

Program: Shaping “Sit”

Behavior: Sit is defined as the student’s entire bottom in contact with the seat of the chair. It does not look like part of the bottom in contact with the chair, squatting where the bottom is not in contact of the chair or a foot in contact of the chair.

Purpose: To teach the critical skill of sitting in a chair at a table for playing games, instruction, eating, and other activities.

Setting up the Environment: Initially set up a table in a distraction free area with a minimum of two chairs with a highly preferred item on it. As the student is able to sit and engage in the activity successfully for your targeted time, then start transitioning into natural settings.

Prompt Hierarchy: Least to most. Model sitting – gesture to chair – partial physical prompt at shoulders (light pressure applied) – full physical prompt (light pressure at waist to assist student to sit in chair)

Procedure: Begin teaching with two adults and one student. One adult stands or sits behind student to prompt behavior. The second adult brings attention to the highly preferred item on the table and says, “Let’s go play.” The (teaching) adult walks the student over to the table and says, “sit” as they model sitting in the chair next to them. If the child does not sit initially, let them play with the item for a short period.

The (teaching) adult gently removes the preferred item and repeats the direction, “sit.” If the child sits, the preferred item is immediately given. If the child does not sit, the (prompting) adult uses the least intrusive prompt to get the student to sit. This may be a physical prompt. As soon as the child is sitting, the preferred item is given.

If the child stands up or is no longer sitting, remove the preferred item. Represent the direction to sit. As soon as the child is sitting, give access to the preferred item. Prompts are faded as soon as possible. This skill should be taught across a number of adults and preferred items for generalization.

The amount of time listed is somewhat arbitrary and may need to be adjusted incrementally dependent upon the child’s response (in other words shorter differences in intervals may be needed for some children, other children may be successful with jumps in larger increments of time.) Be sure to vary reinforcers and to provide dense practice. Use three consecutive sessions to determine mastery.

Skill	Date Introduced	Date Mastered
Sits for 10 sec, 2 adults, preferred item		
Sits for 20 sec, 2 adults, preferred item		
Sits for 30 sec, 2 adults, preferred item		
Sits for 45 sec, 2 adults, preferred item		
Sits for 1 min, 2 adults, preferred item		
Sits for 3 min, 2 adults, preferred item		
Sits for 5 min, 2 adults, preferred item		
Sits for 10 min, 2 adults, preferred item		
Sits for 10 min, with preferred item removed once and cooperatively engages in 1 demand/task before preferred item is returned, 2 adults, preferred item		
Sits for 10 min, with preferred item removed once and cooperatively engages in 3 demands/task before preferred item is returned, 2 adults, preferred item		
Sits for 10 min, with preferred item removed once and cooperatively engages in 5 demands/task before preferred item is returned, 2 adults, preferred item		
Sits for 1 min in natural setting, 2 adults, preferred item		
Sits for 3 min in natural setting, 2 adults, preferred item		
Sits for 5 min in natural setting, 2 adults, preferred item		
Sits for 10 min in natural setting, 2 adults, preferred item		
Sits for 10 min in a natural setting, with preferred item removed once and cooperatively engages in 1 demand/task before preferred item is returned, 2 adults, preferred item		
Sits for 10 min in a natural setting, with preferred item removed once and cooperatively engages in 3 demands/task before preferred item is returned, 2 adults, preferred item		
Sits for 10 min in a natural setting, with preferred item removed once and cooperatively engages in 5 demands/task before preferred item is returned, 2 adults, preferred item		

The contents of this (insert presentation, article, video, etc.) were developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government.

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie KS 66070, 785.876.2214