



Autism Focused Intervention
Resources & Modules

RIR

EBP BRIEF PACKET: **RESPONSE INTERRUPTION & REDIRECTION**

UNC Frank Porter Graham Child Development Institute
Autism Focused Intervention Resources & Modules
Tomaszewski, B., Regan, T., & AFIRM Team, Updated 2025



The National Professional
Development Center on Autism



**FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE**



OVERVIEW OF CONTENT

1. **Table of RIR Contents:** This list details the specific RIR resources that apply to Response Interruption & Redirection.
2. **What is RIR:** A quick summary of salient features of Response Interruption & Redirection, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
3. **Evidence-base:** The evidence-base details the National Clearinghouse on Autism Evidence and Practice (NCAEP) criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for Response Interruption & Redirection.
4. **Planning Checklist:** This checklist details the steps for planning for Response Interruption & Redirection, including what prerequisite learning of practices are needed, collecting baseline data of the interfering behavior if needed, and what materials/resources are needed.
5. **Other Resources:** Other resources may include decision trees, checklists, and/or template forms that will support the use of Response Interruption & Redirection.
6. **Step-by-Step Guide:** Use this guide as an outline for how to plan for, use, and monitor Response Interruption & Redirection. Each step includes a brief description as a helpful reminder while learning the process.
7. **Implementation Checklist:** Use this checklist to determine if Response Interruption & Redirection is being implemented as intended.
8. **Monitoring Progress Checklist:** Use this form as a method for collecting and analyzing data to determine if the learner on the spectrum is making progress towards the interfering behavior.
9. **Tip Sheet for Professionals:** Use this tip sheet, intended for professionals working with learners on the spectrum, as a supplemental resource to help provide basic information about Response Interruption & Redirection.
10. **Parent Guide:** Use this guide intended for parents or family members of learners on the spectrum to help them understand basic information about Response Interruption & Redirection and how it is being used with their child.
11. **CEC Standards:** This list details the specific CEC standards that apply to Response Interruption & Redirection.
12. **Glossary:** This glossary contains key terms that apply specifically to Response Interruption & Redirection.
13. **References:** This list details the specific references used for developing this RIR module in numerical order.



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RESPONSE INTERRUPTION & REDIRECTION

WHAT IS RIR?

Response interruption and redirection (RIR) is the introduction of a prompt, comment, or other distractors when a behavior that is interfering with the learner's safety or learning (e.g., stereotypical, self-injurious) is occurring that is designed to divert the learner's attention away from the interfering behavior and results in its reduction. The rationale for RIR is that by introducing a prompt, comment, or other distractor when an interfering behavior is occurring, then interfering behaviors will decrease. RIR is often used after the completion of a Functional Behavior Assessment (FBA). FBA determines the function of an interfering behavior. RIR is often used with other evidence-based practices, including Prompting (PP), Reinforcement (R), and Differential Reinforcement (DR). RIR is particularly useful as an addition to reinforcement when reinforcement alone is not effective in reducing the behavior.

EVIDENCE-BASE:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Response Interruption and Redirection is a focused intervention that meets the evidence-based practice criteria with 29 single case design studies. Response Interruption/Redirection has been effective for preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Response Interruption and Redirection can be used to effectively address the following outcomes for target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, communication, motor, play, school readiness, and social.

HOW IS RIR BEING USED?

Response Interruption & Redirection can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use Response Interruption & Redirection in the home.

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EVIDENCE-BASE

The National Clearinghouse on Autism Evidence and Practice has adopted the following criteria to determine if a practice is evidence-based. The 2020 EBP report (Steinbrenner et al., 2020) provides more information about the systematic review process.

Efficacy must be established through high-quality, peer-reviewed research in scientific journals using:

- At least 2 randomized or quasi-experimental group design studies, or
- At least 5 single subject/case design studies, or a
- Combination of evidence of 1 randomized or quasi-experimental group design study and 3 single subject/case design studies

OVERVIEW:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Response Interruption and Redirection is a focused intervention that meets the evidence-based practice criteria with 29 single case design studies. Response Interruption/Redirection has been effective for preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Response Interruption and Redirection can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, communication, motor, play, school readiness, and social.

In the table below, the instructional outcomes identified by the evidence base are shown by age of participants.

Age	Academic	Adaptive	Behavior	Communication	Motor	Play	School Readiness	Social
3-5	Yes	Yes	Yes	Yes		Yes	Yes	Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14			Yes	Yes				
15-18			Yes					
19-22			Yes					

PRESCHOOL (3-5 YEARS):

- *Ahearn, W. H., Clark, K. M., MacDonald, R. P., & Chung, B. I. (2007). Assessing and treating vocal stereotypy in children with autism. *Journal of Applied Behavior Analysis*, 40(2), 263-275. <https://doi.org/10.1901/jaba.2007.30-06>
- *Ahrens, E. N., Lerman, D. C., Kodak, T., Worsdell, A. S., & Keegan, C. (2011). Further evaluation of response interruption and redirection as treatment for stereotypy. *Journal of Applied Behavior Analysis*, 44(1), 95-108. <https://doi.org/10.1901/jaba.2011.44-95>
- *Cassella, M. D., Sidener, T. M., Sidener, D. W., & Progar, P. R. (2011). Response interruption and redirection for vocal stereotypy in children with autism: A systematic replication. *Journal of Applied Behavior Analysis*, 44(1), 169-173. <https://doi.org/10.1901/jaba.2011.44-169>
- *Cook, J. L., Rapp, J. T., Gomes, L. A., Frazer, T. J., & Lindblad, T. L. (2014). Effects of verbal reprimands on targeted and untargeted stereotypy. *Behavioral Interventions*, 29(2), 106-124. <https://doi.org/10.1002/bin.1378>
- *Lang, R., O'Reilly, M., Sigafoos, J., Machalicek, W., Rispoli, M., Lancioni, G. E., Aguilar, J., & Fragale, C. (2010). The effects of an abolishing operation intervention component on play skills, challenging behavior, and stereotypy. *Behavioral Interventions*, 34(4), 267-289. <https://doi.org/10.1177/0145445510370713>
- Martinez, C. K., Betz, A. M., Liddon, C. J., & Werle, R. L. (2016). A progression to transfer RIRD to the natural environment. *Behavioral Interventions*, 31(2), 144-162. <https://doi.org/10.1002/bin.1444>**
- Miguel, C. F., Clark, K., Tereshko, L., & Ahearn, W. H. (2009). The effects of response interruption and redirection and sertraline on vocal stereotypy. *Journal of Applied Behavior Analysis*, 42(4), 883. <https://doi.org/10.1901/jaba.2009.42-883>
- *Plavnick, J. B., Mariage, T., Englert, C. S., Constantine, K., Morin, L., & Skibbe, L. (2014). Promoting independence during computer assisted reading instruction for children with autism spectrum disorders. *Revista Mexicana de Analisis de la Conducta*, 40(2), 85-105. <https://doi.org/10.5514/rmac.v40.i2.63667>
- *Saini, V., Greer, B. D., Fisher, W. W., Lichtblau, K. R., DeSouza, A. A., & Mitteer, D. R. (2016). Individual and combined effects of noncontingent reinforcement and response blocking on automatically reinforced problem behavior. *Journal of Applied Behavior Analysis*, 49(3), 693-698. <https://doi.org/10.1002/jaba.306>
- *Shawler, L. A., & Miguel, C. F. (2015). The effects of motor and vocal response interruption and redirection on vocal stereotypy and appropriate vocalizations. *Behavioral Interventions*, 30(2), 112-134. <https://doi.org/10.1002/bin.1407>
- *Wunderlich, K. L., & Vollmer, T. R. (2015). Data analysis of response interruption and redirection as a treatment for vocal stereotypy. *Journal of Applied Behavior Analysis*, 48(4), 749-64. <https://doi.org/10.1002/jaba.227>

