

## Procedural Fidelity Observation Data Sheet

Child's Name/Code:

Teacher's Name/Code:

Target Skill:

Date

Primary receptive mode of communication:

Primary expressive mode of communication:

Length of time to wait before expecting child to respond:

Type of prompt(s) used:

Observer:

Occasion Set for Child to Demonstrate Target Skill	1	2	3	4	5	Child Response	Appropriate Consequence Occurs Depending on Child's Response	1	2	3	4	5
<ul style="list-style-type: none"> <li>Child engaged in activity that sets occasion for target skill to be demonstrated</li> </ul>						Child demonstrates target skill according to IEP criterion =>	<ul style="list-style-type: none"> <li>Teacher praises child for demonstrating target skill <b>AND/OR</b></li> <li>Teacher/environment is set up so that child gains access to material <b>AND/OR</b></li> <li>Child is intrinsically reinforced for performing target skill</li> </ul>					
<ul style="list-style-type: none"> <li>Teacher establishes joint attention with child</li> </ul>												
<ul style="list-style-type: none"> <li>Teacher makes request of child in format child can understand (e.g., picture, sign, verbal)</li> </ul>						Child <i>does not</i> demonstrate target skill according to IEP criterion =>	<ul style="list-style-type: none"> <li>Teacher provides support for child to perform target skill</li> <li>Teacher waits for child to perform target skill</li> <li>Teacher provides additional support if child continues to not perform target skill</li> </ul>					
<ul style="list-style-type: none"> <li>Teacher waits appropriate delay interval</li> </ul>												