

# Evidence Based Practice Training: Naturalistic Intervention (NI)

Adapted from Sam, A., & AFIRM Team. (2015). Naturalistic Intervention. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/naturalistic-intervention>



[www.captain.ca.gov](http://www.captain.ca.gov)



# What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California.



[www.captain.ca.gov](http://www.captain.ca.gov)



# What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism.

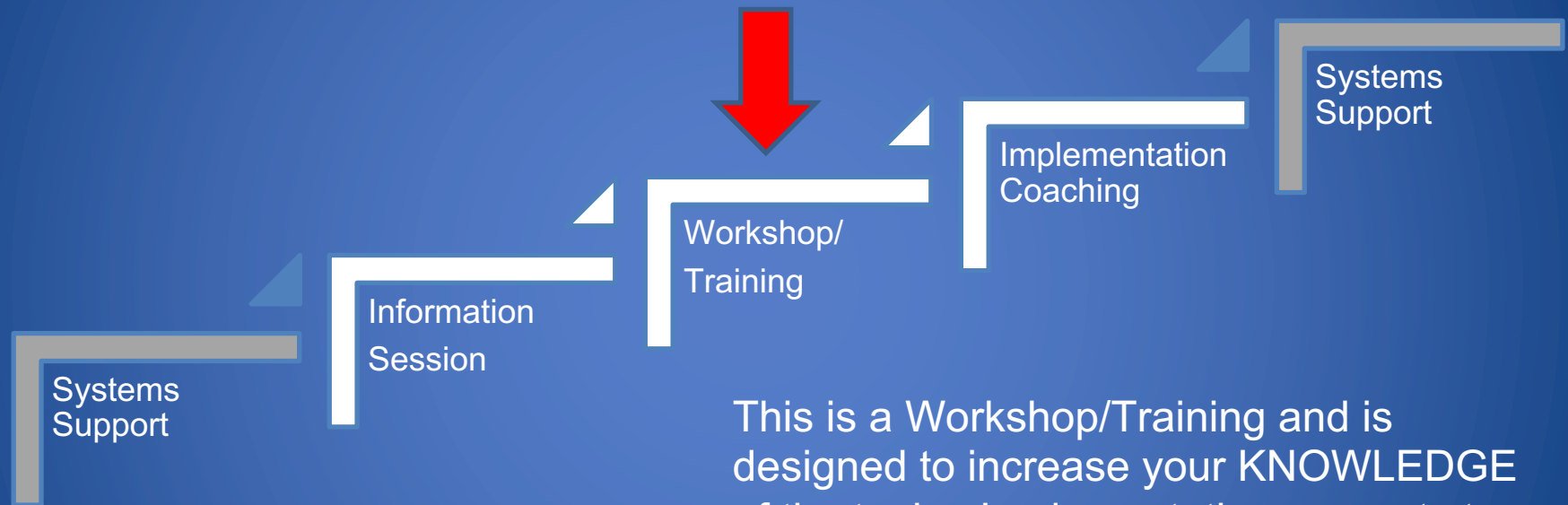
This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



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# Levels of Professional Development to Reach Implementation

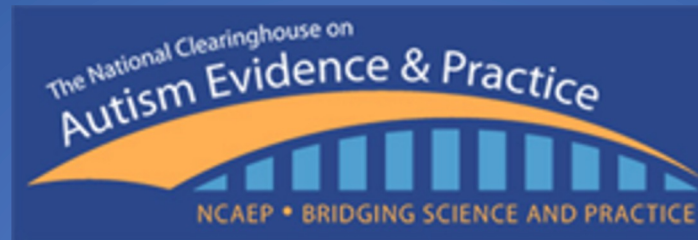


This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

# Before We Begin...

Please complete the **Pre-Training Survey**  
sent to your email

# What are Evidence Based Practices?



NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

# Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi- cation			Joint attention			Mental health			Motor			Play			School readiness			Self- determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years						
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TD																																							
VM																																							
VS																																							

# Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
  - Consider the child and family characteristics
  - Consider the teacher and team characteristics
  - Consider other available resources

