Procedural Fidelity Checklist
Individual Schedule

Preparation		
Break down the individual's day into multiple steps.	☐ Y	☐ N
Determine the best visual format to use (e.g., pictures, line drawings, actual objects, words, etc.).	☐ Y	☐ N
Create visual representations for each activity.	☐ Y	☐ N
Determine how to indicate finished activities (e.g., Velcro to finished column, cross off list, put in "finished" bin, etc.).	☐ Y	☐ N
Create a visual representation to indicate a schedule change (e.g., oops card, schedule change card).	☐ Y	☐ N
Implementation		
Before beginning an activity, reference the schedule.	☐ Y	☐ N
Use a consistent phrase to indicate for the student to look at the schedule (e.g., check schedule, what's next, etc.).	☐ Y	☐ N
If necessary, provide a nonverbal prompt from behind for the student to check his/her schedule.	☐ Y	☐ N
If necessary, use a nonverbal prompt from behind for the student to go to the location of that activity.	☐ Y	☐ N
If necessary, use a nonverbal prompt from behind for the student to identify the activity as finished when the activity is complete (e.g., move to "All Done" folder, Velcro to "Finished" side).	☐ Y	☐ N
Use a schedule change representation (e.g., oops card, schedule change card) when appropriate.	☐ Y	☐ N
At the end of the activity, reference the schedule.	☐ Y	☐ N
Assessment		
Fade prompting as necessary for the student.	☐ Y	☐ N
Decrease the number of items displayed on the schedule if the schedule is ineffective.	☐ Y	☐ N

TN-TAN
TENNESSEE TECHNICAL ASSISTANCE NETWORK
TN Department of Education

VANDERBILT KENNEDY CENTER
Treatment and Research Institute for Autism Spectrum Disorders