

Appropriate Sitting Behavior

TARGET BEHAVIOR

Student will maintain appropriate sitting behavior.

PRIMARY
 INTERMEDIATE
 SECONDARY

PREREQUISITE SKILLS	None
CRITERION	90% correct responding for each step for three consecutive sessions
MEASUREMENT	Trial by trial data
MATERIALS	None
PROCEDURE	<p>SEAT STUDENT ON A CHAIR FACING THERAPIST.</p> <p>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</p> <p>When given the S^o "Sit quiet," student will...</p> <ol style="list-style-type: none"> 1. sit motionless, with hands flat on lap and feet on floor, for 2-3 seconds. 2. repeat step 1 for 4-6 seconds. 3. repeat step 1 for 6-10 seconds. 4. generalize to various materials, therapists, settings and S^o's.
PROMPTING TECHNIQUES	<p><i>Full physical prompt:</i> manipulate student's hands to perform correct response</p> <p><i>Faded physical prompt:</i> manipulate student's hands to begin correct response</p> <p><i>Gestural prompt:</i> point to indicate correct response</p> <p><i>Probe:</i> offer no prompts</p>
TEACHING TIPS	<ul style="list-style-type: none"> • It is typical to begin teaching eye contact while teaching sitting behavior. • Teach sitting behavior face-to-face with student to maintain control. • Use a size-appropriate chair for student. • A full physical prompt may include holding student in chair.

Appropriate Use of Leisure Time

TARGET BEHAVIOR

Student will appropriately occupy their leisure time.

PRIMARY SECONDARY

PREREQUISITE SKILLS	<ul style="list-style-type: none"> • Student is able to <i>follow one and two-step directions</i> • Student is able to <i>attend to task for 15 minutes</i> • Student <i>has a repertoire of mastered leisure activities</i> • Student is able to <i>follow a schedule</i>
CRITERION	No prompts for each step for three consecutive sessions
MEASUREMENT	Number and type of prompts
MATERIALS	<ul style="list-style-type: none"> • Various mastered leisure activities/materials • Leisure Activity schedule
PROCEDURE <i>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</i>	<p><i>When presented with the S^D "Find something to do", student will...</i></p> <ol style="list-style-type: none"> 1. review schedule and retrieve materials for first activity listed. 2. bring materials for first activity to designated area and set up materials in preparation for play. 3. engages in first activity for designated period or until activity is completed. 4. clean up first activity and return materials to designated area. 5. repeat steps 1-4 for second activity. 6. repeats steps 1-4 until all activities on schedule have been completed. 7. generalize skill to various materials, therapists, settings and S^D's.
PROMPTING TECHNIQUES	<p><i>Full physical prompt:</i> manipulate student's hands to perform correct response <i>Faded physical prompt:</i> manipulate student's hands to begin correct response <i>Gestural prompt:</i> point to indicate correct response <i>Probe:</i> offer no prompts</p>
TEACHING TIPS	<ul style="list-style-type: none"> • Have student take an active role in the creation of their leisure schedule. • Continue to teach new leisure activities and incorporate these activities into the student's leisure schedule once they have been mastered. • Select leisure activities that reflect the student's interest.

Bathing

TARGET BEHAVIOR

Student will independently take a bath, and dry self appropriately.

PRIMARY INTERMEDIATE SECONDARY

<p>PREREQUISITE SKILLS</p>	<ul style="list-style-type: none"> • Student is able to <i>follow one- and two-step directions</i> • Student is able to <i>attend to task for at least 10 minutes</i> • Student <i>has motor skills needed</i> to complete task
<p>CRITERION</p>	<p>No prompts for each step for three consecutive sessions</p>
<p>MEASUREMENT</p>	<p>Number and type of prompts</p>
<p>MATERIALS</p>	<ul style="list-style-type: none"> • Bathtub • Towel • Sponge/washcloth • Soap
<p>PROCEDURE <i>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</i></p>	<p><i>When given the S^o "Take bath," student will...</i></p> <ol style="list-style-type: none"> 1. activate stopper in bathtub and turn on water. 2. turn off water at appropriate level. 3. undress and enter bathtub. 4. retrieve soap and sponge/washcloth, and lather sponge/washcloth with soap. 5. wash arms. 6. rinse arms with water in bathtub. 7. repeat steps 4-6 for all body parts (i.e., face, neck, underarms, chest, stomach, back, genitals, legs, feet). 8. de-activate stopper and step out of bathtub. 9. dry self with towel. 10. generalize to various materials, therapists, settings and S^o's.
<p>PROMPTING TECHNIQUES</p>	<p><i>Full physical prompt:</i> manipulate student's hands to perform correct response <i>Faded physical prompt:</i> manipulate student's hands to begin correct response <i>Gestural prompt:</i> point to indicate correct response <i>Probe:</i> offer no prompts</p>
<p>TEACHING TIPS</p>	<ul style="list-style-type: none"> • For students who have difficulties with bar soap, liquid soap may be used. • Dressing/undressing programs may be integrated into this program. • A floating thermometer may be used to determine appropriate water temperature. • For some students, an adult will need to adjust water temperature. • A marker on bathtub can be used to indicate appropriate water level. • Student should be taught to wash and dry self following same sequence each time. • For students who have difficulty drying self, a terrycloth bathrobe can be used after drying.