ELEMENTARY SCHOOL (6-11 YEARS):

- *Ahearn, W. H., Clark, K. M., MacDonald, R. P., & Chung, B. I. (2007). Assessing and treating vocal stereotypy in children with autism. *Journal of Applied Behavior Analysis*, 40(2), 263-275. <https://doi.org/10.1901/jaba.2007.30-06>
- *Ahrens, E. N., Lerman, D. C., Kodak, T., Worsdell, A. S., & Keegan, C. (2011). Further evaluation of response interruption and redirection as treatment for stereotypy. *Journal of Applied Behavior Analysis*, 44(1), 95-108. <https://doi.org/10.1901/jaba.2011.44-95>
- *Cassella, M. D., Sidener, T. M., Sidener, D. W., & Progar, P. R. (2011). Response interruption and redirection for vocal stereotypy in children with autism: A systematic replication. *Journal of Applied Behavior Analysis*, 44(1), 169-173. <https://doi.org/10.1901/jaba.2011.44-169>
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- Dominguez, A., Wilder, D. A., Cheung, K., & Rey, C. (2014). The use of a verbal reprimand to decrease rumination in a child with autism. *Behavioral Interventions*, 29(4), 339-345. <https://doi.org/10.1002/bin.1390>**



- *Duker, P. C. & Schappveld, M. (1996). Increasing on-task behaviour through interruption-prompting. *Journal of Intellectual Disability Research*, 40(4), 291-297. <https://doi.org/10.1111/j.1365-2788.1996.tb00633.x>
- *Giles, A., Swain, S., Quinn, L., & Weifenbach, B. (2018). Teacher-implemented response interruption and redirection: Training, evaluation, and descriptive analysis of treatment integrity. *Behavior Modification*, 42(1), 148-169. <https://doi.org/10.1177/0145445517731061>
- *Hagopian, L. P., & Toole, L. M. (2009). Effects of response blocking and competing stimuli on stereotypic behavior. *Behavioral Interventions*, 24(2), 117-125. <https://doi.org/10.1002/bin.278>
- Lang, R., O'Reilly, M., Sigafoos, J., Lancioni, G. E., Machalicek, W., Rispoli, M., & White, P. (2009). Enhancing the effectiveness of a play intervention by abolishing the reinforcing value of stereotypy: A pilot study. *Journal of Applied Behavior Analysis*, 42(4), 889. <https://doi.org/10.1901/jaba.2009.42-889>
- *Lang, R., O'Reilly, M., Sigafoos, J., Machalicek, W., Rispoli, M., Lancioni, G. E., Aguilar, J., & Fragale, C. (2010). The effects of an abolishing operation intervention component on play skills, challenging behavior, and stereotypy. *Behavioral Interventions*, 34(4), 267-289. <https://doi.org/10.1177/0145445510370713>
- Liu-Gitz, L., & Banda, D. R. (2010). A replication of the RIRD strategy to decrease vocal stereotypy in a student with autism. *Behavioral Interventions*, 25(1), 77-87. <https://doi.org/10.1002/bin.297>
- Love, J. J., Miguel, C. F., Fernand, J. K., & LaBrie, J. K. (2012). The effects of matched stimulation and response interruption and redirection on vocal stereotypy. *Journal of Applied Behavior Analysis*, 45(3), 549-64. <https://doi.org/10.1901/jaba.2012.45-549>
- Magnusson, A. F., & Gould, D. D. (2007). Reduction of automatically-maintained self-injury using contingent equipment removal. *Behavioral Interventions*, 22(1), 57-68. <https://doi.org/10.1002/bin.231>
- O'Connor, A. S., Prieto, J., Hoffmann, B., DeQuinzio, J. A., & Taylor, B. A. (2011). A stimulus control procedure to decrease motor and vocal stereotypy. *Behavioral Interventions*, 26(3), 231-242. <https://doi.org/10.1002/bin.335>
- Pastrana, S. J., Rapp, J. T., & Frewing, T. M. (2013). Immediate and subsequent effects of response interruption and redirection on targeted and untargeted forms of stereotypy. *Behavior Modification*, 37(4), 591-610. <https://doi.org/10.1177/0145445513485751>
- *Plavnick, J. B., Mariage, T., Englert, C. S., Constantine, K., Morin, L., & Skibbe, L. (2014). Promoting independence during computer assisted reading instruction for children with autism spectrum disorders. *Revista Mexicana de Analisis de la Conducta*, 40(2), 85-105. <https://doi.org/10.5514/rmac.v40.i2.63667>
- *Saini, V., Greer, B. D., Fisher, W. W., Lichtblau, K. R., DeSouza, A. A., & Mitteer, D. R. (2016). Individual and combined effects of noncontingent reinforcement and response blocking on automatically reinforced problem behavior. *Journal of Applied Behavior Analysis*, 49(3), 693-698. <https://doi.org/10.1002/jaba.306>
- *Schmidt, J. D., Long, A., Goetzel, A. L., Tung, C., Pizarro, E., Phillips, C., & Hausman, N. (2017). Decreasing pica attempts by manipulating the environment to support prosocial behavior. *Journal of Developmental and Physical Disability*, 29(5), 683-697. <https://doi.org/10.1007/s10882-017-9548-y>
- *Shawler, L. A., & Miguel, C. F. (2015). The effects of motor and vocal response interruption and redirection on vocal stereotypy and appropriate vocalizations. *Behavioral Interventions*, 30(2), 112-134. <https://doi.org/10.1002/bin.1407>
- *Tiger, J. H., Wierzbica, B. C., Fisher, W. W., & Benitez, B. B. (2017). Developing and demonstrating inhibitory stimulus control over repetitive behavior. *Behavioral Interventions*, 32(2), 160-174. <https://doi.org/10.1002/bin.1472>
- *Wunderlich, K. L., & Vollmer, T. R. (2015). Data analysis of response interruption and redirection as a treatment for vocal stereotypy. *Journal of Applied Behavior Analysis*, 48(4), 749-64. <https://doi.org/10.1002/jaba.227>

