Shaping Procedural Fidelity Checklist

Date: _____   Instructor: _____   Student: _____

	YES	NO	N/A
1. Does instructor have planned steps towards a goal?			
2. Does the instructor identify and start with targeting what the learner CAN do?			
3. Does the instructor arrange the environment to increase likelihood of certain behavior?			
4. Is the instructor monitoring and reinforcing the correct step throughout the session?			
5. Does instructor use a conditioned reinforcer appropriately?			
6. Does the instructor use appropriate reinforcer mechanics (timing, delivery methods)?			
7. Does instructor have a contingency plan for themselves regarding how/when to adjust criteria (e.g., 2-4 successful steps → increase criteria, 1-2 unsuccessful steps → decrease criteria)?			
8. Does the instructor reset appropriately when then the learner is unsuccessful rather than having long pauses w/out reinforcement?			
9. Does instructor diagnose performance problems and make successful adjustments (e.g., slicing to create additional steps, or modify starting point)?			
10. Is targeting used appropriately including fading of targets (making target smaller or transferring actions when targeting)?			
11. Is data collected (if needed), on a starting point and ending point of the shaping session?			
IOA and Notes:	_____/11		