Module: Prompting

Implementation Checklist for Simultaneous Prompting

Neitzel, J., & Wolery, M. (2009). *Implementation checklist for simultaneous prompting.* 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 simultaneous prompting. 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

Intervention (Steps 1 – 2)									
	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Step 1. Establishing Learner Attention, Delivering the Stimulus, and Providing the Cue		**Score****							
1. Establish the learner's attention by:									
a. delivering the target stimulus, b. using an attention-getting strategy (e.g., saying learner's name, saying, "Look;" having the learner touch the stimulus), and/or c. presenting the cue or task direction.									
Step 2. Implementing the Prompt									
A. Instructional Sessions									
1. After securing attention, presenting the target stimulus, and delivering the cue/task direction, immediately deliver the controlling prompt.									

***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. Implementing the Prompt (cont.)		**Score****							
2. If the learner's response is correct (prompted correct), immediately provide positive feedback by:									
a. offering reinforcement (e.g., praise, access to materials, break) and									
b. stating what the learner did (e.g., "You said, 'More.' Here's more snack.").									
3. If the learner's response is incorrect (prompted error) or if the learner with ASD does not respond, ignore the response and go on to the next trial.									
B. Probe Sessions									
1. After securing attention, presenting the target stimulus, and delivering the cue/task direction, deliver the response interval (no prompt is provided).									
2. If the learner's response is correct (unprompted correct), immediately provide positive feedback by:									
a. offering reinforcement (e.g., praise, access to materials, break) and									
b. stating what the learner did (e.g., "You said, 'More.' Here's more snack.").									
3. If the learner's response is incorrect (unprompted error) or if the learner with ASD does not respond, ignore the response and go on to the next trial.									

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Monitoring Progress (Step 3)									
	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Step 3. Monitoring Learner Progress		**Score****							
A. Instructional Data									
1. Collect data daily during the instructional sessions.									
2. Select a new controlling prompt if the learner makes errors on 25% of the trials over the course of three consecutive instructional sessions.									
3. Select a different reinforcer if no responses occur on 25% of the trials over the course of three consecutive instructional sessions.									
4. If a learner begins to make errors when using a previously mastered discrete skill (e.g., raising hand, pointing to letters), make modifications to the initial cue (e.g., using two different types of cues instead of one).									
Step 3. Monitoring Learner Progress									
B. Probe Data									
1. Implement at least one probe session daily.									
2. Identify how many trials will be implemented during each probe session (at least 2 trials on each behavior per probe session).									
3. Present the cue, but not the controlling prompt, during each probe session.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 3. Monitoring Learner Progress (cont.)		**Score****							
4. Select a different prompting procedure (e.g., least-to-most, graduated guidance) to use if the following occurs:									
a. learner errors occur on 25% of trials over the course of five consecutive probe sessions, and									
b. instructional data indicate 100% correct responses.									
5. Select a different reinforcer if no responses occur on 25% of the trials over the course of three consecutive probe sessions.									
6. If a learner omits a step from a chained task, modify that step to make it more apparent to the learner with ASD.									

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