

Slow Processing & Wait Time

Your child is not ignoring you. Their brain needs more seconds.

8 PRINTABLE PAGES IN THIS KIT

The Behavior GPS Method™ — the 4 moves on every page

1. SPOT THE CLUE — What is the behavior telling you?
2. NAME THE NEED — Say the need out loud before the rule.
3. RUN MONAE'S 3 STEPS — Stop. Breathe. Say what I need.
4. TRACK THE CHANGE — Write what happened. That is your proof.

How to use this kit

- Print it. Do not read all of it tonight.
- Pick the ONE page that matches tonight.
- Put that page on the fridge.
- I DO: you model it. WE DO: you practice it together on a calm day.
- YOU DO: your child tries it alone. Use one page for a week.

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Say it once, then wait 10 script

One clear ask, eyes first, then quiet counting.

DO THIS

1. Get their eyes before you get their ears.
2. Say one short direction. Five words or less.
3. Close your mouth and count to ten in your head.
4. Do not repeat, rephrase or add. That resets the clock.
5. If nothing at ten, repeat the SAME words once.

SAY THIS

“Shoes on, please.” (then silence)
“I will wait. Take your time.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

WE DO: We do the 3 steps together, slow.

YOU DO: You try the 3 steps on your own.

10-second wait-time card

Fridge card so the whole house stops repeating.

DO THIS

1. Print two: kitchen and front door.
2. Everyone in the house uses the same rule.
3. Say it once. Count ten. Then repeat the same words.
4. No sighing, no tapping, no rushing.
5. Praise the response even when it is slow.

SAY THIS

“Say it once. Wait ten. Say it the same.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

WE DO: We do the 3 steps together, slow.

YOU DO: You try the 3 steps on your own.

“Say it back” check-in

Make sure it landed before you add another word.

DO THIS

1. Give one direction.
2. Ask them to say it back in their own words.
3. If it comes back wrong, say it shorter, not louder.
4. Then let them start.
5. Do not add step two until step one is done.

SAY THIS

“Tell me what you are doing first.”
“Good. Go do that one thing.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

WE DO: We do the 3 steps together, slow.

YOU DO: You try the 3 steps on your own.

One-step direction cards

Break “get ready” into steps a slow processor can hold.

DO THIS

1. Write each step on its own card with a picture.
2. Hand one card at a time.
3. They bring the card back when the step is done.
4. Praise the return, then hand the next card.
5. Fade to two cards at once only when it is easy.

SAY THIS

“Bring me the card when your shoes are on.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

WE DO: We do the 3 steps together, slow.

YOU DO: You try the 3 steps on your own.

Processing-delay log page

Time how long your child needs — the proof school asks for.

DO THIS

1. Write the direction you gave.
2. Start your phone timer the moment you stop talking.
3. Stop it when they start moving.
4. Log ten of these over a week.
5. Write the average. That number belongs in the IEP.

SAY THIS

“His average response time is 9 seconds. Repeating resets it.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

WE DO: We do the 3 steps together, slow.

YOU DO: You try the 3 steps on your own.

Extra-time accommodation wording

Copy-paste lines for the IEP or 504 draft.

DO THIS

1. "Student will be given a minimum of 10 seconds of wait time after each direction."
2. "Directions will be given one step at a time, verbally and in writing."
3. "Student will not be marked non-compliant during the wait period."
4. "Extended time (1.5x) on all timed tasks and assessments."
5. "Staff will re-state directions using the same words, not new words."

SAY THIS

"Please add these five lines to the accommodations page."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

WE DO: We do the 3 steps together, slow.

YOU DO: You try the 3 steps on your own.

Teacher wait-time one-pager

Give the teacher the same 10-second rule you use at home.

DO THIS

1. Explain in one line: his brain needs more seconds, not more volume.
2. Ask for the same words, repeated, not new words.
3. Ask them to avoid public correction during the wait.
4. Offer to send the log with your timings.
5. Ask for a two-week trial and a check-in.

SAY THIS

"If he does not answer, please wait ten seconds before repeating."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

WE DO: We do the 3 steps together, slow.

YOU DO: You try the 3 steps on your own.

Caregiver handoff sheet

One page so grandma, the sitter and co-parent wait too.

DO THIS

1. The rule: say it once, wait ten, repeat the same.
2. His three calm-down tools.
3. Words that work and words that make it worse.
4. What to do if it escalates.
5. Your phone number and when to call.

SAY THIS

“He is not ignoring you. He is still loading.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

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