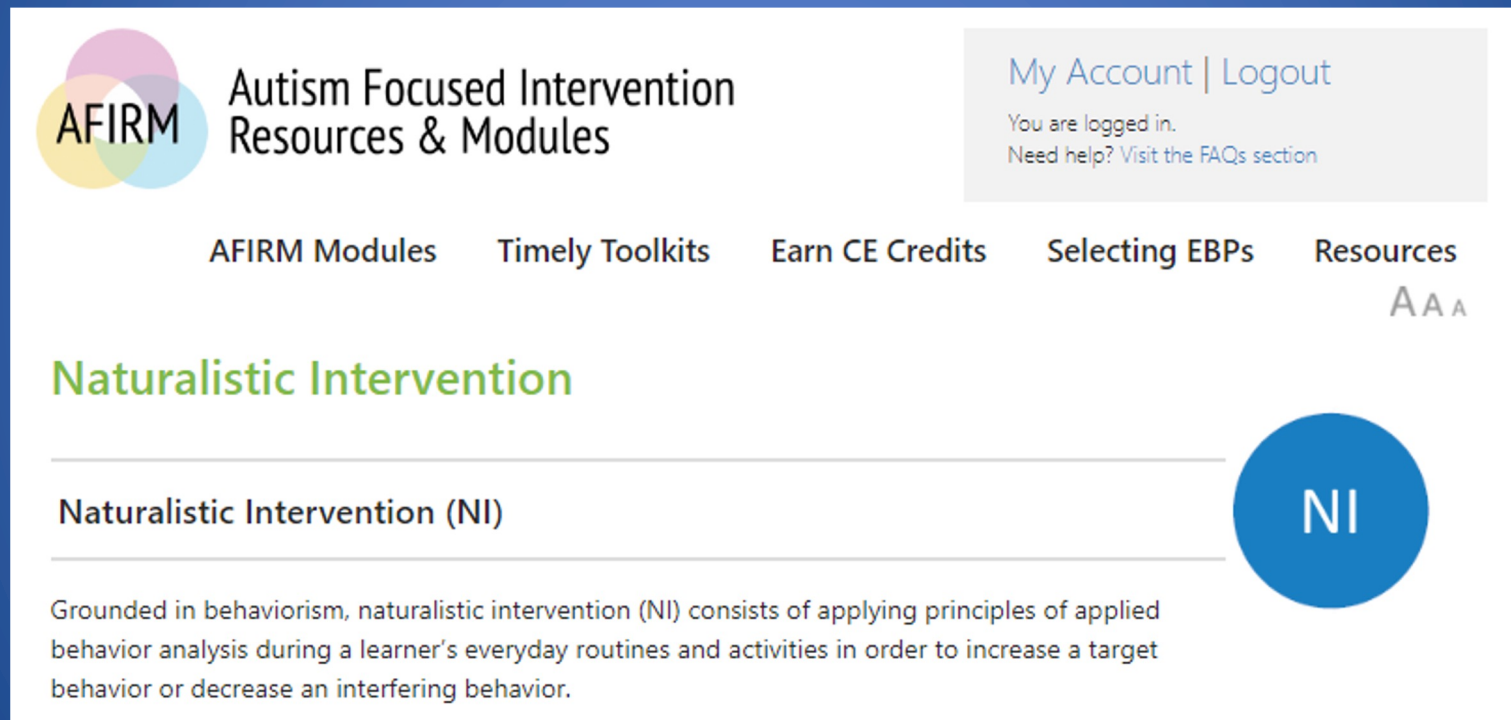




# High Quality Training:

## Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



**AFIRM** Autism Focused Intervention Resources & Modules

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AFIRM Modules   Timely Toolkits   Earn CE Credits   Selecting EBPs   Resources

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### Naturalistic Intervention

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**Naturalistic Intervention (NI)**

Grounded in behaviorism, naturalistic intervention (NI) consists of applying principles of applied behavior analysis during a learner's everyday routines and activities in order to increase a target behavior or decrease an interfering behavior.

# Core Components: Learning Objectives

- Define Naturalistic Intervention (NI)
- Plan to Use Naturalistic Intervention
- Provide strategies to support implementation of Naturalistic Intervention
- Provide suggestions to monitor the Naturalistic Interventions

# Evidence (Age and Domains)

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
Social	Social	Social	No studies	No studies
Communication	Communication	Communication		
	Joint Attention			
	Behavior			
	Play			
Academic	Academic			

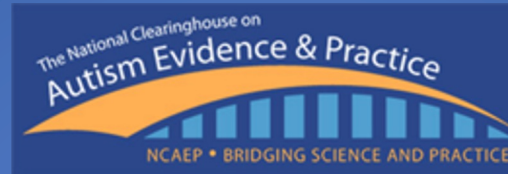
# What is Naturalistic Intervention?

- NI is a broad category of Evidence Based Practices that is implemented in a learner's environment that support generalization of social skills and communication OR decrease a targeted behavior
- Includes use of Modeling, Prompting, Reinforcement
- Rather than a systematic trial-by-trial basis, NI can be implemented in a natural way into what a learner is already doing.