MIDDLE SCHOOL (12-14 YEARS):

- Chok, J. T., & Harper, J. M. (2016). Heart rate assessment and use of a multiple schedule treatment for an individual with obsessive compulsive-like behavior. *Journal of Developmental and Physical Disabilities*, 28(6), 821-834. <https://doi.org/10.1007/s10882-016-9511-3>
- *Cook, J. L., Rapp, J. T., Gomes, L. A., Frazer, T. J., & Lindblad, T. L. (2014). Effects of verbal reprimands on targeted and untargeted stereotypy. *Behavioral Interventions*, 29(2), 106-124. <https://doi.org/10.1002/bin.1378>

- *Duker, P. C. & Schappveld, M. (1996). Increasing on-task behaviour through interruption-prompting. *Journal of Intellectual Disability Research*, 40(4), 291-297. <https://doi.org/10.1111/j.1365-2788.1996.tb00633.x>
- *Giles, A., Swain, S., Quinn, L., & Weifenbach, B. (2018). Teacher-implemented response interruption and redirection: Training, evaluation, and descriptive analysis of treatment integrity. *Behavior Modification*, 42(1), 148-169. <https://doi.org/10.1177/0145445517731061>
- Rapp, J. T., Vollmer, T. R., & Hovanetz, A. N. (2006). Evaluation and treatment of swimming pool avoidance exhibited by an adolescent girl with autism. *Behavior Therapy*, 36(1), 101-105. [https://doi.org/10.1016/S0005-7894\(05\)80058-9](https://doi.org/10.1016/S0005-7894(05)80058-9)
- *Shawler, L. A., & Miguel, C. F. (2015). The effects of motor and vocal response interruption and redirection on vocal stereotypy and appropriate vocalizations. *Behavioral Interventions*, 30(2), 112-134. <https://doi.org/10.1002/bin.1407>
- *Tiger, J. H., Wierzbica, B. C., Fisher, W. W., & Benitez, B. B. (2017). Developing and demonstrating inhibitory stimulus control over repetitive behavior. *Behavioral Interventions*, 32(2), 160-174. <https://doi.org/10.1002/bin.1472>
- Wells, J., Collier, L., & Sheehey, P. H. (2016). Decreasing vocal stereotypy of a youth with autism in a classroom setting. *Child & Family Behavior Therapy*, 38(2), 164-174. <https://doi.org/10.1080/07317107.2016.1172887>
- *Wunderlich, K. L., & Vollmer, T. R. (2015). Data analysis of response interruption and redirection as a treatment for vocal stereotypy. *Journal of Applied Behavior Analysis*, 48(4), 749-64. <https://doi.org/10.1002/jaba.227>

HIGH SCHOOL (15-18 YEARS):

- Armstrong, A., Knapp, V. M., & McAdam, D. B. (2014). Functional analysis and treatment of the diurnal bruxism of a 16-year-old girl with autism. *Journal of Applied Behavior Analysis*, 47(2), 415-9. <https://doi.org/10.1002/jaba.122>
- *Cook, J. L., Rapp, J. T., Gomes, L. A., Frazer, T. J., & Lindblad, T. L. (2014). Effects of verbal reprimands on targeted and untargeted stereotypy. *Behavioral Interventions*, 29(2), 106-124. <https://doi.org/10.1002/bin.1378>
- Langone, S. R., Luiselli, J. K., & Hamill, J. (2013). Effects of response blocking and programmed stimulus control on motor stereotypy: A pilot study. *Child & Family Behavior Therapy*, 35(3), 249-255. <https://doi.org/10.1080/07317107.2013.818906>
- Piazza, C. C., Hanley, G. P., & Fisher, W. W. (1996). Functional analysis and treatment of cigarette pica. *Journal of Applied Behavior Analysis*, 29(4), 437-450. <https://doi.org/10.1901/jaba.1996.29-437>
- *Schmidt, J. D., Long, A., Goetzel, A. L., Tung, C., Pizarro, E., Phillips, C., & Hausman, N. (2017). Decreasing pica attempts by manipulating the environment to support prosocial behavior. *Journal of Developmental and Physical Disability*, 29(5), 683-697. <https://doi.org/10.1007/s10882-017-9548-y>

YOUNG ADULT (19-22 YEARS):

- *Duker, P. C. & Schappveld, M. (1996). Increasing on-task behaviour through interruption-prompting. *Journal of Intellectual Disability Research*, 40(4), 291-297. <https://doi.org/10.1111/j.1365-2788.1996.tb00633.x>
- *Wunderlich, K. L., & Vollmer, T. R. (2015). Data analysis of response interruption and redirection as a treatment for vocal stereotypy. *Journal of Applied Behavior Analysis*, 48(4), 749-64. <https://doi.org/10.1002/jaba.227>

Notes: * denotes the study has participants in at least two age ranges
Bold denotes new studies since 2011 (2012 till 2017)

RIR COMPONENTS

Response Interruption & Redirection (RIR) is an evidence-based practice that helps learners on the spectrum stop a behavior that gets in the way of learning or safety and focus on something more useful instead. It has two main steps:

Response Interruption:

The first step is to **reduce the unwanted behavior** by stopping it as it happens. This can be done by **using words or actions to get the learner's attention** and interrupt the behavior.

