

Overarching goal: I will be able to work on my own for ten minutes without support.

This is to be done in the classroom. If he can't do a step, go back to the previous step. We want him to feel success at each step.

What might go wrong?
Other children might distract him and he might need his own table in the classroom.
The task might be too hard – break it down so he can do it

STEP FOUR: Now he is able to work for longer on his own with an adult sitting away from him, so you can start putting two tasks on the list he has to do – still use the same procedure, e.g. check he knows what he has to do, draw a list with him, use a timer and move away.

STEP THREE: Begin to increase the time that he has to work for. Do not increase it by much, e.g. go from a minute to two minutes, if this is too much, go to a minute and a half – we want him to succeed. Do not make tasks harder, and by now the adult is not sitting next to him, the only variable we want to change now is how long he works on his own for.

STEP TWO: When he is able to do step one consistently, the adult needs to start moving further away from him. Not too far at first and if you have gone too far, come closer. You want to enable him to do this on his own so make sure he succeeds with each step and adjust it if he does not so that he can. Do not change the time, the only change is where the adult is.

STEP ONE: An adult sits with _____, goes over what he has to do, e.g. write a line of the letter a or write his name - keep it simple. The adult makes a list to show him what he has to do, e.g. 1. a 2. Tell me. She shows him a timer and tells him to keep writing a, for example, until the timer finishes and then tell her. Start with a 1 minute timer. The adult sits by him so it is easy for him to tell her when he has finished. If one minute is too long, use a 30 second timer.