# NI Also Includes MIMCs

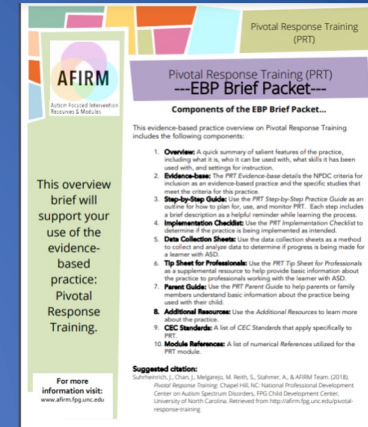
## Manualized Intervention Meeting Criteria as an EBP (MIMC)



- A MIMC is operationally defined as interventions that a) are manualized, b) have unique features that create an intervention identity, and c) share common features with other practices grouped within the superordinate EBP classification
- The 2020 NCAEP report reclassified the following EBPs as MIMCs and included these into the Naturalistic Intervention EBP:
  - **Pivotal Response Treatment (PRT)** (Koegel & Koegel, 2006; Stahmer et al., 2011)
  - **Joint Attention Symbolic Play and Emotion Regulation (JASPER)** (Kasari et al., 2014)
  - **Milieu Teaching** (also includes Enhanced Milieu Teaching, Prelinguistic Milieu Teaching) (Kaiser & Roberts, 2013)

# How to learn more these NI MIMCs

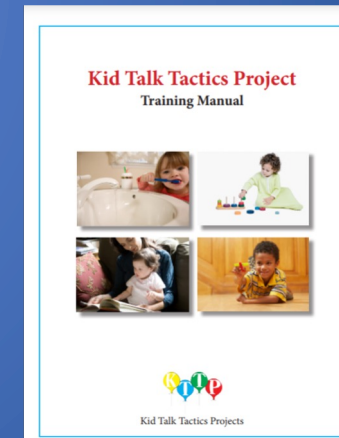
- **PRT:**  
Review the AFIRM online training module:  
<https://afirm.fpg.unc.edu/pivotal-response-training>



- **JASPER:**  
<https://www.jaspertraining.org/>



- **Milieu Teaching:**  
<https://kidtalk.vkcsites.org/wp-content/uploads/2013/10/KTTP-Manual.pdf>



# When/Where is NI implemented?

Everyday routines and activities in a learner's classroom may include:

- snack time,
- lunch time,
- circle time,
- recess,
- playtime,
- academics,
- or any activity in which the learner engages in his or her classroom on a regular basis.





# A Case of Naturalistic Interventions

## A Case for NI

Naturalistic intervention (NI) originates from applied behavior analysis, which is the use of behavioral techniques to teach learners specific skills.

**Module(s):** Naturalistic Intervention



# Why Use Naturalistic Interventions

- NI uses the learner's natural routine and environment to support the following goals:
  - increase target skills related to social skills and communication
  - increase spontaneous language and requesting
  - decrease interfering behaviors
  - generalize skills across environments
  - increase joint attention skills




can be implemented at home or school

# Planning to Use NI

- Determine the skill to target
- Identify when and where the skill will be practiced
- Determine how data be collected
- Ensure that the team implementing the NI has the necessary resources and materials

# Planning: Identify Routines

Naturalistic Intervention (NI)



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---NI Routines Determination - Home---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_  
 Observer(s): \_\_\_\_\_

Consider using this form to determine when to implement NI at home.

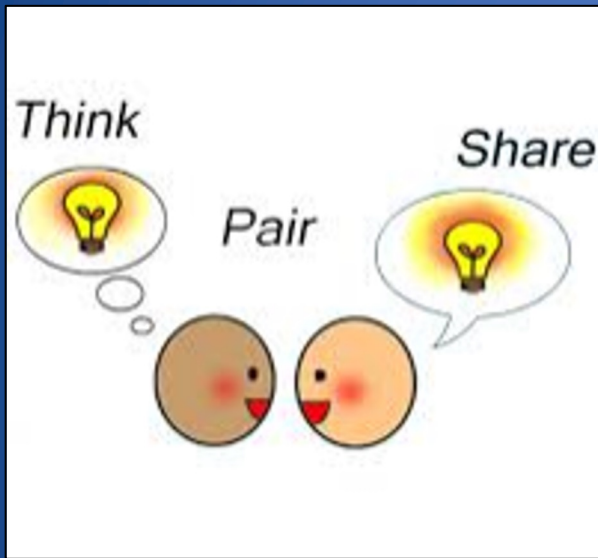
Routine/Activity	Child Enjoyment Level (circle)	Barriers / Struggles?	Transition Ease Into? (circle) Transition Ease Out? (circle)	Good Fit for NI? (circle)
<b>Morning Routines</b>				
Wake Up	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Dressing	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Mealtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Brush Teeth	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Other:	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Additional Notes:				
<b>Afternoon Routines</b>				
Playtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Mealtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Nap	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Other:	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Additional Notes:				

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Naturalistic Intervention (NI)

Routine/Activity	Child Enjoyment Level (circle)	Barriers/ Struggles?	Transition Ease Into? (circle) Transition Ease Out? (circle)	Good Fit for NI?
<b>Evening Routines</b>				
Mealtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Brush Teeth	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Bath time	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Dressing	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Bedtime Story	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Bedtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	Yes Maybe No
Additional Notes:				