Example: A student is making repeated sounds that don't seem to have a purpose (called vocal stereotypy). To interrupt this, the teacher calls the student's name to get their attention. This helps stop the behavior for a moment.

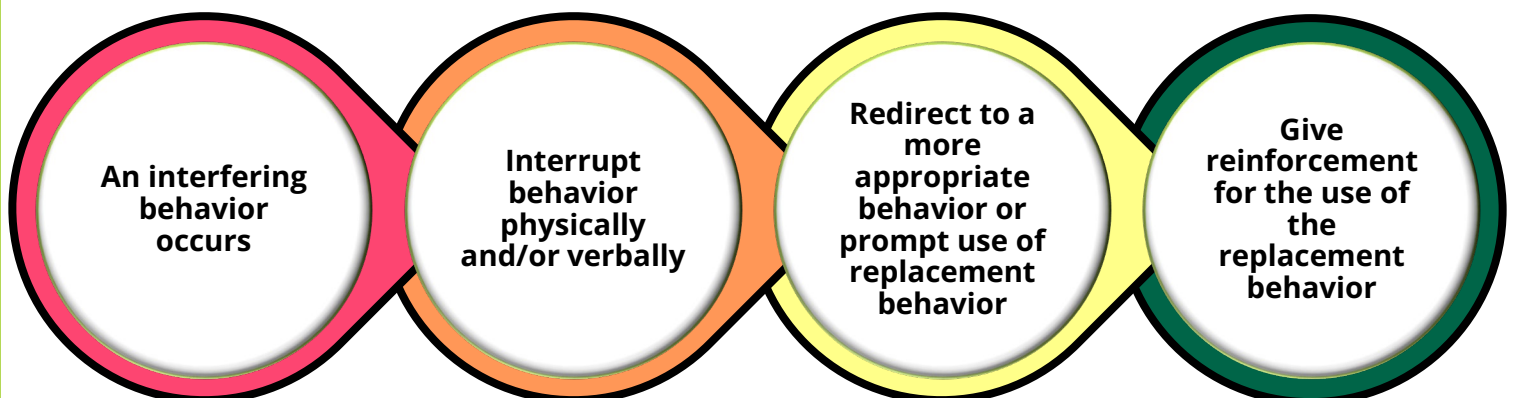
Redirection:

After stopping the behavior, the next step is to **help the learner do something more appropriate**. This means **prompting them to focus on a different task or action**.

Example: Once the teacher has the student's attention, they ask a question like, "What color is your shirt?" This helps the student shift their focus from the unwanted behavior to a meaningful activity.

Evidence-Based Practices used with RIR include:

- **Differential Reinforcement of Alternative (DRA)** - a systematic process that increases desirable behavior or the absence of an undesirable behavior by providing positive consequences for demonstration/non-demonstration of such behavior. These consequences may be provided when the learner is engaging in a specific desired behavior other than the undesirable behavior.
- **Functional Behavioral Assessment (FBA)** - a systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed.
- **Prompting (PP)** - verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.
- **Reinforcement (R)** - the application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.



RIR CONSIDERATIONS & ALTERNATIVE BEHAVIORS

Motor stereotypy: Movement of body parts that have no apparent function and/or movement that is not directed toward another individual (e.g., hand flapping, hand mouthing, putting fingers in ears, fanning/spreading fingers, spinning toy).

Function: Sensory stimulation

Response Interruption:

- Physically block (e.g., stopping toy from moving)
- Verbally block (e.g., state learner's name in a neutral tone of voice)

Redirection:

- Prompt learner for a motor response (e.g., "Hold hands in lap.")
- Ask learner a social question or give prompt that requires a verbal response (e.g., "Where do you live?")

Example: During free play, Lily often grabs a toy and holds it near her eyes swinging it repeatedly back and forth. Mr. Lance uses RIR by stopping the toy physically from moving and telling Lily to put her hands on her lap.

Alternative Behavior: After Lily's hands are in her lap, Mr. Lance prompts Lily to engage in playing with toys, such as putting a puzzle piece in a puzzle or looking through pages of a book.

Vocal stereotypy: Vocalizations that have no apparent function and are not directed toward another individual (e.g., echolalia, non-contextual laughing/giggling, non-contextual words/phrases, non-recognizable words).

Function: Sensory stimulation

Response Interruption:

- Verbally block (e.g., state learner's name in a neutral tone of voice)

Redirection:

- Prompt learner for a motor response (e.g., "Clap your hands")
- Ask learner a social question or give prompt that requires a verbal response (e.g., "Say Mom")

Example: Dylan often repeats sounds, such as "ee ee" during the start of group work with peers. Ms. Clary uses RIR by stating Dylan's name and gaining his attention, and asking "What do you like about Spiderman?"

Alternative Behavior: After Dylan has provided verbal responses to the social questions, Ms. Clary prompts him to say "Hello" to peers and begin engaging in-group work.

Self-injury: Any aggressive behavior that is directed towards oneself (e.g., hitting, scratching, biting).

Function: Sensory stimulation

Response Interruption:

- Physically block (e.g., touch body part that is involved in self-injurious behavior)
- Verbally block (e.g., say “Stop”)

Redirection:

- Providing preferred toys and/or objects
- Prompt learner to engage in physical and verbal task (e.g., “Fold your hands and count aloud to 10”)

Example: During the transition to lunchtime, Alex begins biting his hand. Mrs. Murphy uses RIR by physically touching his hand and providing Alex with his lunch box.

Alternative Behavior: After Alex is holding his lunch box, Mrs. Murphy prompts Alex to get in line with his class to walk to the cafeteria.

Interfering behavior: Any behavior that is disruptive (e.g., screaming, aggression towards others, eloping, falling to the ground).

Function: Sensory stimulation

Response Interruption:

- Physically block (e.g., touch body part that is involved in challenging behavior)
- Verbally block (e.g., say “Stop”)

Redirection:

- Providing preferred toys and/or objects
- Prompt learner to engage in physical task (e.g., sit in a chair, stand up, fold arms)

Example: Suzy screams when sitting at her desk. Mr. Green uses RIR by telling Suzy to stop and telling her to “Stand Up.”

Alternative Behavior: After Suzy has stood up, Mr. Green prompts her to engage in her work at her desk.



FUNCTIONAL BEHAVIOR ASSESSMENT

Learner's Name: _____ **Date/Time:** _____

Observer(s): _____

Interfering Behavior: _____

Directions: Complete this checklist to determine the function of the interfering behavior.

DEFINE THE INTERFERING BEHAVIOR:

1. Where does the behavior occur?
2. With whom does the behavior occur?
3. When does the behavior occur?
4. What activity is the learner participating in when the behavior occurs?
5. How long has the behavior been interfering with the learner's development and learning?
6. Does the behavior involve aggression or damage to property?
7. What are other students and adults doing when the behavior occurs?
8. What is the proximity of other students and adults when the behavior occurs?
9. What is the noise level of in the environment when the behavior occurs?
10. Number of individuals in the area:
11. Other environmental conditions:
12. Does the behavior occur because the learner is being asked to demonstrate a skill that he/she cannot perform (e.g., talking with peer, completing a difficult math assignment
13. Does the learner exhibit other behaviors immediately before the behavior occurs (antecedents)?
14. What happens immediately after the interfering behavior occurs (consequences)?



DETERMINE THE FUNCTION OF THE BEHAVIOR:

15. To get or obtain:

- ☐ Attention
- ☐ Food
- ☐ Toys
- ☐ Hugs
- ☐ Sensory stimulation
- ☐ Other: _____

To escape or avoid:

- ☐ Attention
- ☐ Difficult task/activity
- ☐ Undesirable activity
- ☐ Social stimulation
- ☐ Sensory stimulation
- ☐ Other: _____

DEVELOP HYPOTHESIS STATEMENT:

16. Antecedents & Consequences:

17. Interfering behavior:

18. Function of behavior:

HYPOTHESIS STATEMENT:



DATA COLLECTION: A-B-C

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior: _____

Directions: Collect data what happens directly before the activity (antecedent), describe the activity (behavior), and determine what happens directly after the activity (consequence). Note approximately how many minutes the learner participated in the activity.

Date/Time/ Setting	Antecedent	Behavior	Consequence	Approximation duration (minutes)

Prompt Key: VB = Verbal; VSP = Prompt to use Visual Support; G = Gestural; M = Model; FP = Full Physical; PP = Partial Physical; I = No prompts needed/Independent; IS = Independent with support (VS = Visual Support; VM = Video Modeling; SN = Social Narratives)

DATA COLLECTION: SCATTERPLOT

Learner's Name: _____ **Date/Time:** _____

Observer(s): _____

Interfering Behavior: _____

Directions: Collect data on the setting and time of the learner's behavior to identify patterns.

[illegible]

ANECDOTAL NOTES:



PROMPTING HIERARCHY

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior: _____

Directions: Use this checklist to determine order of prompts based on the learner's needs and the target skill.

PROMPTS:

- **Gestural** – a physical movement that provides the learner with information about how to perform the target skill/behavior
- **Independent** – the learner can perform the target skill/behavior without assistance or support from others
- **Model** – demonstrating the correct way to perform the target skill/behavior for the learner
- **Physical** – hands-on assistance given to the learner to support them to perform the target skill/behavior
- **Verbal** – any spoken words direct to the learner to help them perform the target skill/behavior
- **Visual** – a picture, icon, or physical object used to provide the learner with information on how to perform the target skill/behavior

Level	Prompt	Instructions
Level 1	Independent	
Level 2		
Level 3		
Level 4		
Level 5		
Level 6		



REINFORCER SAMPLING & CHECKLIST

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior: _____

Directions: Use this worksheet and checklist to identify and select reinforcers/rewards based on the learner's preferred items, interests, and activities for **Positive Reinforcement** and **Token Economy**.

CONDUCT A REINFORCER SAMPLING:

1. Sit in front of the learner and hold up two items. Ask the learner to "Pick one."
2. Wait 10 seconds for the learner to indicate selection in manner that is appropriate for the learner (e.g., verbalization, pointing, using an augmentative communication device).
3. Place the selected object in a container for learner's selection and non-selected item in the not selected container.
4. Repeat steps 1 through 3 until half of the objects presented are selected.

Item 1	Selected?	Item 2	Selected?
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No

LIST SELECTED REINFORCERS:



LIST POTENTIAL REINFORCERS:

	AGE APPROPRIATE?	
1. What natural reinforcers could be used?	Yes	No
2. What activities, objects, and/or foods does the learner select independently?	Yes	No
3. What phrases or gestures seem to produce a pleasant response from the learner?	Yes	No
4. What does the learner say they would like to work for (if appropriate)?	Yes	No
5. What reinforcers were identified by parents/family members and/or team members as being successful in the past?	Yes	No
6. Does the learner require additional adaptations/modifications/supports? Such as visual supports or a communication device?	Yes	No
7. Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?	Yes	No
8. Are additional materials and/or resources for using Functional Behavior Assessment ready and available?	Yes	No



FOODS FOR SNACKS/MEALTIME ROUTINES:

- | | | |
|--|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Cheese | <input type="checkbox"/> Fruit | <input type="checkbox"/> Pretzels |
| <input type="checkbox"/> Chicken Nuggets | <input type="checkbox"/> Goldfish | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Chips | <input type="checkbox"/> Ice Cream | <input type="checkbox"/> Other: |
| <input type="checkbox"/> French Fries | <input type="checkbox"/> Pizza | <input type="checkbox"/> Other: |

GAMES FOR PLAY/RECESS ROUTINES:

- | | | |
|---|-------------------------------------|---------------------------------|
| <input type="checkbox"/> Burrito games with a blanket | <input type="checkbox"/> Peek-a-Boo | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Chase | <input type="checkbox"/> Tickles | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Pat-a-Cake | <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

TOYS FOR PLAY/RECESS ROUTINES:

- | | | |
|---|-------------------------------------|---|
| <input type="checkbox"/> Books | <input type="checkbox"/> Legos | <input type="checkbox"/> Remote controlled toys |
| <input type="checkbox"/> Cars/Trains/Trucks | <input type="checkbox"/> Noisy toys | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Computer | <input type="checkbox"/> Phones | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Doll house | <input type="checkbox"/> Puzzles | <input type="checkbox"/> Other: |

SPECIAL INTERESTS FOR ACTIVITIES/ROUTINES:

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Book Character: | <input type="checkbox"/> Movie Character: | <input type="checkbox"/> TV Show: |
| <input type="checkbox"/> Book: | <input type="checkbox"/> Movie: | <input type="checkbox"/> Video Game: |
| <input type="checkbox"/> Cars, Trains, Trucks | <input type="checkbox"/> Music | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Computers/Technology | <input type="checkbox"/> Numbers | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Dinosaurs | <input type="checkbox"/> Real-Life Person: | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Letters | <input type="checkbox"/> TV Show Character: | <input type="checkbox"/> Other: |



PLANNING CHECKLIST

Learner's Name: _____ **Date/Time:** _____

Observer(s): _____

Interfering Behavior: _____

Directions: Complete this checklist to determine which type of Response Interruption & Redirection to use with the learner on the spectrum as well as if RIR is ready to be implemented.

