

## Program Name: Desk Conditioning

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**Behavior Target:** Sitting and remaining the desk

**Operational Definition:** is defined as anytime the student sits appropriately at his/her desk and remains in the designated area without the presence of maladaptive behaviors

**Staff S<sup>D</sup> (Discriminative Stimulus/Environmental Cue):** This might be a **NATURAL** situation where the student is already playing with preferred items/activities or it might be a **CONTRIVED** situation where you take over preferred items/activities to the student with the intention of running this program session

**Student S<sup>D</sup> (Discriminative Stimulus/Staff Direction/What to Say & Do):**

1. Take several preferred items or known reinforcers over to the student and place them on the desk
2. Play with the student (reciprocal play), alongside the student in a similar manner (parallel play), or just remain in close proximity while the child plays (providing attention through body positioning)
3. Reinforce appropriate playing with toys and remaining at their desk (Example: "I love the way you are sitting at your desk so nicely playing with your toys, that's awesome)
4. Provide behavior descriptions- describe to the student what they are doing (Example: You are stacking the red block on top of the blue block and making the tower sooo tall)- these are great ways to provide positive attention without always praising the student in an unnatural way, it increases their vocabulary, and supports child directed play because it doesn't have you put any demands on the student
5. Provide reflections for the student- verbally echo or repeat what the student says whether its words, sentences, or even just silly sounds- this is a foundational step for teaching imitation and also helps you build rapport and pair with a student

6. Anytime that the student attempts to get up from their desk or leave their designated area, immediately remove all of the items
7. Provide the verbal prompt "sit down please"
8. Provide a gestural prompt/sign/or picture prompt for sit down if necessary
9. If the student does not sit down, utilize the student's already existing behavior protocol for responding
10. If the student does sit down, immediately praise the student for sitting at the desk and represent the items/toys
11. Take the data
  - If the student remains in their area for 2 minutes you mark (+)
  - If the student does not remain in their area for 2 minutes you mark (-)
12. Write up any other observations, questions, or anything else that you think might be important for me (the behavior analyst) to know on the ***STUDENT PROCESS SESSION NOTES***

***\*I will write back to you on the SUPERVISION NOTES section on each progress notes sheet***