

### Teaching Plan Fidelity Checklist

Client: \_\_\_\_\_ Caregiver/Assistant: \_\_\_\_\_ Week of: \_\_\_\_\_

Target Routine or Pattern: \_\_\_\_\_ Setting(s): \_\_\_\_\_

Date/Time:	Yes No		Yes No		Yes No		Yes No		Yes No		Yes No													
Environment arranged to support use of skill (describe set-up):	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No												
Prompted following steps using = V (verbal description), M (modeling of skill), G (gestures or hints), or P (physical guidance):																								
1.	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P
2.	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P
3.	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P
4.	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P
5.	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P
6.	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P
7.	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P
8.	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P	V	M	G	P
Used the following strategies to support skill development = A (always), S (sometimes), N (never), NA (not applicable):																								
Used least intrusive prompts necessary to produce expected behavior	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA
Provided rewards for success or approximations in skill use (describe):	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA
Corrected errors, restarting step or entire chain (describe):	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA
Gradually faded assistance and reinforcement (describe):	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA	A	S	N	NA

Client engaged in behaviors of concern (how many times or how long?):	1. _____	1. _____	1. _____	1. _____	1. _____	1. _____	1. _____
1.	2. _____	2. _____	2. _____	2. _____	2. _____	2. _____	2. _____
2.	3. _____	3. _____	3. _____	3. _____	3. _____	3. _____	3. _____
3.							