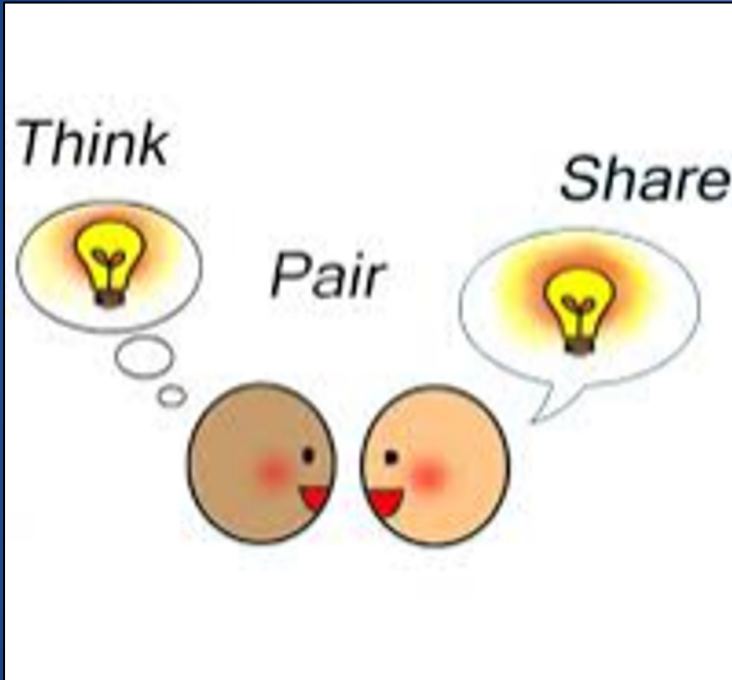
# Think - Pair - Share



What are some classroom routines that are motivating or rewarding to your learner with Autism into which you could teach a skill?

For example, during snack you could incorporate math by teaching the student to request the number of grapes he wants.

# Think - Pair - Share



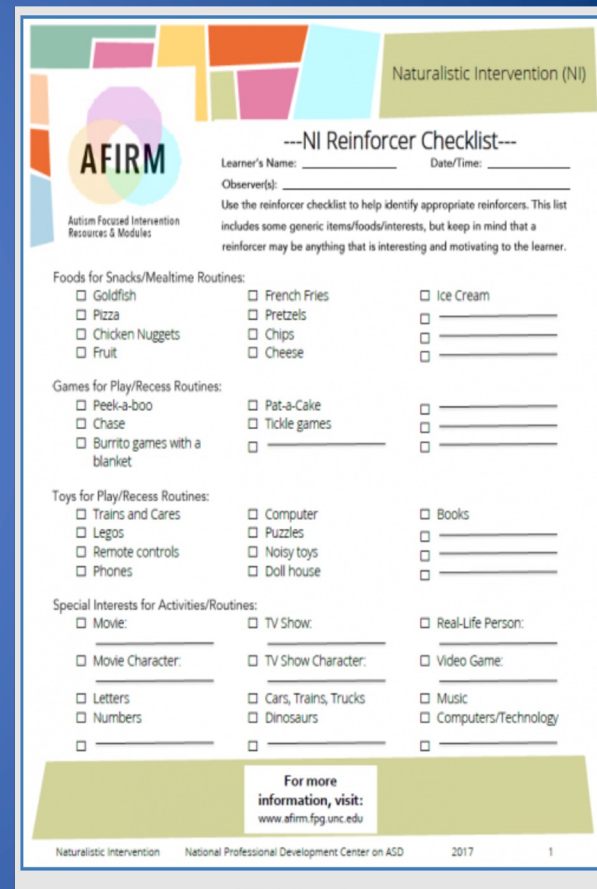
Think about a **home routine** where NI could be implemented and share with a partner.

# Planning: Determine Naturally Occurring Reinforcers

Consider the special interests of the student

Make sure to use positive statements of encouragement

Using a Reinforcement Checklist may be helpful when planning to implement



The image shows a form titled "AFIRM Naturalistic Intervention (NI) NI Reinforcer Checklist". The form includes a header with the AFIRM logo and the text "Autism Focused Intervention Resources & Modules". Below the header, there is a section for "Learner's Name" and "Date/Time", followed by "Observer(s)". A note states: "Use the reinforcer checklist to help identify appropriate reinforcers. This list includes some generic items/foods/interests, but keep in mind that a reinforcer may be anything that is interesting and motivating to the learner." The checklist is organized into several categories, each with a list of items and checkboxes:

- Foods for Snacks/Mealtime Routines:**
  - Goldfish
  - Pizza
  - Chicken Nuggets
  - Fruit
  - French Fries
  - Pretzels
  - Chips
  - Cheese
  - Ice Cream
- Games for Play/Recess Routines:**
  - Peek-a-boo
  - Chase
  - Burrito games with a blanket
  - Pat-a-Cake
  - Tickle games
- Toys for Play/Recess Routines:**
  - Trains and Cares
  - Legos
  - Remote controls
  - Phones
  - Computer
  - Puzzles
  - Noisy toys
  - Doll house
  - Books
- Special Interests for Activities/Routines:**
  - Movie
  - Movie Character
  - Letters
  - Numbers
  - TV Show
  - TV Show Character
  - Cars, Trains, Trucks
  - Dinosaurs
  - Real-Life Person
  - Video Game
  - Music
  - Computers/Technology

At the bottom of the form, there is a box that says "For more information, visit: [www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)". The footer of the form includes the text "Naturalistic Intervention National Professional Development Center on ASD 2017 1".

