**EIEIO**

Evidence-based International
Early Intervention Office

# EVALUATION OF DIRECT INCIDENTAL TEACHING OBSERVED IN ROUTINES (EDITOR)

R. A. McWilliam (2016)

Teacher:        Observer:        Date:

Time Session Begins:        Time Session Ends:        Routine:

| Did the adult       Child's Name/Description | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1) Follow the child's lead by interacting with the child so as not to disrupt the child's interest or attention? | | | | | | | | |
| 2) Elicit [specify which one] | | | | | | | | |
| • Longer engagement | | | | | | | | |
| • More sophisticated engagement | | | | | | | | |
| • Specific behavior on goal plan | | | | | | | | |
| 3) Make interaction reinforcing | | | | | | | | |
| TOTAL | | | | | | | | |
| RATE (# COLUMNS / TIME IN SECONDS): | | | | | | | | |

## Directions

When an interaction with a child begins, enter the child's name or description (e.g., blue shirt). Three scores are possible: 0—none of the behaviors were observed, 1—one of the behaviors was observed, 2—two of the behaviors were observed, 3—all three behaviors were observed, making this column an incidental-teaching occurrence. That score is entered in the TOTAL cell. Item 2, elicit, receives only 1 point: Check the relevant bulleted item under Elicit (i.e., what was elicited).

The rate of incidental teaching (IT) can be calculated by frequency/time, using the Time Session Begins as the beginning, and the last observation as the end, unless the observation session ended before an eighth interaction (i.e., column) occurred. Sessions should be no longer than 15 minutes. If all eight columns are completed in 5 minutes, the rate would be 1.6 (8/5), meaning incidental teaching occurred at a rate of 1.6 times per minute. If all eight columns were completed in only 3 minutes, the rate would be 2.67 times a minute. If only three columns were completed in 15 minutes, the rate would be 0.2 times per minute.

Each column is for the next interaction the teacher has with an individual child (i.e., not group instructions), and the children can be different or the same child. An interaction can consist of more than one turn. For example, responding to the child's interest, giving a prompt, and remarking on the child's behavior after the prompt would all be scored in one column as one interaction. If the teacher speaks to another child, the interaction is over and is scored in the column, even though the teacher might return to the original child, making that the next observation (i.e., column).

The TOTAL score can be a maximum of 3 and a minimum of 0 for each column (i.e., interaction). Only columns with a score of 3 are entered as an incidental teaching occurrence.

The additional sheet can be reproduced for data collection.

# EVALUATION OF DIRECT INCIDENTAL TEACHING OBSERVED IN ROUTINES (EDITOR)

R. A. McWilliam (2016)

Teacher: Observer: Date:

Time Session Begins: Time Session Ends: Routine:

| Did the adult                                                                                           Child's Name/Description | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1) Follow the child's lead by interacting with the child so as not to disrupt the child's interest or attention? | | | | | | | | |
| 2) Elicit [specify which one] | | | | | | | | |
| • Longer engagement | | | | | | | | |
| • More sophisticated engagement | | | | | | | | |
| • Specific behavior on goal plan | | | | | | | | |
| 3) Make interaction reinforcing | | | | | | | | |
| TOTAL | | | | | | | | |
| RATE (# COLUMNS / TIME IN SECONDS): | | | | | | | | |

Teacher: Observer: Date:

Time Session Begins: Time Session Ends: Routine:

| Did the adult                                                                                           Child's Name/Description | | | | | | | | |
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| 1) Follow the child's lead by interacting with the child so as not to disrupt the child's interest or attention? | | | | | | | | |
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| • Longer engagement | | | | | | | | |
| • More sophisticated engagement | | | | | | | | |
| • Specific behavior on goal plan | | | | | | | | |
| 3) Make interaction reinforcing | | | | | | | | |
| TOTAL | | | | | | | | |
| RATE (# COLUMNS / TIME IN SECONDS): | | | | | | | | |