn to wait patiently. Student will be required to sit quietly for a short period of time. The required wait time will slowly increase as the student progresses.

## Suggested Materials

- ★ This lesson is designed for student-teacher interaction only, and does not utilize print or manipulative materials.
- ★ Later stages of the lesson and various prompt phases may be aided by the use of a timer.



## Notes

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## Student:

Projected activities for: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## IEP Goals

1. [Student] will quietly maintain their place and posture for up to 30 seconds, when asked by the instructor to 'wait' in a reduced distraction environment, with a reinforcing item displayed as a prompt and counting cue provided by the instructor, with no more than 1-2 gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
2. [Student] will quietly maintain their place and posture for up to 1 minute, when asked by the instructor to 'wait' in a reduced distraction environment, with a reinforcing item displayed as a prompt and counting cue provided by the instructor, with no more than 1-2 gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
3. [Student] will quietly maintain their place and posture for up to 1 minute, when asked by the instructor to 'wait' in a reduced distraction environment, with a counting cue provided by the instructor, without a reinforcing item displayed and with no more than 1-2 gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
4. [Student] will quietly maintain their place and posture for up to 1 minute, when asked by the instructor to 'wait' in a reduced distraction environment, without a reinforcing item displayed or a counting cue and with no more than 1-2 gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
5. [Student] will quietly maintain their place and posture for up to 1 minute, when asked by the instructor to 'wait' in a reduced distraction environment, independently without a reinforcing item displayed or a counting cue and without additional prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
6. [Student] will quietly maintain their place and posture for up to 1 minute, when asked by the instructor to 'wait' in a natural environment across 2 or more settings, independently without a reinforcing item displayed or a counting cue, and no more than 1-2 gestural or verbal prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

# Attention & Imitation: Waiting

## Lesson Focus

Student will learn to wait patiently. Student will be required to sit quietly for a short period of time. The required wait time will slowly increase as the student progresses.

## Lesson Format

The primary lesson is for 1:1 instruction with a teacher or therapist.

## Location

This lesson is intended as an indoor activity that requires the teacher and student to be in the same room with little or no distractions.

## Preparation

Find a room, or a space within a room, with the least amount of distraction possible. Secure a clean copy of the *Skills-Based Lessons Data Sheet* to record:

- Whether the student complied with the wait request.
- How long the student was able to wait (use notes section on data sheet to record wait time).
- Presence of any reinforcers.
- Presence of timer or other prompts used.

## Procedures

Sit in a chair or on the floor across from the student.

1. Make sure you have the student's attention.
2. Have available a highly desirable reinforcement, as identified in Lesson 1.
3. Make the reinforcement visible to and almost within reach of the student.
4. Give the instruction, "Wait."
5. Count out loud slowly, "1...2...3..."
6. After 3 seconds, give the reinforcer to the student, along with high praise like, "Good waiting!"
7. Once the student can consistently wait for 3 seconds without trying to grasp at the reinforcer, require the student to wait for increasingly longer periods of time.

## Prerequisites

The prerequisite for *Waiting* is:

- ★ Lesson 5: *Ready to Learn*

## Standards

### Head Start

- ★ P ATL 5

### Common Core

- ★ N/A

### ABLLS-R

- ★ A8, A17

### VB-MAPP

- ★ N/A

## Record Keeping

### Data Sheet

- ★ *Skills-Based Lessons*

### Home Communication Sheet

- ★ *Attention, Imitation, & Following Directions*



## Why Do We Teach This?

This lesson helps students learn to remain calm and quiet during transition times and periods when they need to wait their turn for a parent or a teacher's assistance. This skill will make everyone's lives easier!



## Lesson Progression

Waiting is difficult for all children. For children with autism, ADHD or learning disabilities, waiting can be even more difficult. But there is significant evidence that waiting, an executive function skill, can be trained. Starting small... just waiting a few seconds... and building from there will give the student a foundation upon which to build the ability to wait in other circumstances.

- When you first begin the *Waiting Lesson*, only require the student to wait for a few seconds before providing the reinforcer. Keep the reinforcer visible, and count out loud, giving the student something to focus on.
- Gradually increase the amount of time that the student is required to wait before receiving the reinforcer.
- Fade out the need to count out loud.
  - » Start by counting more quietly.
  - » Move to only mouthing the words.
  - » Stop counting out loud.
  - » You may need to decrease the required time a bit when you first stop counting out loud.
- As the student can wait for longer times, you can fade out the need for the student to see the specific reinforcer, and the reinforcers can become more natural (wait to go play, wait for snack time, etc.)
- Once wait times last over 1 minute, you may want to engage the use of a timer like the Time Timer,<sup>®</sup> which provides a visual cue to help kids understand intervals of time.

Using the “*Wait*” instruction should become a regular part of interaction with the student. If they have periods of time in which they struggle with waiting, you can go back and do the *Waiting Lesson* in isolation until the student is successful.

## Generalization

Once the student is able to wait without problem behavior for 8 to 10 seconds:

- Have the student practice waiting with other staff members upon request.
- Have the student practice waiting when asked in more distracting settings and in settings outside of the classroom.
- Have the student wait during transition times, such as while lining up or waiting to go outside.
- Use opportunities during the day to incorporate waiting, such as during snack time or other desirable classroom activities.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Attention, Imitation, & Following Directions Home Communication Sheet* so the parents know how long they should reasonably require the student to wait in the home environment.

## Whole-Child Lesson Ideas

### Freeze Dance

As soon as the student has mastered waiting while sitting down, you can introduce waiting while standing and moving by using the activity “Freeze Dance.”

1. Put on some upbeat, kid-friendly music.
2. Everyone dances as the music plays.
3. When the music stops, everyone should freeze immediately and stay in that position until the music starts again.
4. If the student has trouble waiting during the freeze time, you can count out loud as you did in the formal lesson. This may help them understand that they are supposed to “wait” during that part of the game.

## Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Counting out loud is a form of prompting that is built into the lesson, but will need to be faded.
2. Model the action of sitting quietly in one place for your student (i.e. you wait while they wait).
3. Tap the student’s hands or legs if they are moving around.
4. Place your hands over the student’s hands and legs to help them sit still and wait.

## Next Steps

Once the student has mastered waiting, you can incorporate wait time naturally into lessons that fall into:

- ★ Social Emotional
- ★ Functional Routines





# Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: \_\_\_\_\_

Desired Response: \_\_\_\_\_

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										