Tips and Strategies: Taking Turns

- **Guiding Questions and Expected Responses:**
  - Why is it important to take turns?
    - It is important to take turns when you are playing and interacting with others because it makes sure everyone gets to a chance to play.
  - How does taking turns make our friends feel?
    - Taking turns makes our friends feel happy and included in the activity.
  - How do you know when your turn is over?
    - You can talk with your friend to decide on an amount of time or number of repetitions before it is time to switch whose turn it is.
  - What should you do when it is not your turn?
    - You should wait patiently when it is not your turn.

- **Tips and Strategies to Practice Taking Turns:**
  - Role-play with parent/caregiver
  - Practice with a sibling/neighbor/friend
  - Practice in the natural environments where the skills take place (school, community, etc.)
  - Use the skills during play or leisure activities either at home or in the community
    - Board games (e.g. Candyland, Trouble, etc.), playground equipment where there is only one (e.g. slide, swing, etc.), petting/playing with a household pet
  - Use various cues/prompts:
    - **Verbal Cues:** Ask a question that suggests a response (e.g. "Can you give her the toy so she can have her turn?") or "comment on other people's actions" (e.g. "She is waiting patiently for her turn.") (Watling & Spitzer, 2018, p. 411)
    - **Visual Cues:** Picture prompts that demonstrate skills (e.g. waiting for your turn), Gesturing (e.g. gesturing toward another child whose turn it is), Pointing (pointing to an object to hand to another child for their turn) (Watling & Spitzer, 2018)
    - **Auditory Cues:** Use a timer to indicate it is time to take turns (Watling & Spitzer, 2018)
  - Demonstrate how to appropriately complete skills (modeling) (Kramer & Hinojosa, 2010)
  - Ask higher order questions (e.g. "How do you think your friend would feel if you didn't give them a turn?") (Kramer & Hinojosa, 2010, p. 245)
  - Give feedback (e.g. "You did a good job waiting patiently for your turn.") (Kramer & Hinojosa, 2010)
  - Teach child to verbally instruct themselves on what to do (e.g. "I will sit quietly and wait when it is not my turn.") (Kramer & Hinojosa, 2010)
  - Create a mnemonic for the child to use to remember skills (Kramer & Hinojosa, 2010)
  - Video feedback - record the child demonstrating the skill and allow them to watch the footage to analyze their performance

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- **Tips and Strategies to Practice Taking Turns (cont'd):**
  - Social Autopsies/Social Dissection (OCALI, n.d.):
    - Analyze social situations from the child's life to determine social errors and how to correct them
    - Analyze social situations in cartoons/movies
  - Continue to use other evidence-based interventions that are effective for your child (Social Stories™, scripts, etc.)

References

Kramer, P. & Hinojosa, J. (2010). *Frames of reference for pediatric occupational therapy* (3rd ed.). Lippincott Williams & Wilkins.

OCALI. (n.d.). Social autopsy. https://www.ocali.org/project/resource_gallery_of_interventions/page/social_autopsy

Watling, R. & Spitzer, S. L. (Eds.). (2018). *Autism across the lifespan: A comprehensive occupational therapy approach* (4th ed.). American Occupational Therapy Association, Inc.

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