



Program Name: Appropriate Responses to Directions

Learning Domain: *Social Interaction – Responding Flexibly and Appropriately*

Goal: The child will learn to wait, stop and hold hands appropriately across a variety of situations.

Setting for Teaching:

Natural environment, or in the community.

Materials needed:

We don't really need materials for this program, but will eventually need to make sure to generalize these skills across a variety of environments. Please make sure to continue to work on this until the child is responding appropriately in all environments

Data collection: The child should be provided with 10 opportunities per session to follow safety directions. Follow data collection protocol.

Mastery Criteria: Mastery criteria – 100% across 2 days

Program Details:

Set-up/Instruction	Student Response	Consequence
The therapist will tell the child to come here, wait, stop, or hold hands in the appropriate situations. The child will receive behavior-specific praise and primary reinforcers for coming when asked, stopping when told, waiting a specified period of time, and holding the therapist's hand when told or given the	<p>CR: Child will respond correctly within 3 seconds know what it is</p> <p>Tech: "wait", "come here", "stop" or "hold hands"</p> <p>Student: waits for therapists next direction</p>	SR+: reinforce immediately with verbal praise



gestural cue. Please follow set tables below.

IR

Tech: "Wait"

Student: walks away

- If the child fails to respond or demonstrates any behavior that is inappropriate, the child should be physically prompted. Continue this procedure until the child is appropriately following the safety direction but do not repeat more than three times. If the child does not respond appropriately after three attempts, after completing the third prompted response remind the child of the safety rule. For example, child does not respond to come here, therapist prompts the response three times, and after competing third prompted attempt, places child in chair and states safety rule, "You need to come to me when I say come here." And then move on to another task, ideally a less preferred activity.



"Come Here" fading therapist proximity

Targets	Date Introduced	Date Mastered	Date Generalized	Spontaneous Application
Set 1 Therapist arm's length away				
Set 2 Therapist across play area				
Set 3 Therapist across room				
Set 4 Therapist in hallway				
Set 5 Therapist in other room				
Set 6 Generalize settings (back yard, park, store, etc.)				

"Wait" - increasing amounts of time

Targets	Date Introduced	Date Mastered	Date Generalized	Spontaneous Application
Set 1 1 second				
Set 2 5 seconds				
Set 3 15 seconds				
Set 4 30 seconds				
Set 5 1 minute				
Set 6 5 minutes				

"Hold my hand" increasing time tolerating physical contact

Targets	Date Introduced	Date Mastered	Date Generalized	Spontaneous Application
Set 1 5 seconds				
Set 2 10+ seconds				
Set 3 Generative response in settings Across the street				



Set 4 In a crowd				
Set 5				
Set 6				

“Stop ___” – constant time delay

Targets	Date Introduced	Date Mastered	Date Generalized	Spontaneous Application
Set 1 0 seconds				
Set 2 3 seconds				
Set 6 Generalize settings (back yard, park, store, etc.)				

How to generalize:

Please note that skill will naturally generalize as you work through the sets. Please remember that the child must demonstrate the skill across materials, people, and settings. Please also note that the skill must be demonstrated when needed and appropriate.