Chewing

TARGET BEHAVIOR

Student will bite and chew foods appropriately.

PRIMARY INTERMEDIATE SECONDARY

PREREQUISITE SKILLS	<ul style="list-style-type: none"> • Student is able to <i>establish eye contact</i> • Student is able to <i>sit appropriately</i> • Student is able to <i>imitate gross motor movements</i> • Student is able to <i>eat some foods that require chewing</i>
CRITERION	<p>No prompts for each step for three consecutive sessions</p>
MEASUREMENT	<p>Number and type of prompts</p>
MATERIALS	<ul style="list-style-type: none"> • Food items
PROCEDURE <i>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</i>	<p><i>THERAPIST PLACES A SMALL PIECE OF FOOD BETWEEN STUDENT'S REAR MOLARS.</i></p> <p><i>When given the S^o "Chew," student will...</i></p> <ol style="list-style-type: none"> 1. bite down on food. 2. demonstrate up and down chewing movements. <p><i>When given the S^o "Bite," student will...</i></p> <ol style="list-style-type: none"> 3. bite a small piece out of a larger piece of food. 4. move food laterally with tongue and then chew after taking a bite. 5. demonstrate rotary type of movements of the oral mechanism while chewing. 6. generalize to various materials, therapists, settings and S^o's.
PROMPTING TECHNIQUES	<p><i>Full physical prompt:</i> manipulate student's hands to perform correct response</p> <p><i>Faded physical prompt:</i> manipulate student's hands to begin correct response</p> <p><i>Gestural prompt:</i> point to indicate correct response</p> <p><i>Probe:</i> offer no prompts</p>
TEACHING TIPS	<ul style="list-style-type: none"> • Proper placement of food by therapist is necessary for success. • Commercially produced net bag can be used for students who cannot chew. • Commercially produced plastic dishes can be used to practice chewing. • Selecting appropriate foods will facilitate success.

Address Stamping

TARGET BEHAVIOR

Student will independently stamp
25 envelopes, using a self-inking stamper.

PRIMARY INTERMEDIATE SECONDARY

<p>PREREQUISITE SKILLS</p>	<ul style="list-style-type: none"> • Student is able to <i>follow one- and two-step directions</i> • Student is able to <i>attend to task for at least 5 minutes</i> • Student <i>has motor skills needed to complete task</i>
<p>CRITERION</p>	<p>No prompts for each step for three consecutive sessions</p>
<p>MEASUREMENT</p>	<p>Number and type of prompts</p>
<p>MATERIALS</p>	<ul style="list-style-type: none"> • Self-inking stamp • Envelopes • "Finished" bin • Template, if necessary
<p>PROCEDURE <i>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</i></p>	<p><i>When given the S^o "Stamp," student will...</i></p> <ol style="list-style-type: none"> 1. retrieve stamper and stack of envelopes to be stamped. 2. retrieve one envelope to be stamped and place on work surface. 3. remove cover from stamper and align stamper in appropriate placement on envelope. 4. fully press stamper and remove from envelope. 5. place envelope in "finished" bin. 6. repeat steps 2-5 until 25 envelopes have been stamped. 7. place cover on stamper and clean up any debris/materials. 8. generalize skill to various materials, therapists, settings and S^o's.
<p>PROMPTING TECHNIQUES</p>	<p><i>Full physical prompt:</i> manipulate student's hands to perform correct response <i>Faded physical prompt:</i> manipulate student's hands to begin correct response <i>Gestural prompt:</i> point to indicate correct response <i>Probe:</i> offer no prompts</p>
<p>TEACHING TIPS</p>	<ul style="list-style-type: none"> • Use a template, if necessary, as a visual prompt for students who have difficulty aligning stamp. • Increase number of envelopes to be stamped in increments of 25, until 100 envelopes are successfully stamped. • This program may be integrated with the postage/mail sorting programs. • This program may be completed in an assembly line process.