**Advanced Protocol Instructional Planning and Fidelity Checklist**

 **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Protocol \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
|  | Indicator | Addressed/Observed | Action Steps Needed |
| 1 | Student has met prerequisite skills based on instructional protocol | Yes No |  |
| 2 | Necessary materials are organized and readily available | Yes No |  |
| 3 | Materials meet expectations as indicated on instructional protocol | Yes No |  |
| 4 | Teacher used errorless teaching procedures and followed steps of instructional protocol | Yes No |  |
| 5 | SD was appropriate to targeted skill | Yes No |  |
| 6 | Teacher implemented error correction procedures as needed | Yes No |  |
| 7 | Teacher maintained student’s VR | Yes No |  |
| 8 | Reinforcers were readily available and based on student’s MO | Yes No |  |
| 9 | Data systems are in place (STS, cumulative graph) and are appropriate to targeted skill and individual student needs | Yes No |  |
|  % of Steps Addressed/Implemented \_\_\_\_\_\_/9 \_\_\_\_\_\_\_\_\_% |

**NOTES:[[1]](#footnote-1)**

1. Stacey Martin, BCBA, LBA, 2020 [↑](#footnote-ref-1)