DEFINE INTERFERING BEHAVIOR (HYPOTHESIS STATEMENT):

RIR PROCEDURE:

REPLACEMENT BEHAVIOR:

REINFORCER:



PLANNING:

- ☐ Has the interfering behavior been identified?
- ☐ Has baseline data and/or a functional behavior assessment been collected through direct observation of the learner?
- ☐ Has the function of the interfering behavior been identified?
- ☐ Has a RIR procedure been selected (e.g., verbal blocking, physical blocking)?
- ☐ Has a replacement behavior for the interfering behavior been identified?
- ☐ Has a prompt to use the replacement behavior for the interfering behavior been identified?
- ☐ Are all team members and staff members trained to use identified strategies and responses to behavior?
- ☐ Does the learner require additional adaptations/modifications/supports? Such as a communication device or visual supports?
- ☐ Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?
- ☐ Are additional materials and/or resources for using Response Interruption & Redirection ready and available?



DATA COLLECTION: EVENT SAMPLING

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior: _____

Directions: Collect data on the frequency of the learner demonstrating the interfering behavior to determine if the learner is making progress.

Date	Tally (each occurrence of the interfering behavior)	Total Tally	Timepoint
			<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
			<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
			<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
			<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
			<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
			<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
			<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
			<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
			<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
			<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After



DATA COLLECTION: INTERVALS

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Operational Definition of Interfering Behavior (IB): _____

Total Observation Time: _____ Length of Each Interval: _____

Directions: Collect data when the learner demonstrating the interfering behavior at time intervals (light green cells) to determine if the learner is making progress.

Intervals (+ = IB occurs; 0 = IB does not occur)

Date	1	2	3	4	5	6	7	8	9	10	%	Timepoint
												<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
												<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
												<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
												<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
												<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
												<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
												<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
												<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
												<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
												<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After



DATA COLLECTION: DURATION

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior: _____

Directions: Collect data on the duration of the learner demonstrating the interfering behavior to determine if the learner is making progress.

Date	Start Time	Stop Time	Total Time (min)	Timepoint
				<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
				<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
				<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
				<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
				<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
				<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
				<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
				<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
				<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
				<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After



MONITORING PROGRESS CHECKLIST

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior: _____

Directions: Complete this checklist to determine if the learner is making progress with using Response Interruption & Redirection.

MONITORING PROGRESS:

- ☐ Is the behavior well defined?
- ☐ Is the behavior measurable and observable?
- ☐ Did the functional behavior assessment identify the function of the behavior?
- ☐ Is RIR used with fidelity? (Use the RIR Implementation Checklist to determine fidelity.)
- ☐ Does the prompt ensure the learner uses the alternative behavior?
- ☐ Are reinforcers used that are motivating to the learner?
- ☐ Are all team members using response interruption and redirection consistently?

STEP-BY-STEP GUIDE

This step-by-step practice guide outlines how to plan for, use, and monitor Response Interruption & Redirection.

BEFORE YOU BEGIN...

Each of the following points is important to address so that you can be sure Response Interruption & Redirection is likely to address the Interfering Behavior of your learner on the spectrum.



HAVE YOU FOUND OUT MORE INFORMATION ABOUT...?

- ☐ Identifying the behavior...?
- ☐ Collecting baseline data through direct observation...?
- ☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (<https://afirm.fpg.unc.edu/selecting-EBP>).

For more information about Response Interruption & Redirection, please visit <https://afirm.fpg.unc.edu/>.


STEP 1: PLANNING FOR RIR

The planning step details the initial steps and considerations involved to prepare for using Response Interruption & Redirection with a learner on the spectrum.

1. Conduct a functional behavior assessment

A Functional Behavior Assessment (FBA) should be conducted to aid in identifying the most likely function of the interfering behavior.

- Note: Check out the module on FBA for more information about this specific process.

 Use the **FBA** to gather information on an interfering behavior.

Keep in mind that **Response Interruption & Redirection** can be used to help learners on the spectrum to decrease inappropriate behaviors and increase appropriate behaviors.

2. Identify response and redirection procedures

Identify the appropriate response interruption and redirection procedures to address the interfering behavior. RIR is best used when the function of the behavior is not maintained by attention or escape. Remember that multiple options may be appropriate to try with the learner.

📄 Use the **RIR Considerations & Alternative Behaviors** sheet to identify possible RIR procedures.

3. Select appropriate alternative behaviors

An alternative behavior must be selected to take the place of the interfering behavior.

4. Determine reinforcers

To increase the likelihood that the learner will engage in the alternative behavior again in the future, select reinforcers that are appropriate for the individual learner and the target skills. Reinforcers should be selected based on the learner's interests and motivations.

📄 Use the **Reinforcer Sampling & Checklist** to identify reinforcers.

5. Train team members

To ensure consistent implementation of RIR across settings, it is helpful that the entire team be trained. If only one team member is using RIR, effectiveness may be limited, as this one person may not always be the person working directly with the learner when they engage in the interfering behavior. To increase appropriate behaviors and decrease interfering behaviors, it will be important that RIR be conducted consistently across settings.

STEP 2: USING RIR

This step details the process of implementing Response Interruption & Redirection with a learner on the spectrum.

1. Praise learner's independent use of appropriate behaviors

When using RIR, it is important to provide the learner with verbal praise each time the learner is using appropriate behaviors independently. This will help the learner to associate the appropriate behaviors with verbal praise.