# A Tip About Reinforcement in NI

*“Remember that the reinforcer may be anything that is part of, or can be made part of identified routines/activities, and is interesting and motivating to the learner.”*



# Planning: Collect Baseline Data to Determine the Skills to Target

- Observe the learner in routines and activities where you are planning to implement NI
- Use data to help determine if the reinforcer is actually reinforcing or if it needs to be changed

Naturalistic Intervention (NI)

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---NI Baseline Data Collection - School---

Learner's Name: Lilian Date/Time: \_\_\_\_\_

Observer(s): Don

Begin by observing the learner and their use of the target skill during the determined routines and activities.

Target Behavior or Skill	Date / Time	Routine/ Activity (check)	Observed Target Behavior	Good Fit for NI?
Decrease tantrums and engage in play activities	3/7 4:30 pm	<input type="checkbox"/> Circle time <input type="checkbox"/> Lunch time <input type="checkbox"/> Snack time <input checked="" type="checkbox"/> Recess <input type="checkbox"/> Academics <input type="checkbox"/> Class outing <input type="checkbox"/> Other:	Lilian ran around the playground until a group of girls came up to her and interacted. Following this interaction	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Maybe <input type="checkbox"/> No
Decrease tantrums and engage in play activities	3/9 9:00 am	<input type="checkbox"/> Circle time <input type="checkbox"/> Lunch time <input type="checkbox"/> Snack time <input type="checkbox"/> Recess <input type="checkbox"/> Academics <input type="checkbox"/> Class outing <input checked="" type="checkbox"/> Other: Gym	Lilian walked into the gym and immediately had a tantrum, continued crying until she saw one of her friends playing with hula hoops in the corner	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

**Additional Notes:**  
It seems like Lilian is reacting to peers at recess, but upset during gym when she walks in. Let's start NI in gym (modeling appropriate play with hula-hoops when Lilian walks in) and I will talk to peers about what is going on at recess.

# Planning: Determine if other EBPs Need to be Used to Support

- Does the skill need to be modeled for the student in the activity/routine?
- Does the learner require prompting to support learning the skill?

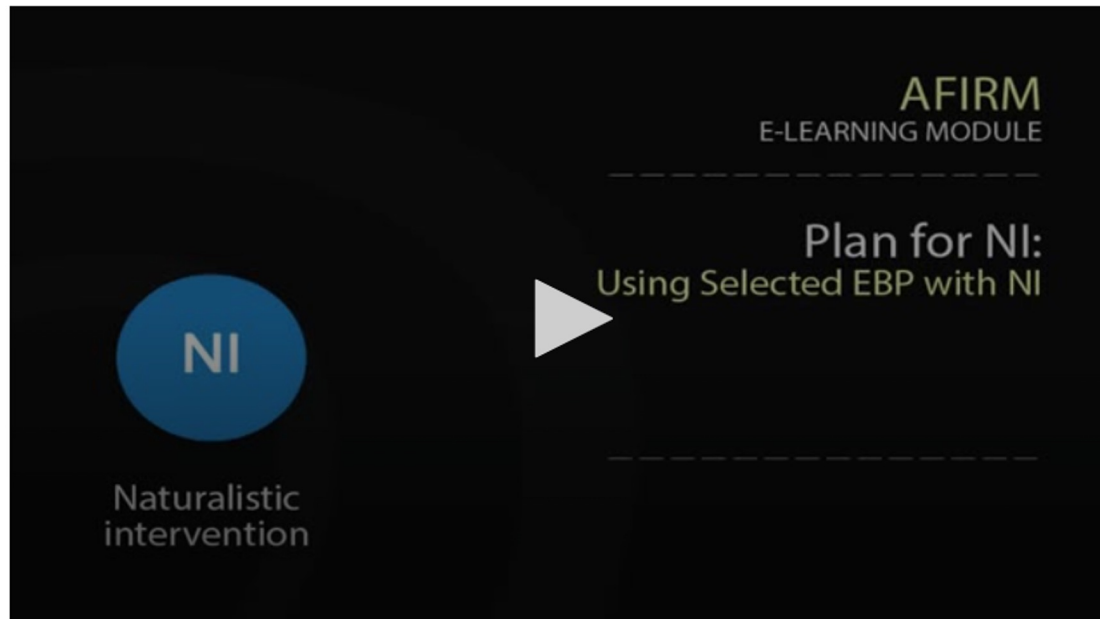


# Plan NI: Select EBPs

## Plan NI: Select Additional EBPs

Once the target behavior/skill and routine/activity in which to implement NI are determined, work together with the learner's family and/or IFSP/IEP team to determine which EBP to use and how mastery will be determined.

