

## Teaching Interaction Procedure Worksheet

<p><b><u>Step 1: Label and Identification</u></b>  Skill Label: _____  Tell me situations when you would use this skill.  1.  2.  What are some appropriate ways to handle this situation?  1.  2.  What are some inappropriate ways to handle the situation?  1.  2.</p>	<p><b><u>Step 4: Demonstration</u></b>  Plan how to demonstrate skill:</p>
<p><b><u>Step 2: Rationales</u></b>  If we use the skill this will happen:   If we don't use the skill this will happen:</p>	<p><b><u>Step 5: Practice &amp; Feedback</u></b>  Practice Senario:   Priming Statements:</p>
<p><b><u>Step 3: Description</u></b>  Skill steps:</p>	<p><b><u>Step 6: Reinforcement</u></b>  Describe how skills will be reinforced: <i>**Using skill should result in same outcome as challenging behavior (e.g., avoid/delay academic task)</i></p>
<p><b><u>Optional Step 7: Generalization</u></b> (If appropriate to the situation)  Additional settings to use/reinforce skill display?   Additional and/or novel people to demonstrate the skill with? E.g., new peer group, novel peer group, novel adults..etc.</p>	

Adapted from: Taubman, M., Leaf, R., & McEachin, J. (2011). *Crafting connections: contemporary applied behavior analysis for enriching social lives of persons with autism spectrum disorder*. New York, NY: DRL Books Inc.