

Incidental Teaching Checklist

Classroom: _____

Time and Activities: _____

Observer: _____

Date: _____

Did the teacher(s)

	Teaching Staff		
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)?			
7. <i>Succeed</i> in eliciting elaboration?			
8. Give children no more help than they needed?			
9. Ensure children were reinforced, naturally or by the teacher, for improving their engagement?			
10. Scan the room and move to different children?			
11. Pay particular attention to incidental teaching with children with severe disabilities?			
12. Encourage children to move around during the activity?			
13. Encourage children's independence?			
14. Encourage children's interactions with each other?			
15. Sit at children's level (e.g., on the floor, if children are sitting on the floor or are infants or toddlers)?			
16. Address outcomes/goals on IFSPs and IEPs?			
17. Ensure an adult was always available to teach children anywhere (in the classroom, hallways, Commons, playground, etc.)			
18. Communicate with other adults in the classroom to manage activities and transitions smoothly?			
19. Use incidental teaching with any child in their zone, not just children for whom they are the primary caregiver?			

Notes: