

201 Does not wait appropriately for assistance or attention from an instructor

1. Identify a peer to act as a model for the student to imitate appropriate behavior (e.g., remaining quietly seated or in an assigned area) when waiting for assistance or attention from an instructor.
2. Have the student question any directions, explanations, and instructions not understood.
3. Tell the student that you will assist him/her as soon as possible (e.g., "Stephen, I'll be with you shortly.") in order to increase the probability that the student will wait appropriately for assistance.
4. Identify a peer to whom the student may go for assistance.
5. Attempt to provide assistance immediately. Gradually increase the length of time the student must wait for assistance when you are helping another student, instructing a small group activity, etc.
6. Encourage the student to go on to the next problem, go on to another part of the assignment, begin a new assignment, etc., when waiting for assistance or attention from an instructor.
7. Establish alternative activities for the student to perform when waiting for assistance or attention from an instructor (e.g., check work already completed, color, look at a magazine, organize work area, begin another task, etc.).
8. Position yourself in order that visibility to and from the student may be maintained until assistance can be provided.
9. Maintain verbal communication with the student until assistance can be provided (e.g., "Thank you for waiting quietly. I'll be there shortly.").
10. Along with a directive, provide an incentive statement (e.g., "If you wait quietly, you may have 5 minutes of free time.").
11. Deliver directions in a supportive rather than a threatening manner (e.g., "Please wait quietly." rather than "You had better wait quietly or else!").
12. Make sure the student knows when it is acceptable to interrupt others (e.g., in an emergency).
13. Evaluate the appropriateness of the task to determine: (a) if the task is too difficult and (b) if the length of time scheduled to complete the task is appropriate.
14. Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they can reinforce the student at home for waiting appropriately for assistance or attention from an instructor at school.
15. Write a contract with the student specifying what behavior is expected (e.g., remaining quietly seated or in an assigned area) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)
16. Reinforce the student for waiting appropriately for assistance or attention from an instructor based on the length of time the student can be successful. Gradually increase the length of time required for reinforcement as the student demonstrates success.
17. Reinforce those students in the classroom who remain quietly seated in an assigned area.
18. Establish classroom rules:
 1. Work on task.
 2. Remain in your seat.
 3. Finish task.
 4. Meet task expectations.
 5. Raise your hand.Reiterate rules often and reinforce students for following rules.

19. Speak to the student to explain: (a) what the student is doing wrong (e.g., leaving his/her seat, talking to other students, etc.) and (b) what the student should be doing (e.g., remaining quietly seated or in an assigned area).

20. Reinforce the student for waiting appropriately for assistance or attention from an instructor: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).