

Incidental Teaching Checklist—Infant Room

Classroom: _____
 Observer: _____

Time and Activities: _____
 Date: _____

Did the teacher(s)	Teaching Staff		
1. Ensure there were interesting things for children to do?			
2. Rotate activities and vary materials?			
3. Initiate interactions based on what children were doing (i.e., respond to children's appropriate behaviors)?			
4. Allow children to remain engaged in the activity of their choice (i.e., not stop children from doing what they are interested in)?			
5. <i>Attempt</i> to elicit elaboration of children's engagement (more engagement, higher engagement level, or specific target behavior)?			
6. <i>Succeed</i> in eliciting elaboration?			
7. Give children no more help than they needed?			
8. Ensure children were reinforced, naturally or by the teacher, for improving their engagement?			
9. Scan the room and move to different children?			
10. Pay particular attention to incidental teaching with children with severe disabilities?			
11. Encourage children to move around during the activity?			
12. Encourage children's independence?			
13. Sit at children's level (e.g., on the floor, if children are sitting on the floor or are infants or toddlers)?			
14. Address outcomes/goals on IFSPs?			
15. Communicate with other adults in the classroom to manage activities and transitions smoothly?			
16. Use incidental teaching with any child in their zone, not just children for whom they are the primary caregiver?			
17. Plan for a variety of skills and concepts to be taught in different areas of the room (zones)?			

Notes: