
Responding to “Stop”

“How-To” Teaching Program B-004



Dr. Beverly Braman
Dr. Susan Catlett

©2004 Autism Consultation and Education, Inc.

**THIS INFORMATION IS COPYRIGHT PROTECTED AND
MAY NOT BE REPRODUCED OR REDISTRIBUTED. DATA
COLLECTION FORMS MAY BE REPRODUCED PER USER
NEEDS.**

Category

B "How-To" B-004

Responding to "Stop"

WHO THIS IS FOR

This "How-To" is for the child who does not consistently respond to the direction to "Stop!" when demonstrating an inappropriate behavior.

ASSUMPTIONS

- The child finds verbal praise reinforcing (i.e., praise alone increases the likelihood that the child will repeat a desired response).
- If verbal praise is not motivating to the child, they do enjoy a specific physical interaction (tickles, arm rubbed, etc.) that can be used as a reinforcer.
- The child demonstrates one or more behaviors that could be considered dangerous (e.g., hits self or others, runs away), that significantly interferes with learning (twirls work materials, paces), or is socially unacceptable (drinks from toilet, disrobing).

RELATED "HOW-TO" PROGRAMS

B-001	Staying In A Designated Location
B-006	Decreasing Self-Biting Behavior
B-007	Staying Near An Adult In Public Settings
B-009	Decreasing Masturbation Behavior In Public Settings
B-012	Decreasing Feces Smearing
B-013	Decreasing Pica Behavior (Eating Non-Edible Items)
B-016	Decreasing Self-Stimulatory Behaviors
B-017	Using Letters And Words To Decrease Behaviors

Teaching Steps

“How-To” B-004 Responding to “Stop”

Step 1

For this teaching program, choose one priority behavior to begin with. The behavior chosen should be one that clearly needs to be decreased or eliminated. A priority behavior is one that could be dangerous (e.g., climbing), interferes with the child’s learning (e.g., spinning work materials), or that would be clearly unacceptable in social situations (e.g., disrobing).

Step 2

When the priority behavior occurs (e.g., climbing), quickly approach the child and firmly state, “Stop!” Immediately interrupt the behavior by physically preventing the behavior from continuing (e.g., for climbing, adult places their hands at child’s hips to prevent further movement; for spinning materials, adult places their hands over the child’s hands or over the materials).

Step 3

While continuing to prevent the priority behavior from occurring, tell the child what they need to do instead (e.g., if climbing, say “Feet on floor”; if spinning materials, say “Hands in lap”), and then physically guide them through that expected action. While providing the child physical guidance through the expected action, praise them for cooperating with the directions (e.g., “Good feet on floor!” or “Good hands in lap!”) just as if they were doing it without physical guidance. For children who do not respond to verbal praise, try using a positive physical interaction (e.g., tickles, arm rubs).

Step 4

Gradually begin to decrease the amount of physical guidance used to “stop” the priority behavior...

Helpful Hints

“How-To” B-004 Responding to “Stop”

- Some children may respond better to the “Stop!” direction when sign language is used along with the verbal prompt to “Stop”. The sign for “Stop!” can be done by holding the left hand out with the palm facing up while using the right hand to make a chopping motion once in the center of the left palm.
- Some adults have used a visual prompt, such as a picture of a “stop sign”, to pair with the verbal prompt to “Stop!” For example, the adult might show the “stop sign” while saying, “Stop” to interrupt climbing behavior. Another way to use visual prompts might be to post a “stop sign” on a door to prevent the child from running out that door.
- *Always* make sure to follow the direction to “Stop!” with a direction to demonstrate an appropriate alternative behavior (i.e., the expected action). This is so the child knows exactly what behavior is expected as a replacement for the behavior that is being “stopped”.

Please scroll down for sample data collection form

B-004 Data Collection Form

Responding To "Stop"

DATE _____

DATE	TARGET BEHAVIOR	PROMPT REQUIRED	NOTES
		FP PP VP	
		FP PP VP	
		FP PP VP	
		FP PP VP	
		FP PP VP	
		FP PP VP	
		FP PP VP	
		FP PP VP	
		FP PP VP	
		FP PP VP	

DIRECTIONS:

- Record the priority behavior being "stopped".
- Circle the level of prompt needed to "stop" the behavior:

FP	Full Physical Prompt (provided full physical assistance to "stop")
PP	Partial Physical Prompt (provided touch prompts to "stop")
VP	Verbal Prompt (adult says "Stop!" and behavior stops)