|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Location:** |  | **Trainee Name:** |  | **Coach Name:** |  |

|  |
| --- |
| **Code:** |
| **1** | **2** | **3** |
| Developing skills in this area | Able to implement with on-going support | Implements independently with fidelity |

**Instructions:**

1. Use this self-assessment during all practice assignments and make comments in the trainee notes column if needed.
2. Once you feel confident in your skills, have a coach or trainer observe you and record a code in the coach/trainer checkoff column.

|  |  |  |
| --- | --- | --- |
| **Area** | **Trainee Notes** | **Center Staff Checkoff** |
| **Links Lesson Implementation** |
| 1. Uses the data collection procedure for the lesson.
2. Data is recorded for each trial
 |  | **Date:** | **Code:** | **Signature:** |
|  |  |  |
| 1. Implements cue, response, and consequence procedures according to lesson plans.
2. Lessons are implemented per the lesson plan
 |  |  |  |  |  |  |
| 1. Implements error correction procedure according to the lesson plan.
 |  |  |  |  |
| 1. Implements DT sequential learning steps for introducing new target skills.
 |  |  |  |  |
| 1. Implements errorless learning procedure according to the lesson plan.
 |  |  |  |  |
| 1. Uses appropriate reinforcement strategies.
 |  |  |  |  |
| 1. Motivators are varied and changed frequently (practice partner should vary interest in reinforcement items). Toys, activities, sensory, food items should all be used.
 |  |  |  |  |
| 1. Uses appropriate behavioral strategies to reduce off-task behavior (practice partner should vary attention span).
 |  |  |  |  |