2. Use identified RIR procedure

Different procedures are needed for each interfering behavior when using RIR.

a) Motor stereotypy

- Verbal blocking: State learner's name in a neutral tone of voice and prompt learner to give a verbal response, such as asking a question or prompting vocal imitation, or a physical response, such as engaging in a physical task or prompting motor imitation.
- Physical blocking: For a physical object, physically stop object from moving (e.g., a toy from spinning) and prompt learner to give a verbal response, such as asking a question or prompting vocal imitation, or a physical response such as engaging in a physical task or prompting motor imitation. For a body part, physically touch the body part (e.g., hands if a learner is hand flapping) and prompt learner to give a verbal response, such as asking a question or prompting vocal imitation, or a physical response such as engaging in a physical task or prompting motor imitation.

- **Physical blocking:** For a physical object, physically stop object from moving (e.g., a toy from spinning) and prompt learner to give a verbal response, such as asking a question or prompting vocal imitation, or a physical response such as engaging in a physical task or prompting motor imitation. For a body part, physically touch the body part (e.g., hands if a learner is hand flapping) and prompt learner to give a verbal response, such as asking a question or prompting vocal imitation, or a physical response such as engaging in a physical task or prompting motor imitation.
- b) **Vocal stereotypy**
 - **Verbal blocking:** State learner's name in a neutral tone of voice and prompt learner to give a verbal response, such as asking a question or prompting vocal imitation, or a physical response, such as engaging in a physical task or prompting motor imitation.
- c) **Self-injury**
 - **Verbal blocking:** Tell learner to stop and prompt learner to engage in a physical task or provide learner with preferred object.
 - **Physical blocking:** Physically touch the body part (e.g., leg if the learner is kicking) and prompt learner to engage in a physical task or provide learner with preferred object.
- d) **Interfering behavior**
 - **Verbal blocking:** Tell learner to stop and prompt learner to engage in a physical task or provide learner with preferred object.
 - **Physical blocking:** Physically touch the body part (e.g., leg if the learner is kicking) and prompt learner to engage in a physical task or provide learner with preferred object.

3. Prompt us of alternative behavior

- Team members will need to use prompting procedures in conjunction with response interruption and redirection to teach learners with autism alternative behaviors in order for learners to perform the alternative behavior correctly. The assistance can be provided by a prompt used after the instruction is given to help the learner perform the correct response. Prompts may be gestural, verbal, visual, model, or physical.
- Remember, team members should always select the least restrictive prompt needed by the learner to use the alternative behavior successfully.
 - Note: Check out the PP module for more information about Prompting.

4. Reinforce learner's use of alternative behavior

- When first beginning to use response interruption and redirection, it is important to use continuous reinforcement by providing the learner with autism the identified reinforcer(s) each time the learner uses the alternative behavior. Continuous reinforcement will help the learner association the alternative behavior with the selected reinforcer(s). The reinforcer should be delivered immediately and consistently (e.g., within 3 seconds each time the learner uses the alternative behavior).
- When delivering the reinforcer, be sure to describe the alternative behavior after the learner has used it correctly.

- Once the learner is successful, move to an intermittent schedule where the reinforcer is delivered following use of alternative behaviors some of the time, but not every instance.
 - Note: Check out the R module for more information about Reinforcement and reinforcers.


STEP 3: MONITORING RIR

The following step details how to monitor the use of Response Interruption & Redirection with a learner on the spectrum and how to determine next steps based on the data.

1. Collect and analyze data

It is important to continuously collect and review data with the RIR team. Collect data on:

- setting of observation
- sensory experiences available in the setting by modality
- learner's response to sensory stimuli
- level of prompting needed for learner to participate in that sensory setting
- other RIRs or strategies used to support the learner

 Use the **Data Collection** forms to record behaviors.

2. Determine next steps based on learner progress

Collecting data will help team members decide about the effectiveness of using Response Interruption & Redirection and whether the learner on the spectrum is making progress. If a learner is making progress based upon data collected, team members should continue to use the selected strategies.

If team members determine that the learner is not making progress, consider the following:

- Is the behavior well defined?
- Is the behavior measurable and observable?
- Did the functional behavior assessment identify the function of the behavior?
- Does the prompt ensure the learner uses the alternative behavior?
- Are reinforcers used that are motivating to the learner?
- Are all team members using response interruption and redirection consistently?
- Is RIR used with fidelity? (Use the RIR Implementation Checklist to determine fidelity.)

If these issues have been addressed and the learner on the spectrum continues not to show progress, consider selecting a different evidence-based practice to use with the learner on the spectrum.



IMPLEMENTATION CHECKLIST

BEFORE YOU START, HAVE YOU...?

- ☐ Identifying the target skill/goal/behavior...?
- ☐ Collecting baseline data through direct observation...?
- ☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (<https://afirm.fpg.unc.edu/selecting-EBP>).

Observation:		1	2	3	4	5
Date:						
Observer's Initials:						
STEP 1: PLANNING						
1.1	Conduct a functional behavior assessment					
1.2	Identify RIR procedures					
1.3	Select an appropriate alternative behavior					
1.4	Determine reinforcers					
1.5	Train team members					
STEP 2: USING						
2.1	Praise learner's independent use of appropriate behaviors					
2.2	Use identified procedure					
2.3	Prompt for the alternative behavior					
2.4	Reinforce use of the alternative behavior					
STEP 3: MONITORING						
3.1	Collect and analyze data					
3.2	Determine next steps based on learner progress					

TIP SHEET FOR PROFESSIONALS

RESPONSE INTERRUPTION & REDIRECTION ...

- Is a focused evidence-based practice for children and youth on the spectrum from 3-22 years old that can be implemented in multiple settings.
- is a practice used to decrease behaviors that interfere with learning and daily functioning.



WHY USE WITH LEARNERS ON THE SPECTRUM?

- Response interruption and redirection is used to address significant interfering behaviors that are often difficult to address.
- Response interruption and redirection redirects learners to increase their use of more appropriate behaviors

TIPS:

- Use the **RIR Behavior Considerations & Alternative Behaviors** to identify possible RIR procedures.
- Select an alternative behavior that takes the place of the interfering behavior.
- Identify reinforcers that are appropriate for the individual learner and the target skills.

