Eavesdropping on researchers

**Start small, moving slow teaching strategy – Dr Gary W LaVigna**

[Music]

If that student hasn't yet learned to cope with and tolerate delaying gratification, we need to teach them.

Teach that student using formal instructional methods how to cope with and tolerate having to wait for something he wants.

In one case, that at using a start small move slow process, for example initially we'd say to him you want this he'd acknowledge that he wanted it we said well you gotta wait for it, thanks for waiting for it, there it is and he just needed to wait for that split second.

You know maybe the second time we asked him to wait for it, we would say you want this, well you got to wait for it, thanks for waiting for it. There it is, that was actually longer than my first example and we got it to the point where if it was wintertime and he said he wanted to go swimming, we could say sorry it's too cold, you have to wait till the summer.

And eventually, he was able to wait for things he needed to wait for, without exhibiting his problem behaviour. And we actually did, we did that when he was a teenager we actually did a 20-year follow-up and we were successful as a school in my opinion.

A school is successful not in what they teach the student to do or not do in the classroom setting but what he takes with him outside of school and after school, both in terms of after school during the day and after school after childhood and that's what measures a teacher's success and a school success and working with a student, not what they accomplished and are able to do or not do in the school setting, but in other settings and in other times.

[Music]