

# CPRT Components Checklist

Meets qualifications for certification **Y/ N**

Associated lesson plan submitted **Y/ N**

Teacher: \_\_\_\_\_ CS# \_\_\_\_\_ Observer: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Activity: \_\_\_\_\_ ☐ Individual ☐ Group (Choose one)

Activity category: ☐ Art ☐ Adaptive Skills ☐ Circle time ☐ English-Language Arts ☐ Lunch/Snack ☐ Math ☐ Pre-Academics ☐ Social/Play ☐ Science

Learning goals: \_\_\_\_\_

Goal domain: ☐ Academic ☐ Behavior ☐ Communication ☐ Play ☐ Social

| 1 (Low Fidelity)                                                                              | 2                                                                                                          | 3 (High Fidelity)                                                                               |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Teacher does not implement throughout session or rarely (< 30% of the session/opportunities). | Teacher used this component sometimes but misses many opportunities (30-80% of the session/opportunities). | Teacher implements this component the majority of the time (>80% of the session/opportunities). |

| Intervention Technique                                                                                                                                    | Fidelity        | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Antecedent Components (CREATE)                                                                                                                            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1. Ensures student is paying attention before providing a cue                                                                                             | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2. Provides clear and developmentally appropriate cues                                                                                                    | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3. Varies instructions                                                                                                                                    | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4. Intersperses learning goals with easy tasks                                                                                                            | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 5. Uses preferred materials <input type="checkbox"/> Individual <input type="checkbox"/> Play-based <input type="checkbox"/> Enhanced academic            | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 6. Varies materials                                                                                                                                       | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 7. Gives choices <input type="checkbox"/> Between activity <input type="checkbox"/> Within activity                                                       | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8. Responding to student’s interests                                                                                                                      | 1   2   3   N/A |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 9. Turn-takes when appropriate <input type="checkbox"/> Modeling <input type="checkbox"/> Social Interactions <input type="checkbox"/> Turns with peer(s) | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Consequence Components (RESPOND)                                                                                                                          |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 10. When reinforcement given, it is direct (i.e., naturally related to activity/behavior)                                                                 | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 11. Provides contingent rewards for appropriate responses                                                                                                 | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 12. Provides reinforcement for good trying (attempts)                                                                                                     | 1   2   3   N/A |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| TOTAL FIDELITY SCORE:                                                                                                                                     |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Preparation and General Session Management                                                                                                                |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 13. Identifies effective rewards                                                                                                                          | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 14. Manages distractions from the teaching environment                                                                                                    | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 15. Maintains control of instructional materials                                                                                                          | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 16. Effectively manages student motivation                                                                                                                | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 17. Varies prompt level appropriately                                                                                                                     | 1   2   3       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Notes:                                                                                                                                                    |                 | <div>Scoring guide</div> <div><div>If 11 items</div><div>If 12 items</div></div> <div>10: 91%</div> <div>11: 92%</div> <div>9: 82%</div> <div>10: 83%</div> <div>8: 73%</div> <div>9: 75%</div> <div>7: 64%</div> <div>8: 67%</div> <div>6: 55%</div> <div>7: 58%</div> <div>5: 45%</div> <div>6: 50%</div> <div>4: 36%</div> <div>5: 42%</div> <div>3: 27%</div> <div>4: 33%</div> <div>2: 18%</div> <div>3: 25%</div> <div>1: 9%</div> <div>2: 17%</div> <div>1: 8%</div> |

\*SCORING FOR MATERIALS and INSTRUCTIONS: 1= Materials and instructions are repetitive/not varied; 2= 2+ materials/instructions for 1 goal; 7:

3= 2+ materials/instructions for 2+ goals

|                    |                                               |                                     |                                    |                                       |
|--------------------|-----------------------------------------------|-------------------------------------|------------------------------------|---------------------------------------|
| <b>Debriefing:</b> | <input type="checkbox"/> In-Person            | <input type="checkbox"/> Over phone | <input type="checkbox"/> By e-mail | <input type="checkbox"/> Written only |
| <b>Motivation:</b> | 1. Teacher's enthusiasm for coaching:         | 1                                   | 2                                  | 3                                     |
|                    | 2. Teacher's willingness to receive feedback: | 1                                   | 2                                  | 3                                     |
|                    | 3. Teacher incorporated previous feedback:    | 1                                   | 2                                  | 3 N/A                                 |
|                    | 4. Adheres to submitted lesson plan:          | 1                                   | 2                                  | 3 N/A                                 |

☐ Video review  
☐ Live observation

Scoring sheet

| Tasks | E/LG | Instructions (needs 2 variations across 2 goals) | Materials (* if preferred) |
|-------|------|--------------------------------------------------|----------------------------|
|       |      |                                                  |                            |

Prompts (\* if effective and systematic)

|           |         |
|-----------|---------|
| Attention | Choices |
|-----------|---------|

|             |                                              |
|-------------|----------------------------------------------|
| Follow lead | Turns (3 turns including 1 teacher turn = 3) |
|-------------|----------------------------------------------|

|                                    |            |
|------------------------------------|------------|
| Direct (#direct/#direct+#indirect) | Contingent |
|------------------------------------|------------|

|          |                                                                           |
|----------|---------------------------------------------------------------------------|
| Attempts | Rewards<br>Effective:                      Total:                      %: |
|----------|---------------------------------------------------------------------------|