

Module: Computer-Aided Instruction (CAI)

Implementation Checklist Computer-Aided Instruction

Collet-Klingenberg, L. (2009). Computer-aided instruction implementation checklist. Madison, WI: The National Professional Development Center on ASD, Waisman Center, University of Wisconsin.

Instructions: The Implementation Checklist includes each step in the use of Computer-aided Instruction. Please complete all of the requested information including the site and state, teacher being observed, and the learner's initials. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____

State: _____

Teacher / Practitioner: _____

Learner's Initials: _____

Observation	1	2	3	4	5	6	7	8
Date								
Observer's Initials								

Step 1. Identifying the Target of Instruction

1. Practitioners/adults refer to IEP or IFSP to identify the learner's goals.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults discuss goals with IFSP/IEP team members, including family and learner.

Observation	1	2	3	4	5	6	7	8
Score								

3. Practitioners/adults select and operationalize an observable and measurable goal as a target of instruction.

Observation	1	2	3	4	5	6	7	8
Score								

Step 2. Collecting Baseline Data

1. Practitioners/adults collect baseline data appropriate for the targeted skill.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults collect data on at least three occasions to establish an accurate baseline for the targeted skill.

Observation	1	2	3	4	5	6	7	8
Score								

Step 3. Identifying Technology Support

1. Practitioners/adults identify technology support personnel in the school/program building.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults identify technology support personnel within the district.

Observation	1	2	3	4	5	6	7	8
Score								

3. Practitioners/adults review district policies concerning the use of computer technology.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Identifying Available Computers for Use

1. Practitioners/adults gather information about general computer specifications.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults check schedules for computer availability for classroom, in media centers, or libraries.

Observation	1	2	3	4	5	6	7	8
Score								

3. Practitioners/adults develop a schedule for the learner's use of available computers and share with others.

Observation	1	2	3	4	5	6	7	8
Score								

Step 5. Identifying Appropriate Software

1. Practitioners/adults check available software on existing accessible computers.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults ask school/program staff about their use of software.

Observation	1	2	3	4	5	6	7	8
Score								

3. Practitioners/adults ask learners and their families about preferred software.

Observation	1	2	3	4	5	6	7	8
Score								

4. Practitioners/adults inquire about appropriate software from vendors and retail stores, if necessary

Observation	1	2	3	4	5	6	7	8
Score								

5. Practitioners/adults scan preview options and return policies prior to purchase.

Observation	1	2	3	4	5	6	7	8
Score								

Step 6. Selecting and Installing Software

1. Practitioners/adults select software that:

a. explicitly teaches the target skills or behavior

Observation	1	2	3	4	5	6	7	8
Score								

b. is age appropriate.

Observation	1	2	3	4	5	6	7	8
Score								

c. is compatible with the computer identified in Step 4.

Observation	1	2	3	4	5	6	7	8
Score								

**Scoring Key: 2 = implemented;
1 = partially implemented; 0 = did not
implement; NA = not applicable

d. is user-friendly.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults install software and make it accessible for learners.

Observation	1	2	3	4	5	6	7	8
Score								

Step 7. Learning Software

1. Practitioners/adults try out the program before introducing to the learner.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults select a starting point that is a good match with the learner's interests and abilities.

Observation	1	2	3	4	5	6	7	8
Score								

Step 8. Completing a Task Analysis of Steps for Using Software

1. Practitioners/adults complete an analysis of the steps for accessing the designated software within CAI, and provide it to the learner.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults create a trouble-shooting guide for the computer software and provide it to the learner.

Observation	1	2	3	4	5	6	7	8
Score								

Step 9. Teaching Software to Others Who Support the Learner

1. Practitioners/adults introduce the software to those who work with the learner at school and at home.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults link the use of the software to the targeted skill.

Observation	1	2	3	4	5	6	7	8
Score								

3. Practitioners/adults provide support persons with the task analysis for computer use.

Observation	1	2	3	4	5	6	7	8
Score								

4. Practitioners/adults provide support persons with sufficient time to try out the program and ask questions.

Observation	1	2	3	4	5	6	7	8
Score								

Step 10. Teacher Learner Basic Computer Skills, if Necessary

1. Practitioners/adults provide opportunities for learners to practice basic computer skills.

Observation	1	2	3	4	5	6	7	8
Score								

2. If necessary, practitioners/adults identify artificial reinforcers to pair with computer use to promote learner engagement and to teach basic computer skills.

Observation	1	2	3	4	5	6	7	8
Score								

Step 11. Introducing Learner to Software

1. Practitioners/adults explain to the learner how the program will help him/her learn and practice the targeted skills.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults model the task analysis for accessing the program.

Observation	1	2	3	4	5	6	7	8
Score								

3. Practitioners/adults demonstrate basic program functions, if necessary.

Observation	1	2	3	4	5	6	7	8
Score								

4. Practitioners/adults provide support persons with sufficient time to try out the program and ask questions.

Observation	1	2	3	4	5	6	7	8
Score								

Step 12. Providing Learner with Multiple Opportunities to Use Computer

1. Practitioners/adults schedule regular times for the learner to use the CAI.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults identify other opportunities at school and at home for the learner to use the computer and program during free time.

Observation	1	2	3	4	5	6	7	8
Score								

Step 13. Providing Ongoing Support to Learner

1. Practitioners/adults provide the learner with access to staff persons for assistance and to answer questions during CAI time.

Observation	1	2	3	4	5	6	7	8
Score								

Step 14. Collecting Data on Acquisition of Target Skill

1. Practitioners/adults collect data on the target skill in a format similar to baseline data collection.

Observation	1	2	3	4	5	6	7	8
Score								

2. Practitioners/adults use these data to make instructional decisions regarding the targeted skill or behavior.

Observation	1	2	3	4	5	6	7	8
Score								

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

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