Manchester Local Care Organisation

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Speech, Language and Communication Targets – Turn Taking and Sharing

Area of need	Target	Teaching strategies and resources required	Review Tick as appropriate & comment on progress towards target
Turn-taking, sharing and waiting EC-03A Developing Turn Taking.pdf SC-08 Turn-taking activities.pdf Turn-taking, sharing and waiting cue cards Visual turn-taking board.pdf	The child will demonstrate 'good turn-taking', 'good sharing' and 'good waiting' skills, on a motivating adult-selected activity, sharing the activity with one other child, for at least 5 minutes.	**How to get started…** • Familiarise yourself with the turn-taking information and resources attached. • Print out and laminate copies of the cue cards for good turn-taking, sharing and waiting. • Select a motivating activity to play, and one other child for the child to share the activity with. Ideally, this should be a child that the child likes, and who already has good turn-taking, sharing and waiting skills. **How to implement…** • Take the child and the other child to a quiet area of the classroom/another quiet area to do the activity. • Tell the child (and the other child) that they will be practising 'good turn-taking', 'good sharing' and 'good waiting', and show them the corresponding cue cards in turn. • Start the activity and model simple, consistent language to indicate whose turn it is (e.g. "It's the child's (insert name) turn", "It's Jake's turn", etc.). Show the 'good turn-taking' cue card at the same time as you model the language. • At first, keep the amount of time that the child must wait for his/her turn short (e.g. 30 seconds). It may also be helpful to use a visual timer (sand or digital) in the initial stages. You could also try using a visual turn-taking board. The board can either be drawn, or made from card, counters and Velcro. As the child and the other child take a turn, their circle is crossed out, or the counter removed. This indicates visually whose go it is currently/next.	**Review date:** Beginning of spring term 2021 (or school to contact SaLT if targets achieved sooner) Not Met ☐ Partially Met ☐ Fully Met ☐ Exceeded ☐

		When all the circles are crossed out, or the counters removed, the game is over. • Give the child (and the other child) specific praise and feedback when they demonstrate the target skills; for example, “The child (insert name), good sharing”, “Jake, good waiting”, etc. • Remember to show the corresponding cue cards at the same time as you model the language. **Suggestions of ways to modify the activities…** • Gradually increase the amount of time that the child has to wait for his/her turn (e.g. from 30 seconds to 45 seconds, to 1 minute, to 2 minutes, etc.). • Work towards including two or more children in the group, but only when the child can tolerate the activities with one other child. **How to generalise to everyday situations…** • Have the cue cards to hand, perhaps on lanyards around your neck, to reinforce ‘good turn-taking’, ‘good sharing’ and ‘good waiting’ during everyday situations.	

Who will support the pupil to achieve these targets? School staff.
How often should the student work on these targets? Ideally, 3 x 10-15 minute sessions per week.