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, teacher being observed, and the learner's initials. 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: _____

Teacher/practitioner: _____ Learner's Initials: _____

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Step 1. Identifying a Target Act		**Score****							
1. Teachers/practitioners select a specific target act/skill to be the focus of intervention that:									
a. focuses on prelinguistic or linguistic communication and/or									
b. social skills.									
2. Teachers/practitioners confirm that the target act is in the learner's IEP or IFSP.									
Step 2. Collecting Baseline Data									
1. Prior to intervention, teachers/ practitioners determine the learner's current use of the target skill.									
2. Teachers/practitioners 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*

Module: Naturalistic Intervention

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 3. Providing Training to Team Members		**Score****							
1. Teachers/practitioners determine who will teach the skill.									
2. Teachers/practitioners provide adequate training to team members before initiating naturalistic intervention.									
Step 4. Identifying the Contexts for Intervention									
1. Teachers/practitioners, along with caregivers and family, determine the learner's daily schedule.									
2. Teachers/practitioners identify the contexts in which naturalistic intervention will be embedded, including									
a. learner-directed activities,									
b. routine activities, and/or									
c. planned activities.									
Step 5. Arranging the Environment to Elicit the Target Act									
1. Teachers/practitioners choose motivating materials/activities to engage learners and promote the use of target skills.									
2. Teachers/practitioners manage and distribute teaching materials in a way that encourages learners to communicate.									
3. Teachers/practitioners arrange the intervention context and environment to:									
a. encourage the use of the target act/skill and									
b. maintain learners' interests.									

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

Module: Naturalistic Intervention

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 6. Eliciting the Target Act									
Step 6A. Engaging the Learner in an Interaction	**Score****								
1. Teachers/practitioners 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 Behavioral Interventions									
1. Teachers/practitioners 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. Teachers/practitioners 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)									

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

Module: Naturalistic Intervention

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Modeling (cont.)		**Score****							
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).									
Mand-Modeling									
3. Teachers/practitioners 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. Teachers/practitioners implement *modified time delay* by:									
a. establishing shared attention;									

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

Module: Naturalistic Intervention

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Modified Time Delay (cont.)		**Score****							
b. waiting for the learner to make a request/comment;									
c. expanding the response and/or providing the request (if the learner initiates a request/comment 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).									
Incidental Teaching									
5. Teachers/practitioners implement *incidental teaching* by:									
a. setting up the environment to encourage learners to request assistance or materials,									
b. waiting for learners to initiate the request,									
c. responding with a request for elaboration (if learners initiate with the target response),									
d. continuing to prompt for the elaboration until learners respond appropriately, and/or									

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

Module: Naturalistic Intervention

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Incidental Teaching (cont.)		**Score****							
e. using model, mand-model, or modified time delay procedures, depending on the needs of learners (if learners do not initiate a request with the target act).									
Step 7: Using Data Collection to Monitor Learner Progress and Determine Next Steps									
1. Teachers/practitioners collect data to evaluate the success of the intervention and guide future decision making.									

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

Module: Naturalistic Intervention

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

Module: Naturalistic Intervention

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