Naturalistic Instructional Practices Checklist

This checklist includes the characteristics of naturalistic instructional practices that can be used by a practitioner, parent, or other family member to support and strengthen child learning and development while a child is engaged in everyday home, community, or classroom activities. The instructional practice is used when a child is already participating in an activity and adult (practitioner or parent) behavior are used to sustain engagement, provide opportunities for child learning, and to encourage child behavior elaborations in the activities.

The checklist indicators can be used by a practitioner to develop a plan to use the practices with a child or to promote a parent's use of the practices. The checklist rating scale can be used to do a self-evaluation to determine whether the different practice characteristics were part of using the practices with a child or promoting a parent's use of the practices.

Practitioner: _____   Child: _____   Date: _____

Please indicate which practice characteristics you were able to use as part of a child's engagement in everyday activities:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Follow the child's lead while he or she is engaged in everyday activities	☐	☐	☐	☐	
2. Pay particular attention to the child behavior maintaining child engagement in the everyday activities	☐	☐	☐	☐	
3. Provide natural (reinforcing) consequences in response to child-initiated behavior	☐	☐	☐	☐	
4. Respond promptly and positively to the child's attempts to repeat or practice the same behaviors or to try something new or different	☐	☐	☐	☐	
5. Provide any necessary supports, accommodations, or adaptations to maintain child engagement in the activities	☐	☐	☐	☐	
6. Encourage continued child engagement in adult-child interactions by engaging in turn taking and other joint attention activities	☐	☐	☐	☐	
7. Encourage child behavior elaborations by modeling new ways of doing things during the child's everyday activities, asking inferential questions (e.g., open-ended questions), or by prompting child behavior competence	☐	☐	☐	☐	

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