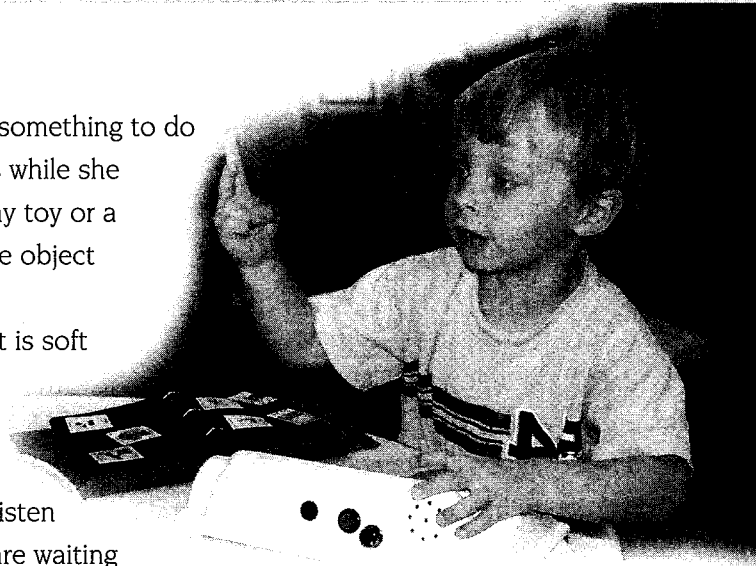


Waiting

This strategy can be used when the child is waiting in line for something, such as in the cafeteria or at the water fountain. It works best with small groups of children. Larger groups can be overwhelming and the child will have to wait too long for a turn.

What to Do

1. Give the child something to do with her hands while she waits. A squishy toy or a soft squeezable object works best.
2. Play music that is soft and enjoyable so all the children have something to listen to when they are waiting for a turn.
3. If the activity is one that can be counted, such as each child gets two tries to throw a beanbag into a box, ask the child with autism to help you count as each child takes a turn.
4. When you are beginning to teach this strategy, let the child go second or third. Waiting too long the first few times can cause her to be too anxious.
5. Later, when the child has learned to wait, place her further back in the line.
6. Verbally praise the child for waiting her turn.



Objective

To help the child learn to distract herself while waiting for her turn

When to Use This Strategy

When members of the class or a small group of children are involved in an activity in which the child has to wait for her turn to do something

Materials Needed

A preferred item or a pre-selected activity

Helpful Hints

- ◆ If you play music, teach the child a few body movements that she can do while waiting.
- ◆ As each child steps forward to take a turn, verbally announce who will be next. For example, "After Derrick finishes it will be Althea's turn."
- ◆ Try using first-then cards, which show what a child must do *first*, before *then* getting to do a preferred activity.

Change in Routine

When first using this strategy, introduce changes that might produce low or controllable levels of the child's challenging behavior (brief and/or low to moderate intensity whining and crying), rather than severe screaming and aggression.

Objective

To help the child accept a change in the daily routine without becoming upset or displaying disruptive behavior

When to Use This Strategy

When you know there will be a change in the daily routine, such as a speaker, special program, fire drill, or other interruption

Materials Needed

Child's daily schedule cards and additional cards to depict the change

What to Do

1. Begin by making some planned changes in a child's schedule, to give him (and you) opportunities to learn how to deal with such changes.
2. Walk with the child to where his daily schedule or schedule cards are displayed. It is a good idea to attach the cards to the display board or wall with Velcro so that you can change them easily.
3. Talk about the schedule and what will happen next. Show him the new card that you have made and describe what the card represents. For example, "Today we are having a special music concert after center time. I made a picture for you." Show the picture to the child.
4. Remove the card that the new picture will replace and attach the picture to the schedule.
5. Talk about the change in schedule. Right before it is time for the concert, show the card that represents the concert to the child.
6. Remind the child that this is a special activity and tell him that tomorrow the schedule will return to what he is accustomed to.
7. In order for the child to discriminate occasional activities from regular routine activities, try making the special activity card on a different colored background such as yellow or pale orange. Be consistent. Every time there is a new occasional activity, depict it on the same color. In time, the child will come to identify that all activities pictured on that color card will be special or occasional in nature.



Helpful Hints

- ◆ Once the child responds appropriately, with the assistance of the schedule cards in these situations, then you can introduce changes in routine that are likely to result in more severe behaviors.