

Systematic Instructional Practices Checklist

This checklist includes the characteristics of systematic instructional practices that can be used by a practitioner or parent to teach targeted skills and to promote child learning and development. The instructional practices can be used to teach or facilitate child acquisition of adult-identified skills or behavior in an intentional, planful manner. The focus of the practices is on skill acquisition, how well a child can perform a target behavior (fluency), the ability to use the behavior once learned

(maintenance), and to use the targeted skills in different settings and with different people and materials (generalization).

The checklist indicators can be used by a practitioner to develop a plan to use the practices with a child or to promote a parent’s use of the practices. The checklist rating scale can be used to do a self-evaluation to determine whether the different practice characteristics were part of using the practices with a child or promoting a parent’s use of the practice.

Practitioner: _____ Child: _____ Date: _____

Please indicate which of the practice characteristics you were able to use as part of instruction to teach a child targeted functional behavior:

	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Identify the target behavior(s) or skill(s) for a child to learn or acquire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify the settings, activities, and events during which the target behavior will be learned or acquired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify the verbal or nonverbal cues and prompts that will be used to let the child know an instructional event is to occur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Engage the child in an identified activity and use verbal or nonverbal cues and prompts to initiate an instructional event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Use verbal, physical, or other kinds of prompts (e.g., gestures, model) and prompt fading (e.g., decreased assistance) as necessary to promote child use of a target behavior(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Provide natural consequences (reinforcement) following a child’s use of a correct response or approximation of a correct response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Use different behavior elaboration strategies (modeling, providing choices, asking questions expansions, etc.) to promote a child’s use of the targeted behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Provide the child multiple learning opportunities within instructional activities and across activities to promote maintenance and generalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	