

THINK TIME (Also known as Wait Time)

TT: time period between the teacher/parent question and the student/child response.

This word was formed by **Dr Mary Budd Rowe**, who conducted 100 of research in elementary classrooms in 1970s and 80s. She recommended a **wait time of 3 to 8 seconds** for better chance of recall and quality response.

Learners with autism often have a delay in language processing, hence Wait / Think Time is important. Extending Wait / Think Time to 45 seconds reduces processing demands and allows time to consider what has been communicated and to formulate a response. This in turn increases accuracy of response and increases the number of respondents. A 45 second wait time is highly recommended for optimum processing.

7 Core Skills of Cognitive Processing of the Brain.



Incoming Information

Cognitive Process

Knowledge Bank

Cognitive skills are the core skills your brain uses to think, read, learn, remember, reason, and pay attention. Working together, they take incoming information and move it into the bank of knowledge you use every day at school, at work, and in life.

Each of your cognitive skills plays an important part in processing new information. That means if even one of these skills is weak, no matter what kind of information is coming your way, grasping or retaining that information is impacted. In fact, most learning struggles are caused by one or more weak cognitive skills.

7 Core Cognitive Skills.	Function / Purpose	Impairment in learning
1. Attention	Brain's ability to stay focused and on task for a sustained period of time despite distractions. Allow space in the brain to remember information while doing two things at once.	* Difficulty multitasking. * Frequent mistakes. * Easily distracted. * Unfinished tasks.
2. Working Memory (Short Term Memory)	Hang onto information while in the process of using it.	* Redirecting to read instructions repeatedly. * Difficulty following multi-step directions. * Forgetting what was just said in a conversation.

3. Logic & Reasoning	Brain work to integrate information, solve problem, form ideas, reason and formulate solutions.	*Frequently asking “What do I do next?” or saying “I don’t get this,” *Struggling with math, feeling stuck or overwhelmed.
4. Auditory Processing	Brain’s reaction to the auditory signal transmitted from the ears. Ability to distinguish between different sounds or words. Allows to blend, analyze and segment sounds for successful reading and spelling.	Struggling with learning to read, reading fluency, or reading comprehension
5. Visual Processing	Brain’s ability to create mental images/pictures or visualization for better memory and comprehension.	Difficulties understanding what you’ve just read, remembering what you’ve read, following directions, reading maps, doing word math problems.
6. Long Term Memory	Enables you to recall information stored in the past.	* Forgetting names or learned tasks. * Inability to recall information that has been taught earlier.
7. Processing Speed	Time taken to perform mental task and Speed to understand and react to the information received.(Visually, auditory or movement) Enables an individual to perform task quickly and accurately.	*Find most tasks are difficult. * Harder time in planning, setting goals, making decision, starting tasks, paying attention or following instructions. * Taking longer time to complete tasks.

Tips and Tactic for Think Time (TT):

- ✓ *Recruit help from all family member or children, encouraging them to leave “Think Time” for each other.*
- ✓ *Set Timer.*
- ✓ *Point to “Think Time” sign.*
- ✓ *Create “Think Time” flashcards.*
- ✓ *Play some thinking music.*
- ✓ *Simply say less. Bite your tongue and just... wait... to hear what kids have to say*
- ✓ *Don’t just work on counting seconds—practice active listening to kids: look at them when they’re speaking.*