

| Skill | 2 | 1 | 0 | Score / Comments |
|---|--|--|--|------------------|
| Written Instructional Program and Data | | | | |
| Task analysis | I complete written task analyses with plans for fading prompts and data collection. | I use some form of written task analysis. | I don't use a written task analysis. | |
| Recording of data | I systematically record and graph data with baseline, probes, reinforcement levels, and error analysis. The data is graphed, evaluated and used for program modification. | I use some form of data collection, but not on a scheduled basis. I don't review data frequently. | I have little data collection for sequential skills or it is not utilized for program modification. | |
| Prompts and Prompt Fading | | | | |
| Effective use of prompts | I provide sufficient prompting to ensure success on task steps. Prompting is done from behind when possible and verbal prompts are avoided. | I don't always provide enough prompts for student success. I use less prompting from behind than optimal and more verbal prompting than necessary. | I provide too much prompting or not enough. | |
| Systematic Fading | My prompt fading hierarchy is recorded and followed with adjustments as needed. | I fade prompts but not in a clear systematic way | I do little with prompt fading. Students may remain at the same prompt levels for long periods of time. | |
| Reinforcement | | | | |
| Effective Reinforcement | I have conducted a reinforcement survey. I review reinforcement frequently and allow the student to make choices. I analyze data to watch for problems with reinforcement. | I provide reinforcement, but it may not spend time conducting a survey. I may persist with existing reinforcement strategies that are no longer effective. | I get into reinforcement "ruts," using the same reinforcers even when performance suggests they are no long effective. | |
| Ratio of Positive to Negative Interactions | I maintain at least a 4:1 ratio of positive comments and non-verbals to corrections and reprimands. | I have less than 4:1 ratio of positive to negative interactions. | I use more corrections and reprimands than positive comments and non-verbals. | |
| Praise | I use effective praise following the concepts of IFEEED-V | Some of my praise is enthusiastic and specific, but much has become routine. | I use the same phrases repeatedly and with little enthusiasm. | |
| Reinforcement Fading | I gradually fade the amount and rate of reinforcement, gradually reducing to natural occurring reinforcement. I collect data on rates and types of reinforcement. | I generally reduce the added reinforcement but I don't follow a specific plan and often don't record it with the data. | I don't pay particular attention to reducing the added reinforcement in a sequential task. | |

| Error Correction | | | | |
|----------------------------|--|---|---|--|
| Error Correction Procedure | I follow the procedure of STOP, BACKSTEP, HELP whenever possible. I record errors in the data. | I correct most errors, but don't always follow the BACKSTEP procedure. I don't always take data on errors. | I don't correct errors quickly and don't collect error data. | |
| Response to Errors | If the errors persist, I add more steps to the task analysis (branching), examine the strength of the reward, and may provide more practice outside the chain. | I occasionally analyze data and performance to determine a strategy for increasing student success, but don't do this on a regular basis. I may not be proficient at branching or providing practice outside the chain. | I usually don't do an error analysis or determine strategies to increase student success. | |
| Generalization | | | | |
| Generalization | As skills are taught and particularly as they are mastered, I incorporate them into routine activities in several environments such as school, home, or community. | I try to generalize some of the skills my students are learning or have mastered, but not most of them. | I pay little attention to extending skill development to multiple settings. | |
| Self Improvement Plan | | | | |
| My Goals | | Support from District/School | Support from Coach | |
| Goal #1 | | | | |
| Goal #2 | | | | |
| Goal #3 | | | | |