# Teaching "Stop"



<u>First steps:</u>

- Identify two adults to implement protocol.  Adult #1 to give the verbal instruction "stop" and adult #2 to be the prompter.
- An agreed-on command "Name, stop", used consistently.
- Identify a highly reinforcing motivator (an edible often works best)
- Print off data sheet

<u>Instructions:</u>

1. Begin by walking in a quiet environment with adult #2 walking beside student and adult #1 walking a few feet behind student.
2. Adult #1 who is walking behind issues the command "Johnny, stop"
3. Adult #2 ensures the student stops suddenly by gently placing hand or body in front of student or gently putting hand on student's shoulder.
4. As soon as the student stops quickly give reinforcer paired with praise "Good job stopping"
5. Record data
6. Proceed down the hall again and repeat.
7. Do at least four times/day.

<u>After repeated success trials:</u>

- Begin to use less restrictive prompts.  So, rather than using hands or full body to indicate stop you should use a gestural prompt.  Moving then to just a visual prompt with the end goal being verbal.   If you need to move back to a move restrictive prompt, do so until you have multiple successful trials in a row.
- Change adult giving instruction.

- Gradually have staff #2 move farther and farther away from student with goal being that there isn't a need to two adults.
- Gradually move to more challenging environments
- Do not fade reinforcement too quickly, but begin to offer them on intermittent basis.  Always offering verbal praise.

Additional strategies:

- Use "stop" signs on exit door and other areas that are restricted.
- If appropriate pair this protocol with a social narrative or a video model.
- Give the student something to carry to create busy hands and help focus their attention.
- Do multiple trials per day—at least 5/day.

## Data sheet—Teaching Stop

<u>Student:</u>

<u>Legend:</u>

+=independent

FP=full prompt (used body to stand in front of)

LP=Physical (eg. Light touch on student)

G=Gestural (hand in front of student, but no touch)

| Date | Location | Person giving instruction | Student Response | Prompting level |
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