Procedural Fidelity

Intervention Plan Development

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| Element | Explanation | Present | Non-Present |
| Antecedent (Before) | What sets the occasion for the child to demonstrate the target behavior. Will include what will happen in the environment or the conditions under which the child will demonstrate the target behavior; and what the caregiver, teacher, or a peer will do or say to set the occasion for the child to demonstrate the skill | | |
| When | Plan includes information about the time of day and activities when the intervention will be implemented. A minimum of three times a day/activities should be identified. Consideration should be given to activities or routines that are of interest to the child and offer multiple opportunities for the child to demonstrate the target behavior. |  |  |
| Where | Plan includes the location(s) where the intervention will be implemented. Within the location, the plan should also identify the specific place where the intervention will be implemented. Consideration should be given to implementing the intervention in a variety of locations in order to promote generalization of the target behavior. |  |  |
| With What | Plan includes the materials, including all adaptations to materials, that are needed in order to implement the intervention plan. Consideration should be given to any positioning equipment that is needed for the child to access materials; how materials should be placed to accommodate the child’s vision and hearing impairments; and any other assistive technology that is needed to implement the intervention plan. |  |  |
| How: Establish joint attention | Plan includes information about how to gain child’s attention, as well as a description of what constitutes established attention (i.e., what the child does to show that you have his/her attention) |  |  |
| How: Establish topic | Plan includes information about how to provide the child with information about what is about to happen. Consideration should be given to ensuring that the child is provided information in such a way that he/she can process what is being “said” to him/her. |  |  |
| How: Make request in a way that the child understands | Plan includes information about how a caregiver, teacher, or a peer will “ask” the child a question or “ask” the child to do something. Consideration should be given to the sensory modalities that should be used to provide information to the child. |  |  |
| How: Wait for the child to respond | Based on knowledge of the child’s processing abilities, indicate the length of time that a caregiver, teacher or peer should wait before expecting the child to respond. Consider giving the child long enough to process what is being “asked”, but not too long so that the child is no longer attending or the child gets frustrated. |  |  |
| Possible Behavior Responses | After the occasion has been set for the child to demonstrate the expected response, the team needs to define exactly what is mean by both the correct and incorrect response. | | |
| Correct response | The plan provides a definition of the expected corrected response. Detail and specificity are essential. When defining the expected behavior, consider how long you might expect to wait before the child responds (i.e., see wait time above), if more than one behavior is acceptable (e.g., child can sign or say a word), if approximations of the response are acceptable (e.g., if child brings hands to midline that is considered an acceptable “more” sign), and/or the level of independence with which the child needs to perform the skill (e.g., with partial physical prompting). |  |  |
| Incorrect response | The plan provides a definition of the incorrect response. Consider when to determine if the child has not responded (i.e., after the designated number of seconds), and any incorrect responses (e.g., child is supposed to sign “more” and the child signs “help”). |  |  |
| Consequences (After) | What a person (i.e., caregiver, teacher, a peer) or what happens in the environment following the child’s response. Consequences for what follows a correct response and those the follow an incorrect response are both considered and planned. | | |
| Consequences for correct response | Plan should include one, or a combination of the following consequences. 1) Caregiver, teacher, or peer acknowledged comments on child’s correct response – “I see you want more juice – here you go!” 2) Caregiver, teacher or peer provide specific praise – “Great job, you asked me for more juice.” 3) Environment is set up so that the child gains access to what he/she wants – Child gets more juice because he requested more juice. 4) Child is intrinsically reinforced for responding correctly – the child’s thirst is quenched because he asked for more juice and received it after requesting. |  |  |
| Consequences for incorrect response | Plan includes guidance on how to increase support to the child so that he receives practice demonstrating the correct response. Prompts (what ensures that the child demonstrates the correct response) should be individualized to the child’s sensory and motor needs (e.g., model prompts would not be used for a child who is totally blind; physically prompting would not be used for a child who is tactilely defensive). Plan includes strategies for *immediately* providing additional support *if* the child does not demonstrate the correct response after the designated wait time. After support is given, the caregiver, teacher, or peer waits again. If the child still does not respond, additional support is provided. Once the child demonstrates the correct response, the plan directs the implementer to provide the consequences for a correct response. For example, if a child does not sign “more” after 5 seconds, the implementer would be directed to model how to make the sign and then 5 additional seconds. If the child does not respond after 5 seconds, the implementer provides hand under hand prompts and then gives the child access to what they requested. |  |  |