

## How to Teach Stopping Using DTT

---

### Set-up

- You will need two staff members and the student.
  - Staff #1 is the person who gives the instruction.
  - Staff #2 will stay with the student and prompt as necessary.
- Choose reinforcers which are highly motivating and can be given immediately. Small edibles are good choices for this program because they can be consumed quickly and are often highly motivating.
- Choose a safe environment to practice in where there are few triggers (if possible). For example, it may be safer to practice in the hallway before practicing outside on the playground.

### Procedure

1. Begin walking, with staff #2 beside the student and staff #1 approximately 2-3 feet behind them.
2. Staff #1 gives the instruction to “stop”.
3. As soon as the instruction is given, staff #2 prompts the student to stop (if necessary, use a prompt). Use the least intrusive prompt possible but ensure that the student stops immediately following the instruction. For example, the staff person could put their hand in front of the student or lightly touch their shoulder or elbow.
4. As soon as the student has stopped, quickly give the reinforcer paired with verbal praise. For example, for a student who loves Minecraft, you could give them a picture of a character from the game.
5. Proceed down the hall again and after a short time, repeat steps 3-5.
6. After repeated successful trials, preferably done at least 5 times per day, begin to lessen the intrusiveness of the prompt used by staff #2. It is still extremely important to ensure the student stops immediately after the instruction.
7. Change the roles of staff members but be aware that the student may need additional prompting.
8. Gradually have staff #2 move further and further away from the student, with the eventual goal of there being no need for two staff.
9. Once the student can successfully stop when instructed, begin to practice in the presence of triggers. At this point it is a good idea to have a second person close by to prompt.

### Notes

- Be sure not to thin reinforcements too quickly. Begin to offer them on an intermittent basis. Always continue to give verbal praise throughout.
- It is crucial that the instruction “stop” only be used when the staff can be sure the student will, in fact, stop. In other words, never yell “stop” from across the room if there is no one there to ensure the student will, in fact, stop.

### Additional Strategies:

- Develop a social story, e.g., “When is it ok to run at school?”
- Use visual “stop” signs on exit doors and other restricted areas. Model and practice.