



ATTENDING EXERCISE GUIDE

Beginners Exercise Time: 1-3x/daily for 10-min.

Intermediate Exercise Time: 3x/daily for 1-hr.

Advanced Exercise Time: 24/7 daily

ATTENDING IS VERBALLY LABELING, PHYSICALLY IMITATING AND MATCHING ANY SIMILAR BEHAVIOR TO THE LEARNER'S CURRENT ONGOING BEHAVIOR.

- * Don't be shy, attend everywhere while positive behavior is occurring, all the time, it's healthy. Proper attending is extremely powerful.
- * Attending communicates you are interested in the learner vs. wanting more of the exact behavior (rewarding). Focus on mastering attending first it will also help learners distinguish between preferred and non-preferred social interactions.
- * Remember attending is verbally labeling and/or physically imitating learners' current positive behavior. Making a remark about your student's CURRENT positive behavior, and/or doing what they are doing appropriately and in context. Attending is not praising. Praising is rewarding.

ATTENDING EXERCISE DIRECTIONS

1. First week of practice attending, include attends in your daily sessions separately; do not combine rewarding with attending until you have mastered attending alone, then combine. On the last day of exercise/practice sessions, take time for yourself (approximately 1 hr.) reduce distractions... During this time pick *1-3 sets of behaviors to show interest by attending, ones you want to shape into better and better responding, to create more behavioral variability, and to create new learned behavior through exploration (i.e., put on fridge).*
2. Set the stage/activity for attending exercises (non-dangerous behaviors of interest), provide social activity with lots of behavior. Develop a plan for these sessions (beginning to end, stay organized, prep for next one after, be prepared).
3. Implement 10-min exercise-attending plan, take post-data via recorded video on # of rewards/attends vs. questions/demands/instructions; we should see 90-95% of engagement with rewards/attends, 3 sessions consecutively, to be considered mastered. Then, move to the next RST skill exercise to learn.
4. Get to a schedule of at least 1 attend engagement per 15-seconds (4 per minute) with zero questions, instructions and/or demand context.
5. Example: "I see you making the choo-choo train stay on the tracks" and/or imitating the student playing with the choo-choo.

RAPID SKILLS TRAINING EXERCISE GUIDE

DO THIS DURING EXERCISES:

- * Imitate play behaviors
- * Verbally label positive behaviors
- * Attend to positive behaviors
- * Attend as much as possible

DON'T DO THIS DURING EXERCISES:

- * Reward (Just label)
- * Ask any questions
- * Try to teach while in session