Module: Naturalistic Intervention

Implementation Checklist for Naturalistic Intervention

Franzone, E. (2009). *Implementation checklist for naturalistic intervention*. Madison, WI: The National Professional Development Center on Autism Spectrum Disorders, Waisman Center, The University of Wisconsin.

Instructions: The Implementation Checklist includes each step in the process of implementing naturalistic intervention. Please complete all of the requested information including the site and state, individual being observed/interviewed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1 – 5)									
Step 1. Identifying a Target Behavior		**Score****							
1. Select a specific target behavior to be the focus of intervention that: a. focuses on prelinguistic or linguistic communication and/or b. social skills.									
2. Confirm that the target behaviors are in the learner's IEP or IFSP.									
Step 2. Collecting Baseline Data									
1. Prior to intervention, determine the learner's current use of the target skill.									
2. Take data on the target skills a minimum of three times in more than one environment.									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

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	Observation	1	2	3	4	5	6	7	8
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Step 3. Identifying the Contexts for Intervention		**Score****							
1. Determine the learner's daily schedule.									
2. Identify the contexts in which naturalistic intervention will be embedded, including a. learner-directed activities, b. routine activities, and/or c. planned activities.									
Step 4. Providing Training to Team Members									
1. Determine who will teach the skill.									
2. Provide adequate training to team members before initiating naturalistic intervention.									
Step 5. Arranging the Environment to Elicit the Target Behavior									
1. Choose motivating materials/activities to engage learners and promote the use of target skills.									
2. Manage and distribute teaching materials in a way that encourages learners to communicate.									
3. Arrange the intervention context and environment to:									
a. encourage the use of the target act/skill and									
b. maintain learners' interests.									

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	Observation	1	2	3	4	5	6	7	8
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Intervention (Step 6)									
Step 6. Eliciting the Target Act									
Step 6A. Engaging the Learner in an Interaction	**Score****								
1. Engage the learner in language-rich, learner-directed, and reciprocal interactions that involve the following techniques:									
a. following the learner's lead,									
b. being at the learner's level,									
c. responding to the learner's verbal and nonverbal initiations,									
d. providing meaningful verbal feedback, and									
e. expanding the learner's utterances.									
Step 6B. Using Strategies Based on Applied Behavior Analysis (ABA) to Elicit Target Behaviors									
1. Select a behavioral intervention (modeling, mand-modeling, modified time delay, or incidental teaching) to elicit the target act. *(Please refer to steps below for these individual practices.)*									
Modeling									
2. Implement *modeling* by*:* a. establishing shared attention, b. presenting a verbal model, c. expanding the response and providing the requested material (if the learner responds to the model correctly), d. providing another model (if the learner does not respond or does not repeat the model exactly), e. expanding the response and providing requested material (if the learner responds to the model correctly), and/or f. providing the material and stating the corrected response (if the learner does not respond or does not repeat the model exactly).									

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	Observation	1	2	3	4	5	6	7	8
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Step 6B. Using Strategies Based on ABA to Elicit Target Behaviors (cont.)		**Score****							
Mand-Modeling									
3. Implement *mand-modeling* by: a. establishing shared attention, b. providing a verbal direction (mand) or question, c. expanding the response and providing the requested material (if the learner responds correctly), d. providing another direction or a model (depending on learner's needs for support) if the learner does not respond or does not respond with the target, e. expanding the response and providing the requested material (if the learner gives the target response), and/or f. providing the material and stating the target response (if the learner still does not give the target response or repeat the model exactly).									
Modified Time Delay									
4. Implement *modified time delay* by: a. establishing shared attention; c. waiting 3-5 seconds for the learner to make request/comment; d. expanding on the request/comment and providing the requested material/activity (if the learners initiates at the target level); d. providing a mand or model, depending on the learner's needs for support (if the learner does not initiate at the target level); e. expanding the request and providing the material (if the learner responds correctly); and/or f. providing the material and stating the target response (if the learner still does not give the target response or repeat the model exactly).									

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Step 6B. Using Strategies Based on ABA to Elicit Target Behaviors (cont.)		**Score****							
Incidental Teaching									
1. Implement *incidental teaching* by: a. setting up the environment to encourage learner to request assistance or materials, b. waiting for learner to initiate the request, c. responding with a request for elaboration (if learner does not initiate with the target response), d. continuing to prompt for the elaboration until learner responds appropriately, and/or e. using model, mand-model, or modified time delay procedures, depending on the needs of learner (if learner does not initiate a request with the target act).									
Progress Monitoring (Step 7)									
Step 7: Using Data Collection to Monitor Learner Progress and Determine Next Steps									
1. Collect data to evaluate the success of the intervention and guide future decision making.									

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Date	Observer Initials	Targeted Skill/Behavior, Comments, and Plans for Next Steps
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