**PROGRAM BOOK**

**Procedural Fidelity Checklist**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observer 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observer 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IOA% \_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **YES** | **NO** | **N/A** |
| Organization | 1. Does student have an individual program binder available?
 |  |  |  |
| 1. Is the notebook organized and arranged systematically?
 |  |  |  |
| 1. Does each skill area/operant have its own separate section? (tabbed separators labeled with each operant and skill area following the VB-MAPP domains as well as other relevant sections)
 |  |  |  |
| 1. Are skills tracking sheets and graphs organized side by side in a way that allows quick access to current data (e.g., with sub-tabs)?
 |  |  |  |
| 1. Is data organized in chronological order with most recent data at top to allow for quick data analysis?
 |  |  |  |
| 1. Are completed cold probe sheets available in the binder?
 |  |  |  |
|  | 1. Is there an updated copy of the VB-MAPP grid in student’s binder (updated at the beginning and end of each school year minimally)?
 |  |  |  |
| Programming | 1. Are language programs balanced and appropriate? (must have 2/2 below)
* Include at least 3 verbal operants and/or advanced language programming?
* Programs listed are consistent with compiled data and with VB MAPP assessment level?
 |  |  |  |
| 1. Are there a minimum of three active programs?
 |  |  |  |
| 1. Are there future targets listed on the skills tracking sheet for each active program?
 |  |  |  |
| 1. Is there behavior data if student presents significant problem behavior, which includes a definite count of a behavior targeted for reduction (e.g., frequency count of problem behavior preferred but can also include a consistently recorded ABC format.)?
 |  |  |  |
| 1. Is there cold probe mand data related to mand acquisition?
 |  |  |  |
| 1. Is there mand data related to mand frequency?
 |  |  |  |
| 1. Are skills tracking sheets up to date?
 |  |  |  |
| 1. Are there graphs for all active programs, which are up to date?
 |  |  |  |
| 1. Does each of student’s graphs have the month, student’s name, and specific skill area listed?
 |  |  |  |
| 1. Do graphs correlate with skill tracking sheets (number and dates)?
 |  |  |  |
| 1. Is there a system within the program book for lost skills or targets that need reintroduced?
 |  |  |  |
| 1. Are there cumulative sheets for summary of mastered items for each operant?
 |  |  |  |
| Notes: | \_\_\_\_ **/ 19**Percentage of Y’s: |