

Program Name: Increasing Acceptance of Novelty Edibles

Behavior Target: Accepting or trying new foods

Operational Definition: is defined as any time a student accepts and tries a new food without displaying any maladaptive behaviors

Staff S^D (Discriminative Stimulus/Environmental Cue): This might be a **NATURAL** situation where a student is already presented with a new food (Example: Tasty Bites, Snack, School Lunch) or it might be a **CONTRIVED** situation where you set the stage for this behavior to occur by specifically choosing a time to work on accepting new foods

Student S^D (Discriminative Stimulus/Staff Direction/What to Say & Do):

1. Gather materials that you will need to run this program session
 - a. The 8 the Plate -sectioned plate
 - b. 1-4 foods that you know the student already really loves
 - c. 1-4 foods that the student has not tried yet
2. Set the 8 the Plate up with each section filled with food- the sections should alternate/rotate so that one section is a preferred, the next one is a new food, and so on. This follows 2 behavioral principles- the first is Behavioral Momentum (they get what they like to start with and therefore more likely to try the next bite of new food) AND Premack Principle (this is also called grandma's law where you eat you veggies before your cake- so IOW its First/Then)
3. Present the plate with the open section of preferred food to the student and provide the verbal prompt "Here you go, have a bite"
4. Immediately provide behavior specific reinforcement and positive labeled praise for accepting and trying the food (even though it's a food they like)
5. Next present the next section of the plate (this section should have a new food) and provide the same prompt "Here you go take a bite"
6. If the student take a bite- immediately reinforce trying a new food

7. If the student doesn't take a bite or refuses, provide the verbal prompt "First take a bite and then you can have (say the name of the next preferred food in the next section on the plate)"
8. Provide immediate reinforcement if the student tries a bite
9. If the student doesn't try a bite, end the session and clear all materials
10. Take the data
 - If the student tried a bite of the food you mark (+)
 - If the student did not try a bite of the food you mark (-)
11. 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***