

Incidental Teaching Checklist

Instructions

Complete the checklist for one routine per day, five days per week. Observe any adults interacting with the target children. If the rate of interaction is too low to judge the use of incidental teaching, do not complete the form.

Coding

This checklist uses three codes:

- + for completed well
- ± for completed to an extent
- for not completed/completed inadequately

Date					
Routine					
Did the teacher:					
1. Ensure that there were interesting things for the child to do or talk about? (If the activity was boring, mark -)					
2. Plan developmentally appropriate activities?					
3. Rotate activities and vary materials?					
4. Initiate interactions based on what the child was doing?					
5. Allow the child to remain engaged in the activity of his or her choice (i.e., not redirect the child to a new activity)?					
6. Elicit the child's elaboration of his or her engagement? Was the elaboration mostly <ul style="list-style-type: none"> • More engagement (mark <i>M</i>)? • Higher engagement level (mark <i>H</i>)? • Planned skill development (mark <i>S</i>)? 					
7. Give the child no more than the amount of help he or she needed?					
8. Ensure the interaction or activity was interesting?					
9. Ensure the child was reinforced (naturally or by the teacher) for improving his or her engagement?					