**Module(s):** Naturalistic Intervention



# Planning Worksheet

Use the Planning Worksheet to organize a plan for implementation.

Naturalistic Intervention (NI)



**AFIRM**  
Autism Focused Intervention  
Resources & Modules

---NI Planning Worksheet---

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Behavior:** \_\_\_\_\_

---

Selected EBP(s)	<input type="checkbox"/> Modeling <span style="float: right;"><input type="checkbox"/> Other:</span> <input type="checkbox"/> Prompting	
Routines and Activities to Try EBP(s)	<b>School:</b> <input type="checkbox"/> Circle time <input type="checkbox"/> Lunch time <input type="checkbox"/> Snack time <input type="checkbox"/> Recess	<input type="checkbox"/> Academics <input type="checkbox"/> Class outing <input type="checkbox"/> Other: <b>Home:</b> <input type="checkbox"/> Mealtime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other:
Staff and family members to be trained to implement NI	<b>School:</b> <input type="checkbox"/> Teacher <input type="checkbox"/> Teacher Assistant <input type="checkbox"/> OT <input type="checkbox"/> SLP	<input type="checkbox"/> Other Related Service <input type="checkbox"/> Other: <b>Home:</b> <input type="checkbox"/> Parent <input type="checkbox"/> Parent <input type="checkbox"/> OT <input type="checkbox"/> SLP <input type="checkbox"/> Other Related Service <input type="checkbox"/> Other:
Strategies to incorporate into NI	<input type="checkbox"/> Using novel materials and changing things up <input type="checkbox"/> Responding to and commenting on what the learner is saying/doing <input type="checkbox"/> Imitating what the learner is doing/saying <input type="checkbox"/> Expanding on what the learner is saying/doing <input type="checkbox"/> Giving the learner choices <input type="checkbox"/> Following the learner's lead <input type="checkbox"/> Exaggerating your sounds and movements <input type="checkbox"/> Other:	
Additional Notes		

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# Develop the Implementation Plan



- Who will implement the plan?
- In what setting?
- How often?
- What reinforcers will be used?

# NI Implementation Plan

Naturalistic Intervention (NI)



**—NI Planning Worksheet—**

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Behavior: \_\_\_\_\_

<b>Selected EBP(s)</b>	<input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Other: _____	
<b>Routines and Activities to Try EBP(s)</b>	<b>School:</b> <input type="checkbox"/> Circle time <input type="checkbox"/> Lunch time <input type="checkbox"/> Snack time <input type="checkbox"/> Recess <input type="checkbox"/> Academics <input type="checkbox"/> Class outing <input type="checkbox"/> Other: _____	<b>Home:</b> <input type="checkbox"/> Mealtime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other: _____
<b>Staff and family members to be trained to implement NI</b>	<b>School:</b> <input type="checkbox"/> Teacher <input type="checkbox"/> Teacher Assistant <input type="checkbox"/> OT <input type="checkbox"/> SLP <input type="checkbox"/> Other Related Service <input type="checkbox"/> Other: _____	<b>Home:</b> <input type="checkbox"/> Parent <input type="checkbox"/> Parent <input type="checkbox"/> OT <input type="checkbox"/> SLP <input type="checkbox"/> Other Related Service <input type="checkbox"/> Other: _____
<b>Strategies to incorporate into NI</b>	<input type="checkbox"/> Using novel materials and changing things up <input type="checkbox"/> Responding to and commenting on what the learner is saying/doing <input type="checkbox"/> Imitating what the learner is doing/saying <input type="checkbox"/> Expanding on what the learner is saying/doing <input type="checkbox"/> Giving the learner choices <input type="checkbox"/> Following the learner's lead <input type="checkbox"/> Exaggerating your sounds and movements <input type="checkbox"/> Other: _____	
<b>Additional Notes</b>		

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# Consider Using the Activity Matrix as an NI Planning Tool

**CAPTAIN** USING AN ACTIVITY MATRIX TO INFUSE IEP GOALS THROUGHOUT THE DAY **CAPTAIN**

- 1) List the student's goal areas along the top of the matrix
- 2) List the daily schedule of activities along the left side of the matrix, including all routines throughout the day (lunch, etc.)
- 3) In each corresponding cell write how the student will be taught/practice each skill during the daily activities and which EBP for Autism will be used

DAILY ACTIVITY:	Goal Area: Academics	Goal Area: Communication	Goal Area: Social Skills	Goal Area: Independence	Goal Area: Motor

Available on the CAPTAIN Website in Resources

# Using NI

1. Arrange the environment

1. Engage the learner

1. Use selected EBPs and strategies



# Arrange the Environment

At home  
School



# Arrange the Environment

Set up the environment in which the chosen routine/activity is going to occur.

If preferred item(s) is incorporated into the routine/activity, be sure the preferred item is within sight.

