Module: Prompting

Implementation Checklist for Least-to-Most Prompts

Neitzel, J., & Wolery, M. (2009). *Implementation checklist for least-to-most prompts.* 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 use of least-to-most prompts. 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 – 9)									
	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Step 1. Identifying the Target Skill/Behavior		**Score****							
1. Define the target behavior in terms that are observable and measurable.									
2. Identify the target behavior as being either:									
a. a discrete task or b. a chained task.									

***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 2. Identifying the Target Stimulus									
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 Directions									
1. Select at least one of the following cues to begin the teaching exchange (trial):									
a. material or environmental manipulation, b. task direction, or c. naturally occurring event.									
2. Identify one of the following as a time to give the cue/task direction:									
a. at the first prompt level (independent level) or b. at each step of the prompt hierarchy.									
Step 4. Selecting Reinforcers									
1. When choosing reinforcers for learners with ASD, identify:									
a. what has motivated learners in the past and									
b. learners' deprivation state (i.e., What do they want that they can't easily get?).									
2. Identify a reinforcer that is appropriate for the target skill and instructional task.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 5. Identifying Activities and Times for Teaching		**Score****							
1. Before implementing the intervention, identify all the times during the day when the learner may need to use the target skill.									
2. Before embedding prompting procedures, identify specific routines and activities in which prompting procedures can be incorporated to teach target skills.									
3. Identify when and where the direct instruction will occur.									
Step 6. Selecting the Number of Levels in the Hierarchy									
1. When selecting the number of prompt levels, consider:									
a. task characteristics,									
b. learner characteristics, and									
c. time available for instruction.									
Step 7. Selecting the Types of Prompts to Be Used									
1. Select at least one of the following prompts for each level of the prompting hierarchy:									
a. gestural, b. verbal (e.g., clues, hints, commands, questions, rule statements), c. visual (e.g., pictures, objects), d. model (full, partial), and/or e. physical (full, partial).									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 7. Selecting the Types of Prompts to be Used (cont.)		**Score****							
2. Choose prompt types based upon:									
a. learner characteristics and									
b. skill characteristics.									
Step 8. Sequencing Prompts from Least-to-Most Assistance									
1. When sequencing the prompting hierarchy, determine which type of prompt provides a learner with:									
a. the least amount of assistance,									
b. more information, and									
c. the most amount of assistance.									
Step 9. Determining the Length of the Response Interval									
1. When selecting a response interval, time how long it takes the learner to complete similar skills/tasks.									
2. When determining the length of the response interval, consider:									
a. learner characteristics,									
b. task characteristics, and									
c. the amount of time a learner will be allowed to begin and complete the task.									
3. Identify an initial response interval of 3 to 5 seconds.									

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Intervention (Steps 1 – 4)									
	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), or c. presenting the cue or task direction.									
Step 2. Waiting for the Learner to Respond									
1. Wait for the learner to respond using the identified response interval before providing increased support.									
Step 3. Responding to Learners' Attempts									
1. If the learner's response is 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.")									
2. If the learner's response is incorrect,									
a. interrupt the incorrect response and									
b. deliver the next prompt in the hierarchy.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 3. Responding to Learners' Attempts (cont.)		**Score****							
3. If the learner does not respond, use the prompt in the next level of the prompting hierarchy.									
4. Continue through the prompting hierarchy until a correct response (prompted correct response) occurs, and deliver the reinforcer.									
Progress Monitoring (Step 4)									
Step 4. Monitoring Learner Outcomes									
1. Record each type of response that occurs.									
2. Review data to determine if progress is being made.									

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