

LESSON 2

Paying Attention

Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:
 - Progress Chart
 - Items necessary for completing lesson activities
 - Pencil or pen for marking charts
 - Reward badge or other tangible reward
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the child.

Note: Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child Progress" on page 9.)

Directions

If a child has trouble paying attention to what you say to him or to what he should be doing, this lesson will provide suggestions on how to help the child with this behavior. The following example demonstrates how to encourage a child to pay attention:

1. Notice when the child is paying attention to what he is doing. Praise him immediately, "I like the way you are working hard" or "You are really paying attention. That's great!" You might even reward him by giving him something he likes.
2. Whenever the child is not paying attention, ignore him. Do not say "You aren't listening," "You aren't doing your work," or "Sit down here and get to work!" Give him attention only when he is paying attention.
3. For a child who always has trouble paying attention, it may be helpful to use a timer. When you want the child to work, set the timer for three minutes. Tell the child that if he pays attention to his work for three minutes, he may then do something he likes for three minutes. Be sure to praise him for paying attention. You should gradually increase the time he must pay attention.
4. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 22.
5. Once the child has mastered the skills in this lesson, give him a reward badge or other tangible reward.

Remember:

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

**Adult Dialogue**

The skills to be taught in this lesson will vary from child to child. For this reason specific adult dialogue is not included. A few examples, however, are provided which demonstrate adult interactions with children in a variety of situations:

Example 1: Praising for paying attention.

A&C: (Sit down to work on a puzzle.)

C: (Starts finding pieces.)

A: **It looks as though you are eager to put this puzzle together. I like the way you are**

working on it.

A&C: (Work together for five minutes.)

A: **You are working so hard today. We are almost finished!**

Example 2: Ignoring, praising, and setting conditions.

A: (Starts to help child with homework.)

C: (Stops and stares out the window.)

A: (Ignores child.)

C: (Gets back to work.)

A: **It looks as if you're ready to work hard now. As soon as we're finished, you may turn on the television.**

C: Hurrah!

Example 3: Setting conditions and praising.

C: (Sits down to write out spelling words.)

A: **Today we'll use a timer while you work. If you work on your spelling until the timer rings, we'll set the timer for the same amount of time and you may look at your comic book until the timer rings again. Then you will go back to work on your spelling.**

(Starts timer.)

C: (Works on his spelling until the timer rings. When the timer is started again, he looks at his comic book. When the timer rings once more, he goes back to his spelling.)

A: **Very good! You are paying attention to your work.**

Progress Chart

BEHAVIOR: _____

Daily Tally

DATES	MON	TUE	WED	THR	FRI	SAT	SUN	TOTAL

Weekly Graph

