Teaching the INTERUPTION-TRANSITION Protocol
Procedural Fidelity Checklist

Date: _____ **Instructor:** _____ **Student:** _____

Observer 1: _____ **Observer 2:** _____ **IOA%** _____

		YES	NO	N/A
	1. Does instructor identify and have prepared in advance the promise reinforcers to be used in the interruption transition training?			
	2. Does instructor identify the demand to transition to the less reinforcing activity to move to prior to giving the direction?			
	3. Does instructor present the promise reinforcer before giving the direction to transition?			
	4. Does instructor present the direction to transition in clear direct wording?			
	5. Does instructor intersperse both easy and target transitions during training session?			
	6. Does instructor run interruption-transition trials on an unpredictable schedule?			
	7. Does instructor run transition trials rarely in relation to other teaching trials? (In other words, does instructor still have a manding sessions or IT session and use those teaching trials in between the interruption trials?)			
	8. If the learner successfully complies does instructor have him/her return to the preferred activity quickly and does instructor deliver additional reinforcement?			
	9. If problem behavior occurs, does instructor immediately remove promise reinforcer?			
	10. If problem behavior occurs, does instructor continue to present the instruction (escape extinction) until complies while maintaining safety of student?			
	11. If the transition is slow or needs escape extinction procedures, does instructor practice the transition again within a few trials in order to get better performance?			
	12. Does instructor differentially reinforce better performance on transitions (quicker, more successful, problem free transitions get more and better reinforcement?)			
	13. If problem behavior occurs, does instructor record data on interruption-transition data sheet?			
Notes:		____ / 13 Percentage of Y's:		