

IMPLEMENTATION CHECKLIST

Date: _____

Time: _____

Completed By: _____

Daily Activities

Did I:	Yes	No	Some-times
Post the visual schedule on the wall? Review it throughout the day?			
Prepare Tre'nell for any changes to the schedule?			
Post the rules in the room? Review them with the class in large group?			
Use and teach about the scripted story, Super Friend? Incorporate fun activities to do around friendship?			
Use and teach about the scripted story, Tucker Turtle?			
Use and teach about the scripted story, I Can Use My Words?			
Give him clear expectations? (told him what to do)			
Teach and talk about feelings throughout the day?			
Have ALL materials ready before activity begins?			
Model good behavior and set the tone of the room?			
Help him use the Problem Solving boy and solution kit when needed?			
Embed choices for Tre'nell to make throughout the day?			
Explain why I asked Tre'nell to do something or why something cannot be done?			
Avoid saying "No", "Stop" and "Don't" while talking with Tre'nell?			
Use a "First/Then" statement with emphasis on the "Then"			
Avoid physical restraint?			
**Encourage Tre'nell to use the New Skills?			
**Praise Tre'nell for using or trying to use the New Skills?			

Implementation of Strategies: **To avoid a non-preferred activity:**

Did I:	Yes	No	Some-times
Give an individualized 5 minute warning to him? (Safety Signal) Return 2 minutes later to re-cue him about the up coming activity change? Return 1 minute later to re-cue him?			
Reduce wait time for all children who are waiting for the next activity to begin? (Lunch?)			
Catch him actively engaged in an activity & give him specific encouragement and praise?			
Offer the "Safe Place" to Tre'nell when he became fidgety during an activity? Did I ask him to return to the activity after he had time to relax?			
Scaffold peers interaction with Tre'nell when he used his words and told them, "I need a break", "I need my space" or "move over please"?			
Define his space when we were working on the floor or table? (tape, chalk, towel, hula-hoop, trays)			
Find a peer buddy to help him through difficult tasks?			
** NEW SKILL: Find times for him to <i>practice</i> saying, "I need a break" or "No thank you"?			
** NEW SKILL: Find times for him to <i>practice</i> saying, "I need my space" or "move over please"?			
** NEW SKILL: Find times for him to <i>practice</i> making choices when offered 2-3 options?			
** NEW SKILL: Find times for him to <i>practice</i> using feeling vocabulary?			
** NEW SKILL: Find times for him to <i>practice</i> using Tucker Turtle?			

Implementation of Strategies: **To get an item or activity**

Did I:	Yes	No	Some-times
Teach turn taking to him and to others by modeling it and scaffolding his interaction? Use the scripted story about Turn Taking with Tre'nell?			
Model how to appropriately ask for something throughout the day?			
Tell him I was leaving and give him a choice of things to do while he waits for me? Acknowledge him when he asks for me by gently touching him			
Read the nap time book or the bed time book to him before he laid down?			
Tell him when the item he wants will be available again? (use the visual schedule)			
Use a timer and clearly explain that when the timer goes off it will be his turn?			
Use stop signs to clearly mark what was off limits?			
** NEW SKILL: Find times for him to practice saying, "please may I have..." or "can I please..."?			
** NEW SKILL: Find time for him to practice making another choice if item is unavailable?			
** NEW SKILL: Find times for him to practice being a Super Friend?			

Implementation of Strategies: **To gain peer interaction:**

Did I:	Yes	No	Some-times
Find a peer buddy to help Tre'nell interact with other peers?			
Encourage Tre'nell to eat lunch and dinner at the table?			
Scaffold peer's interactions when Tre'nell asked them to play or asked to play with them?			
Give Tre'nell the "special" toy to entice his peers to interact with him?			
** NEW SKILL: Find times for him to practice saying, "can I play with you?" or "will you play with me?"			
** NEW SKILL: Help him practice making another choice if friend said "no" to his play request?			

Implementation of Strategies: **To gain adult attention:**

Did I:	Yes	No	Some-times
Plan time for Tre'nell and I to work together alone?			
Tell him I was leaving and give him a choice of things to do while he waits for me?			
Tell him when I will be available again to play? (use the visual schedule)			
Give him a lot of positive attention for good behavior?			
Use my Lunch and Nap Mini Schedule to help Tre'nell follow the expectations?			
Offer Tre'nell to go into the "Safe Place" when the room gets too loud or chaotic?			
Move the ½ day pick up to the large common area to reduce commotion in room?			
Make a Travel Bag for when Tre'nell has to wait for a long period of time?			
** NEW SKILL: Find times for him to practice saying, "please play with me" "please help me" or "please come here".			
** NEW SKILL: Help him practice waiting for me to come over once he called for me?			

Implementation of Strategies: **New Responses – Challenging Behaviors**

When Tre'nell used challenging behavior did I:	Yes	No	Some-times
Validate his feelings?			
Redirect and encourage him to use a new skill?			
Keep a calm and positive tone			

Implementation of Strategies: **New Responses – New Skills**

When Tre'nell used his new skill did I:	Yes	No	Some-times
Give him specific encouragement and acknowledge him?			
Scaffold his interaction with peers when he asked them to play?			
Scaffold his interaction with peers when he told them, "Please move over" or "I need my space"?			
Follow through with his request in a <i>timely</i> manner?			