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| --- | --- | --- | --- | --- | --- |
| **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** | **Coach/Trainer Checkoff** | | |
| **Links Lesson Implementation (Routines)** | | | | |
| 1. Uses the data collection procedure for each lesson. |  | **Date:** | **Code:** | **Signature:** |
|  |  |  |
| 1. Identifies steps to teach based on routine data. 2. If the practice partner is not performing a particular step of a routine, identifies a way to teach that step 3. For example, if the practice partner cannot find his placemat at snack, find a  way for the partner to be successful (practice partner occasionally performs a routine step incorrectly). |  |  |  |  |  |  |
| 1. Implements routine teaching strategies of shaping, prompting, fading, and chaining (practice partner pretends they do not know the routine). 2. Uses correction procedure when appropriate 3. Uses least amount of prompting needed to complete step. For example, prompts from behind or tries a gestural/visual prompt before  a physical. |  |  |  |  |
| 1. Focuses on teaching independence during routine instruction. 2. Identifies a way to fade the prompt provided; for example, begins to slightly reduce their physical prompt and eventually fades out help completely |  |  |  |  |
| 1. Uses visual supports and environmental arrangement during routine instruction. |  |  |  |  |
| 1. During routines, provides  multiple opportunities to communicate (sensory room,  snack, transition, etc.). |  |  |  |  |
| 1. Routines are varied, developmentally appropriate and interesting toys, materials and activities are used. |  |  |  |  |