

<b>Table 7-1</b>	
<b>Strategies for Initiating and Maintaining Attention</b>	
<b>Strategy</b>	<b>Description and Example</b>
Getting Attention	Making sure the child with ASD is attending. <i>Mr. Merit taught peers to get Eric’s attention before talking to him by calling his name, or saying “Eric, look…”</i>
Talking Through Play	Modeling play by verbally describing the play behavior and providing scripts. <i>Mr. Merit taught peers to make comments about the games (e.g., Great move! You got it!), and narrate the activity (e.g., When playing Jenga, “I think it may be safer to take a block from the middle.” “Uh oh, the tower is starting to wobble.”</i>
Eliciting Communication	Teach the peer to look expectantly at the child with ASD, and wait for an initiation. <i>Mr. Merit taught peers to look at Eric before taking a turn and wait for a verbal or gestural reminder – “Your turn” or handing the peer the dice.</i> <i>Mr. Merit also taught peers to withhold an item Eric needed to proceed in a game or activity, and look at him and wait for an initiation.</i>
Offering a Choice	Present the child with ASD a choice of activity/game. <i>Mr. Merit taught peers to offer Eric a choice of game to play, and materials needed for the game (e.g., color of game piece, who will go first)</i>
Talking to Your Friend	Asking and answering questions, and following up on responses. <i>Mr. Merit taught peers to ask Eric questions about his likes and dislikes during lunch and game play (“What is your favorite movie?” “What do you like to do on the weekends?”). He also taught peers to follow up on Eric’s responses (“What movies do you want to see?”; “That’s cool, I like to play video games too. My favorite is. . .”).</i>