Be sure that the environment has minimal distractions.

# Engage the Learner

Some signs that the learner is engaged include:

- The learner is looking at you
- The learner is smiling
- The learner notices if you leave the activity or change what you are doing
- The learner responds verbally or through another means to your comments and sounds

# Use Selected EBPs

NI might include the integration of one or more EBP(s) into a learner's everyday routines and/or activities.

## Two very commonly used EBPs in NI

### Modeling (MD)

Demonstration of a desired target behavior that results in imitation of the behavior by the learner and that leads to the acquisition of the imitated behavior. This EBP is often combined with other strategies such as prompting and reinforcement. Modeling is a new EBP identified in 2014 review.

By using modeling (MD), the learner with ASD can acquire and generalize new skills/behaviors.



### Prompting (PP)

Verbal, gestural, or physical assistance given to learners to assist them in acquiring or engaging in a targeted behavior or skill. Prompts are generally given by an adult or peer before or as a learner attempts to use a skill.

Prompting is an effective practice to increase success and generalizability of target skills or behaviors for learners with ASD.



# Use Strategies When Implementing NI

Using

Using novel materials and changing things up

Responding

Responding to and commenting on what the learner is saying/doing

Imitating

Imitating what the learner is doing/saying

Expanding

Expanding on what the learner is saying/doing

Giving

Giving the learner choices

Following

Following the learner's lead


Exaggerating

Exaggerating your sounds and movements

# Video Examples of NI Being Implemented



# Monitoring - Collect Baseline Data Example



Naturalistic Intervention (NI)

---NI Baseline Data Collection - School---

Learner's Name: Lillian Date/Time: \_\_\_\_\_

Observer(s): Dan

Begin by observing the learner and their use of the target skill during the determined routines and activities.


Target Behavior or Skill	Date / Time	Routine/ Activity (check)	Observed Target Behavior	Good Fit for NI?
Decrease tantrums and engage in play activities	3/17 1230 pm	<input type="checkbox"/> Circle time <input type="checkbox"/> Lunch time <input type="checkbox"/> Snack time <input checked="" type="checkbox"/> Recess <input type="checkbox"/> Academics <input type="checkbox"/> Class outing <input type="checkbox"/> Other:	Lillian ran around the playground until a group of girls came up to her and interacted. Following this interaction	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Maybe <input type="checkbox"/> No
Decrease tantrums and engage in play activities	3/19 1000 am	<input type="checkbox"/> Circle time <input type="checkbox"/> Lunch time <input type="checkbox"/> Snack time <input type="checkbox"/> Recess <input type="checkbox"/> Academics <input type="checkbox"/> Class outing <input checked="" type="checkbox"/> Other: gym	Lillian walked into the gym and immediately had a tantrum, continued crying until she saw one of her friends playing with hula hoops in the corner	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
<p><b>Additional Notes:</b>            It seems like Lillian is reacting to peers at recess, but upset during gym when she walks in. Let's start NI in gym (modeling appropriate play with hula-hoops when Lillian walks in) and I will talk to peers about what is going on at recess.</p>				

# Collect and Analyze Data on Target Behavior

Be sure to keep track of trials, outcomes, and factors affecting NI as you implement the intervention.

You might use the provided data collection tool or your own data collection method.

Naturalistic Intervention (NI)



**—NI Data Log - School—**

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

**Monitor the learner and their use of the target skill during routines and activities to determine if the learner has made progress.**

Target Behavior or Skill	Date / Time	Routine/ Activity (check)	Implementer (check)	EBPs & Strategies Used (check)
		<input type="checkbox"/> Circle time <input type="checkbox"/> Lunch time <input type="checkbox"/> Snack time <input type="checkbox"/> Recess <input type="checkbox"/> Academics <input type="checkbox"/> Class outing <input type="checkbox"/> Other: _____	<input type="checkbox"/> Teacher <input type="checkbox"/> TA <input type="checkbox"/> SLP <input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> Other: _____	<b>EBP:</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Other: _____ <b>Strategies:</b> <input type="checkbox"/> Use novel materials and change things up in familiar routines and activities. <sup>1*</sup> <input type="checkbox"/> Respond to & comment on what the learner is saying/doing. <sup>1*</sup> <input type="checkbox"/> Imitate what the learner is saying/doing. <sup>1</sup> <input type="checkbox"/> Expand on what the learner is saying/doing. <sup>1</sup> <input type="checkbox"/> Give the learner choices. <sup>1*</sup> <input type="checkbox"/> Follow the learner's lead. <sup>1*</sup> <input type="checkbox"/> Exaggerate your sounds and movements. <sup>1</sup> <input type="checkbox"/> Other: _____
<b>Results &amp; Outcomes:</b>				
		<input type="checkbox"/> Circle time <input type="checkbox"/> Lunch time <input type="checkbox"/> Snack time <input type="checkbox"/> Recess <input type="checkbox"/> Academics <input type="checkbox"/> Class outing <input type="checkbox"/> Other: _____	<input type="checkbox"/> Teacher <input type="checkbox"/> TA <input type="checkbox"/> SLP <input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> Other: _____	<b>EBP:</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Other: _____ <b>Strategies:</b> <input type="checkbox"/> Use novel materials and change things up in familiar routines and activities. <sup>1*</sup> <input type="checkbox"/> Respond to & comment on what the learner is saying/doing. <sup>1*</sup> <input type="checkbox"/> Imitate what the learner is saying/doing. <sup>1</sup> <input type="checkbox"/> Expand on what the learner is saying/doing. <sup>1</sup> <input type="checkbox"/> Give the learner choices. <sup>1*</sup> <input type="checkbox"/> Follow the learner's lead. <sup>1*</sup> <input type="checkbox"/> Exaggerate your sounds and movements. <sup>1</sup> <input type="checkbox"/> Other: _____
<b>Results &amp; Outcomes:</b>				

