Module: Prompting

Implementation Checklist for Graduated Guidance

Neitzel, J., & Wolery, M. (2009). *Implementation checklist for graduated guidance.* Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Institute, The University of North Carolina.

***Instructions**:* The Implementation Checklist includes each step in the process of implementing graduated guidance. Please complete all of the requested information including the site and state, individual being observed/interviewed, 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

Planning (Steps 1 – 8)									
	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Step 1. Selecting and Describing the Target Skill/Behavior		**Score****							
1. Define the target skill/behavior in terms that are observable and measurable.									
2. Identify the target skills/behaviors of the chain by:									
a. using a sequence of steps from research or a curriculum, b. completing the chain and writing down the steps, c. watching someone else do the chain while writing down the steps, and/or d. logically analyzing what needs to be done to complete the skill and writing down the refined steps.									

***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								
	Observer's Initials								
Step 2. Identifying the Target Stimulus		**Score****							
1. Identify one of the following as the target stimulus:									
a. a naturally occurring event, b. completion of one event or activity, or c. an external signal.									
Step 3. Selecting Cues or Task Direction									
1. Select at least one of the following cues to begin the teaching exchange (trial):									
a. material or environmental manipulation, b. task direction, and/or a c. naturally occurring event.									
Step 4. Selecting Reinforcers									
1. When choosing reinforcers for the learner, identify:									
a. what has motivated learners in the past and									
b. the learners' deprivation states (i.e., What do they want that they can't easily get?).									
2. Identify a reinforcer that is appropriate for the target skill/behavior and instructional task.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
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Step 5. Identifying the Controlling Prompt		**Score****							
1. Try out different prompts to see which ones are successful in getting learners with ASD to complete the task correctly.									
Step 6. Determining the Length of the Response Interval									
1. When determining the length of the response interval, consider:									
a. learner characteristics and									
b. task characteristics.									
2. When selecting a response interval, time how long it takes the learner to complete similar skills/tasks.									
Step 7. Specifying Prompt Fading Procedures									
1. Select one of the following prompting strategies that will be used to fade prompts:									
a. decreasing the intensity of the prompt, b. providing less assistance by changing the prompt type, or c. immediately removing the prompt.									
Step 8. Identifying Activities and Times for Teaching									
1. Analyze the day and determine when and where the chain is needed.									

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	Date								
	Observer's Initials								
Step 8. Identifying Activities and Times for Teaching (cont.)		**Score****							
2. If few natural times to teach the chain are identified, build in times when the skill might be taught.									
Intervention (Step 1)									
Step 1. Implementing Graduated Guidance									
1. When implementing graduated guidance:									
a. approach the learner with ASD,									
b. secure the learner's attention,									
c. present the target stimulus OR call the learner's attention to the target stimulus,									
d. deliver the task direction, and									
e. provide a short response interval.									
2. Provide the amount and type of prompt needed to get the learner with ASD to start doing the chain.									
3. As soon as the learner with ASD begins to do the chain, reduce the intensity and amount of the prompt and start to shadow the learner's movements.									
4. If the learner with ASD stops doing the chain, immediately provide the amount and type of prompts needed to get the movement started.									

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Step 9. Implementing Graduated Guidance (cont.)		**Score****							
5. If the learner with ASD starts to use the skill incorrectly, immediately block the movement and provide the amount and type of prompt needed to get the learner to do the chain correctly.									
6. If the learner with ASD resists the physical prompt:									
a. stop moving and									
b. hold the learner's hands in place.									
7. When the resistance subsides, start the movement toward completing the chain again by applying the amount and type of prompt needed.									
8. As the learner with ASD completes each step of the chain correctly (prompted or unprompted), provide verbal praise and encouragement.									
9. At the end of the chain, provide reinforcement to the learner with ASD for completing the task correctly.									
Progress Monitoring (Step 2)									
Step 2. Monitoring Learner Progress									
1. Record:									
a. the number of chains done correctly without prompts,									
b. the number of chains done correctly with prompts, and									

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	Date								
	Observer's Initials								
Step 2. Monitoring Learner Progress (cont.)		**Score****							
c. the number of chains done correctly, but with resistance.									
2. Review progress monitoring data to determine whether the learner is starting to do the skill without prompts.									

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