Module: Response Interruption/Redirection (RIR)

Implementation Checklist for Response Interruption/Redirection

Neitzel, J. (2009). *Implementation checklist for response interruption/redirection*. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

***Instructions**:* The Implementation Checklist includes each step in the process of implementing response interruption/redirection. 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(s) 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 – 2)									
Step 1. Identifying the Interfering Behavior		**Score****							
1. Identify the characteristics of the interfering behavior by using direct observation methods that include:									
a. A-B-C data charts.									
b. scatterplots.									
2. Use direct assessment results to identify:									
a. where the behavior is happening;									
b. with whom the behavior is occurring;									
c. when the behavior is happening;									

***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 1. Identifying the Interfering Behavior (cont.)		**Score****							
d. activities during which the behavior occurs;									
e. what other students are doing when the behavior starts;									
f. what teachers/adults are doing when the behavior starts;									
g. proximity to other students, teachers, and/or adults;									
h. the noise level in the environment;									
i. the number of individuals in the area;									
j. other environmental conditions; and									
k. the function of the behavior.									
3. Develop a hypothesis statement for the interfering behavior that includes:									
a. the setting events,									
b. a restatement and refinement of the description of the interfering behavior, and									
c. the function the behavior serves.									
4. Identify a more appropriate, alternative behavior to take the place of the interfering behavior.									

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	Observation	1	2	3	4	5	6	7	8
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Step 2. Collecting Baseline Data		**Score****							
1. Measure a learners' engagement in the interfering behavior before implementing RIR by collecting the following:									
a. frequency data,									
b. interval data, and									
c. duration data.									
2. Collect baseline data for a minimum of four days before implementing RIR.									
3. Collect baseline data in each setting/activity for four days.									
Intervention (Step 3)									
Step 3. Implementing RIR									
1. Praise the learner's independent use of appropriate skills.									
2. When a learner begins to exhibit an interfering behavior, interrupt the learner's attempts by using:									
a. physical blocking, and									
b. verbal blocking.									
3. *For learners who engage in vocal stereotypies*, redirect learners to use an identified alternative behavior by:									
a. saying the learner's name in a neutral tone of voice,									
b. establishing eye contact, and									

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Step 3. Implementing RIR (cont.)		**Score****							
c. asking a social question to prompt the learner to use an alternative vocalization.									
4. *For learners who engage in motor stereotypies or self-injurious behavior*, redirect them to engage in an identified alternative behavior by:									
a. saying the learner's name in a neutral tone of voice,									
b. establishing eye contact with the learner with ASD, and									
c. using the system of least-to-most prompts to help the learner engage in the alternative behavior.									
5. *For learners who engage in pica*, redirect them to engage in an identified alternative behavior by:									
a. making a preferred food item freely available during times when pica is prevalent,									
b. saying the learner's name in a neutral tone of voice,									
c. establishing eye contact with the learner with ASD, and									
d. using the system of least-to-most prompts to help the learner engage in the alternative behavior.									

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Step 3. Implementing RIR (cont.)		**Score****							
6. After redirecting the learner with ASD to the alternative behavior, require the learner to engage in the alternative behavior for a specified period of time.									
7. Reinforce the learner's use of the alternative behavior.									
Progress Monitoring (Step 4)									
Step 4. Monitoring Learner Progress									
1. Use progress monitoring data to evaluate whether the interfering behavior is decreasing as a result of the intervention.									
2. Use progress monitoring data to evaluate the learner's use of the alternative behavior in settings/activities where the interfering behavior typically occurs.									
3. Use progress monitoring data to adjust intervention strategies if the interfering behavior is not decreasing.									

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