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# Practice with Feedback

## Get Started on a Planning Worksheet



**AFIRM**  
Autism Focused Intervention Resources & Modules

---NI Planning Worksheet---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_  
 Observer(s): \_\_\_\_\_  
 Target Behavior: \_\_\_\_\_

<b>Selected EBP(s)</b>	<input type="checkbox"/> Modeling <input type="checkbox"/> Prompting	<input type="checkbox"/> Other:
<b>Routines and Activities to Try EBP(s)</b>	<b>School:</b> <input type="checkbox"/> Circle time <input type="checkbox"/> Lunch time <input type="checkbox"/> Snack time <input type="checkbox"/> Recess	<input type="checkbox"/> Academics <input type="checkbox"/> Class outing <input type="checkbox"/> Other: <b>Home:</b> <input type="checkbox"/> Mealtime <input type="checkbox"/> Family Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Bedtime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Other:
<b>Staff and family members to be trained to implement NI</b>	<b>School:</b> <input type="checkbox"/> Teacher <input type="checkbox"/> Teacher Assistant <input type="checkbox"/> OT <input type="checkbox"/> SLP	<input type="checkbox"/> Other Related Service <input type="checkbox"/> Other: <b>Home:</b> <input type="checkbox"/> Parent <input type="checkbox"/> Parent <input type="checkbox"/> OT <input type="checkbox"/> SLP <input type="checkbox"/> Other Related Service <input type="checkbox"/> Other:
<b>Strategies to Incorporate into NI</b>	<input type="checkbox"/> Using novel materials and changing things up <input type="checkbox"/> Responding to and commenting on what the learner is saying/doing <input type="checkbox"/> Imitating what the learner is doing/saying <input type="checkbox"/> Expanding on what the learner is saying/doing <input type="checkbox"/> Giving the learner choices <input type="checkbox"/> Following the learner's lead <input type="checkbox"/> Exaggerating your sounds and movements <input type="checkbox"/> Other:	
<b>Additional Notes</b>		

For more information, visit:  
[www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)

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Naturalistic Intervention (NI)  
---Implementation Checklist---

*Before you start:*

*Have you...*

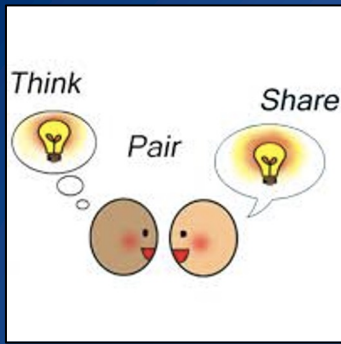
- Identified the behavior?
- Collected baseline data through direct observation?
- Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

*If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.*

	Observation	1	2	3	4
	Date				
	Observer's Initials				
<b>Step 1: Planning</b>					
1.1 Identify routines and/or activities to target selected behavior					
1.2 Determine naturally occurring reinforcers during routines/activities					
1.3 Collect baseline data during identified routines and/or activities					
1.4 Select EBP(s)					
1.5 Develop implementation plan					
1.6 Train staff/providers/family members to implement NI					
<b>Step 2: Using</b>					
2.1 Arrange environment to elicit target behavior					
2.2 Engage the learner					
2.3 Use selected EBP(s) and planned strategies with the learner					
2.4 Provide naturally occurring reinforcement as appropriate					
<b>Step 3: Monitoring</b>					
3.1 Collect and analyze data on target behavior					
3.2 Determine next steps based on learner's progress					

# Assess and Implement

## NI Implementation Checklist



# My Takeaways

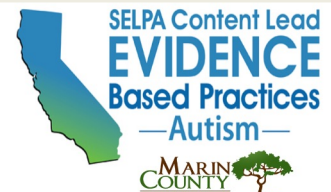
1. What are 4 things you remember from today's training?
1. What are 2 things you see yourself doing?
1. What is the 1 thing you can implement tomorrow?

# After the Training...

Please complete the **Post Training Survey**  
that will be sent to your email



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