

## The 5 Steps of Contrived Mediating Stimulus



### **Identify the social skill deficit:**

- Conduct interviews with other teachers to gain information to guide direct observations.
- Administer direct observations to gather a well defined description of the target skill in measurable terms.



### **Identify the settings that require the target skill inventory:**

- The contrived mediated stimulus will be used to elicit the target skills throughout multiple settings, therefore, ensure all the settings have been identified through interviews and direct observations.

### **Identify and/or create the contrived mediated stimulus**



- A visual used throughout multiple settings
- A verbal phrase that is used throughout multiple settings
- Materials that are already kept in multiple settings



### **Teach the target skill using the contrived mediated stimulus in instructional setting**

- Using the contrived mediated stimulus, teach the desired skill in the instructional setting (classroom, therapy room, resource room)
- Ensure the contrived mediated stimulus is eliciting the target skill in the instructional settings before moving to the next step
- Establish a mastery criteria for the learner to meet before using the contrived mediated stimulus to other settings (i.e. three consecutive occurrences).



### **Contrived mediated stimulus is used in the identified settings.**

- Train the teachers or other individuals in the other identified settings to use the contrived mediated stimulus.
- Start by using the contrived mediated stimulus in one of the other identified settings. Once the learner is consistently using the skill, you can start to implement the intervention in multiple other settings.
- All individuals working with the learner should be reinforcing the learner for using the target skill.



# VOISS Implementation Guide

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