

“Come Here” Teaching Protocol



WHAT IS IT?

“Come here” is a receptive instruction that requires the learner to move toward the instructor when the instruction is delivered. The learner orients to the instructor and travels the distance needed to reach the instructor within a brief period after the instruction. The response may include standing, walking, or moving from another activity to the instructor.

WHY IS IT IMPORTANT?

Responding to “come here” supports safety and daily functioning. The skill allows caregivers and staff to quickly gain the learner’s proximity in situations that require immediate supervision. The instruction supports transitions, participation in teaching activities, and access to reinforcement. The skill also increases the learner’s ability to respond to caregivers across environments such as home, school, and community settings.

WHEN DO I USE IT?

Teach this skill when the learner can respond to simple one-step instructions and can move independently across short distances. Begin teaching in a controlled environment with minimal distractions. The skill can be introduced during structured teaching sessions or natural routines when the learner is motivated and reinforcement is available. Teaching may occur during play, transitions, or when the learner is already oriented toward the instructor.

HOW DO I IMPLEMENT IT?

1. **Prepare the environment** by identifying and preparing a situation to “come here”, 2 staff to implement the procedure (1 behind the student to prompt and 1 at “come here” location to give demand and reinforcement), [prompt hierarchy](#), and [promise reinforcer](#).
2. **Deliver the instruction** (adult at “come here” location) after gaining the student’s attention and state the instruction (“Come here”).
3. **Provide prompting if needed** (adult standing behind the student) by using the identified prompt hierarchy that matches the student’s needs.
4. **Reinforce the response** (adult at “come here” location) by delivering the identified promise reinforcer (ie: praise, access to a preferred item, or access to an activity) when the student arrives at the adult providing the demand.
5. **Collect data** to know when to [fade prompts](#), fade the promise reinforcer, increase the distance to “come here” location, and generalize to other settings, people, etc.
6. **Train staff and collect data on [fidelity of implementation](#)** to ensure implementation is occurring as trained.

QR CODES FOR MORE LEARNING

video instructions



video model



Visuals/Social Story



REFERENCES

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Pearson Education.
Pennsylvania Training and Technical Assistance Network. Come Here Protocol. Retrieved from <https://www.pattan.net/>.

The contents of this resource were developed under an agreement from the Federal Department of Education to the Kansas State Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and endorsement by the Kansas State Department of Education or the Federal Government should not be assumed. 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. Any inquiries regarding the non-discrimination policies can be directed to Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214. Updated 10.2025