Module: Computer-Aided Instruction (CAI)

Computer-Aided Instruction Implementation Checklist

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, individual being observed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. 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: _____

Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent or other team member.

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1-9)									
Step 1. Identifying the Target of Instruction		**Score****							
1. Refer to IEP or IFSP to identify the learner's goals.									
2. Discuss goals with IFSP/IEP team members, including family and learner.									
3. Select and operationalize an observable and measurable goal as a target of instruction.									
Step 2. Collecting Baseline Data									
1. Collect baseline data appropriate for the targeted skill.									
2. Collect data on at least three occasions to establish an accurate baseline for the targeted skill.									

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

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	Observation	1	2	3	4	5	6	7	8
	Date								
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Step 3. Identifying Technology Support		**Score****							
1. Identify technology support personnel in the school/program building.									
2. Identify technology support personnel within the district.									
3. Review district policies concerning the use of computer technology.									
Step 4. Identifying Available Computers for Use									
1. Gather information about general computer specifications.									
2. Check schedules for computer availability for classroom, in media centers, or libraries.									
3. Develop a schedule for the learner's use of available computers and share with others.									
Step 5. Identifying Appropriate Software									
1. Check available software on existing accessible computers.									
2. Ask school/program staff about their use of software.									
3. Ask learners and their families about preferred software.									
4. Inquire about appropriate software from vendors and retail stores, if necessary.									
5. Scan preview options and return policies prior to purchase.									

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Step 6. Selecting and Installing Software		**Score****							
1. Select software that:									
a. explicitly teaches the target skills or behavior.									
b. is age appropriate.									
c. is compatible with the computer identified in Step 4.									
d. is user-friendly.									
2. Install software and make it accessible for learners.									
Step 7. Learning Software									
1. Try out the program before introducing to the learner.									
2. Select a starting point that is a good match with the learner's interests and abilities.									
Step 8. Completing a Task Analysis of Steps for Using Software									
1. Complete an analysis of the steps for accessing the designated software within CAI, and provide it to the learner.									
2. Create a trouble-shooting guide for the computer software and provide it to the learner.									
Step 9. Teaching Software to Others Who Support the Learner									
1. Introduce the software to those who work with the learner at school and at home.									
2. Link the use of the software to the targeted skill.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 9. Teaching software to Others Who Support the Learner (cont.)		**Score****							
3. Provide support persons with the task analysis for computer use.									
4. Provide support persons with sufficient time to try out the program and ask questions.									
Intervention (Steps 10-13)									
Step 10. Teaching Learner Basic Computer Skills, if Necessary									
1. Provide opportunities for learners to practice basic computer skills.									
2. If necessary, identify artificial reinforcers to pair with computer use to promote learner engagement and to teach basic computer skills.									
Step 11. Introducing Learner to Software									
1. Explain to the learner how the program will help him/her learn and practice the targeted skills.									
2. Model the task analysis for accessing the program.									
3. Demonstrate basic program functions, if necessary.									
4. Give the learner time to interact with the program while providing feedback and assistance.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 12. Providing Learner with Multiple Opportunities to Use Computer		**Score****							
1. Schedule regular times for the learner to use the CAI.									
2. Identify other opportunities at school and at home for the learner to use the computer and program during free time.									
Step 13. Providing Ongoing Support to Learner									
1. Provide the learner with access to staff persons for assistance and to answer questions during CAI time.									
Progress Monitoring (Step 14)									
Step 14. Collecting Data on Acquisition of Target Skill									
1. Collect data on the target skill in a format similar to baseline data collection.									
2. Use these data to make instructional decisions regarding the targeted skill or behavior.									

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