INSTRUCTIONAL OUTCOMES:

The evidence-base for Response Interruption & Redirection supports its use to address the following outcomes, according to age range, in the table below:

Age	Academic	Adaptive	Behavior	Communication	Motor	Play	School Readiness	Social
3-5	Yes	Yes	Yes	Yes		Yes	Yes	Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14			Yes	Yes				
15-18			Yes					
19-22			Yes					



STEPS FOR IMPLEMENTING:

1. PLAN

- Conduct a functional behavior assessment
- Identify RIR procedures
- Select an appropriate alternative behavior
- Determine reinforcers
- Train team members

2. USE

- Praise learner's use of appropriate behaviors
- Use identified procedure for vocal stereotypy, motor stereotypy, self-injury, and challenging behavior
- Prompt for the alternative behavior
- Reinforce use of the alternative behavior

3. MONITOR

- Collect and analyze data
- Determine next steps based on learner progress



Response Interruption & Redirection RIR

This sheet was designed as a supplemental resource to provide basic information about Response Interruption & Redirection for professionals working with learners on the spectrum.

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.

PARENT'S GUIDE

WHAT IS RIR?

- Is a focused evidence-based practice for children and youth on the spectrum from 3-22 years old that can be implemented in multiple settings.
- Response interruption and redirection is a practice used to decrease behaviors that interfere with learning and daily functioning.



WHY USE THIS RIR WITH MY CHILD?

- Response interruption and redirection can be used to reduce interfering behaviors and increase on-task activities
- Research studies have shown that response interruption and redirection has been used effectively with learners in preschool, elementary school, middle school, and high school to address social, communication, behavior, school readiness, play, and adaptive outcomes

WHAT ACTIVITIES CAN I DO AT HOME?

- Praise or reinforce appropriate behaviors (such as following directions, completing chores, saying good morning)
- Notice when your child has an interfering behavior. Think about what happened before and after the behavior. Share your notes and observations with your IEP team to develop possible reasons for the purpose of the behavior.
- If the same behavior is happening at home and school, use the same response interruption and redirection strategy in both settings

Response Interruption & Redirection RIR

This parent introduction to RIR was designed as a supplemental resource to help answer questions about Response Interruption & Redirection.

To find out more about how this RIR is being used with your child, please talk with:

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.



CEC STANDARDS

INITIAL PRACTICE-BASED STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD (0-5 YEARS; CEC, 2020)

Standard 3: Collaboration and Teaming

- 3.2 Use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.

Standard 4: Assessment Processes

- 4.1 Understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program
- 4.2 Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.
- 4.3 Analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.
- 4.4 In collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

- 6.2 Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.
- 6.4 Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

INITIAL PRACTICE-BASED STANDARDS FOR (GRADES K-12; CEC, 2020):

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making

- 4.1 Collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.
- 4.2 Develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.
- 4.3 Assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.



Standard 6: Supporting Social, Emotional, and Behavioral Growth

- 6.1 Use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
- 6.2 Use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.
- 6.3 Systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.



GLOSSARY

A-B-C data charts - help team members determine what happens before the behavior (the antecedent), when the behavior that occurs (behavior), and what happens directly after the behavior (the consequence)

Alternative behavior - an appropriate behavior that replaces the interfering behavior

Baseline data - data collected on current performance level prior to implementation of intervention

Baseline - information gathered from multiple sources to better understand the target behavior, before using an intervention or practice

Differential Reinforcement of Alternative (DRA) - a systematic process that increases desirable behavior or the absence of an undesirable behavior by providing positive consequences for demonstration/non-demonstration of such behavior. These consequences may be provided when the learner is engaging in a specific desired behavior other than the undesirable behavior.

Duration data - records how long a learner engages in a particular behavior or skill.

Event recording - collects frequency data at every instance the behavior occurs

Fidelity - how well and how often the implementation steps for an evidence-based practice are followed

Frequency data - used to measure how often the learner on the spectrum engages in the target skill or behavior.

Functional Behavioral Assessment (FBA) - a systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed.

Generalization - when the target skill or behavior continues to occur when the intervention ends, in multiple settings, and with multiple individuals (e.g., peers, teachers, parents)

Gestural prompt - a gesture/movement provides the learner on the spectrum information about how to use a target skill or complete a task.

Hypothesis statement - used in FBA, these statements include 1) the setting events, immediate antecedents, and immediate consequences that surround the interfering behavior, 2) a restatement and refinement of the description of the interfering behavior, and 2) the function the behavior serves (i.e., get/obtain, escape/avoid).

Interfering behavior - is a behavior that interferes with the learner's ability to learn

Least-to-most prompting - a prompt hierarchy with at least three levels used to teach new skills. At the first level, the learner is given the opportunity to respond without prompts. The remaining levels include prompts that proceed from least to most amounts of assistance. The last level is the controlling prompt.

Model prompts - demonstrating the correct way to perform the target skill/behavior for the learner. Useful when verbal or visual prompts are not sufficient to help the learner perform the target skill correctly.



Modeling (MD) - demonstration of a desired target behavior that results in use of the behavior by the learner and that leads to the acquisition of the target behavior.

Physical blocking - use the least amount of physical assistance necessary to stop the learner from engaging in the interfering behavior

Physical prompts - hands on assistance given to a learner to successfully perform the target skill or behavior. It is generally used when the learner does not respond to less restrictive prompts. Useful when teaching adaptive or motor skills.

Prompt - any help provided that will assist the learner in using specific skills. Prompts can be verbal, gestural, or physical.

Prompting (PP) - verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.

Redirection - prompting the learner to engage in a more appropriate behavior

Reinforcement (R) - the application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.

Reinforcers - increase the likelihood that the target skill/behavior will be used again in the future.

Response interruption - stop interfering behavior through verbal or physical blocking

Response Interruption & Redirection (RIR) - the introduction of a prompt, comment, or other distractors when an interfering behavior is occurring that is designed to divert the learner's attention away from the interfering behavior and results in its reduction.

Target behavior - the behavior or skill that is the focus of the intervention. Behavior may need to be increased or decreased.

Team members - includes the parents, other primary caregivers, IEP/IFSP team members, teachers, therapists, early intervention providers, and other professionals involved in providing services for the learner on the spectrum.

Time sampling - collects frequency data after a certain amount of time. A behavior/skill is recorded if the learner is engaging in the skill/behavior at the time.

Verbal blocking - issuing a prompt or comment to prevent learner from engaging in interfering behavior

Verbal prompts - includes any spoken words directed to learners to help them perform a target skill correctly. Verbal prompts range in intensity level from least to most restrictive.

Visual prompt - a picture, icon or object used to provide learners with information about how to perform the target skill or behavior.



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