

Incidental Teaching Checklist

Classroom: _____

Activity: _____

Observer: _____

Date: _____

Observation Start Time: _____

Observation End Time: _____

Did the teacher(s)	Teaching Staff (Initials)		
1. Ensure there were interesting things for children to do or talk about? (If the activity was boring, mark -)			
2. Conduct developmentally appropriate activities?			
3. Rotate activities and vary materials?			
4. Initiate interactions based on what children were doing (i.e., respond to children's appropriate behaviors)?			
5. Allow children to remain engaged in the activity of their choice (i.e., not redirect children to a new activity)?			
6. <i>Attempt</i> to elicit elaboration of children's engagement (more engagement, higher engagement level, or specific target behavior) by providing a task direction?			
7. <i>Attempt</i> to elicit elaboration of children's engagement by using time delay (if appropriate)?			
8. <i>Attempt</i> to elicit elaboration of children's engagement by using prompts (if necessary)?			
9. <i>Succeed</i> in eliciting elaboration?			
10. Ensure children were reinforced, naturally or by the teacher, for improving their engagement?			
11. Scan the room and move to different children?			
12. Use incidental teaching with children with disabilities (paying particular attention to children with severe disabilities)?			
13. Use incidental teaching with children without disabilities?			
14. Encourage children to move around during the activity?			
15. Encourage children's independence?			
16. Encourage children's interactions with each other?			
17. Match what children were doing (e.g., sit on the floor if children are sitting on the floor or are infants or toddlers)?			
18. Address outcomes/goals on IFSPs, IEPs, and behavior plans?			
19. Ensure incidental teaching was used everywhere, not just in the classroom?			
20. Plan for a variety of skills and concepts to be taught in different areas of the room (zones)?			
21. Communicate with other adults in the classroom to manage activities and transitions smoothly?			
22. Respond appropriately to all children who came into their zone?			

Key			
+	±	-	NA
most of the time	some of the time	little of the time	no opportunity/not expected

