Module: Prompting

Teacher Planning Worksheet for Simultaneous Prompting


Note: This planning worksheet is specially designed as a companion to the steps for implementation. If you do not understand any portion of this worksheet, please refer to the steps for implementation for further explanation. This planning sheet should be completed before implementing the intervention.

Step 1. Identifying the Target Skill/Behavior

Define the target skill/behavior in terms that are observable and measurable:

Is this target a □ discrete task or a □ chained task? (Check the appropriate box)

Step 2. Selecting the Target Stimulus and Cue

What is the target stimulus?

Is this target stimulus □ a naturally occurring event
□ the completion of one event or activity or
□ an external signal?

Step 3. Selecting a Controlling Prompt

Try out different prompts to see which ones are successful in getting the learner with ASD to do the task correctly.

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<thead>
<tr>
<th>Prompt</th>
<th>Level of Success</th>
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Step 4. Selecting Reinforcers

Think about what has motivated this learner in the past and the learners’ deprivation state (i.e. what do they want that they can’t easily get?) Then select a reinforcer that is appropriate for the target skill and instructional task:


Step 5. Determining the Response Interval

Time how long it takes the learner to complete similar skills/tasks.

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<th>Similar Skill/Task</th>
<th>Time to Complete</th>
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Consider the learner characteristics, task characteristics, and the amount of time a learner will be allowed to begin and complete the task. Then select a response interval:

______ seconds

Step 6. Identifying Activities and Times for Teaching

Identify two regular times during the day when the target skill can be taught and measured.

____________________________________________________________________

____________________________________________________________________

Identify how many trials will be implemented during each instructional and probe session:

______ trials