Implementation and Fidelity Checklist for Teaching Stop Using Discrete Trial Training

Instructions: Implementer (observes self) and/or an observer (observes the implementer) on each step of the teaching session to assure teaching steps are implemented as intended.

Date:		Observer Initials:				
Staff #1 (S1) Initials:		**Staff #2 (S2) Initials:**				
	Preparation	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5
1.	Materials ready: data sheet, reinforcers, visuals					
2.	Identifies teaching setting					
3.	Identifies current target and prompt levels					
	Teaching					
4.	S1 obtains student's attention					
5.	S1 establishes reinforcer e.g., "Which one?" (offers choice)					
6.	S1 gives instruction to student to walk					
7.	S1 walks behind student					
8.	S2 walks beside student					
9.	After a short time, S1 gives instruction to "stop"					
10.	S2 immediately prompts the student to stop.					
	Student Responds Correctly (student stops)					
11.	S1 immediately delivers praise (and tangible reinforcer if applicable, within 2-3 seconds of student stopping)					
	Student Responds Incorrectly (student does not stop)					
12.	S2 provides a more intrusive prompt for student to come to a complete stop (if not successful, follow safety plan)					
13.	S1 immediately delivers behaviour specific praise (e.g., "Yes, that's stopping!") and repeats steps 6 – 11.					
	Entire Session					
14.	S1 responsible for all verbal instruction and praise					
15.	S2 remains quiet					

Skill Mastery Checklist (Student Responds Correctly …)		
1.	Across multiple staff in the role of S1 and S2	
2.	Across multiple settings (e.g., playground, community)	
3.	Across multiple times of days	
4.	Independently (absence of prompts and S2)	
5.	With social praise alone (without tangible reinforcers, on an intermittent schedule)	
6.	With direct teaching sessions eliminated	