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, teacher being observed, and the learner's initials. 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: _____

Teacher / Practitioner: _____   Learner's Initials: _____

Observation	1	2	3	4	5	6	7	8
Date								
Observer's Initials								

Step 1. Selecting and Describing the Target Skill/Behavior

1. Teachers/practitioners define the target skill/behavior in terms that are observable and measurable.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners identify the target skills/behaviors of the chain by:

a. using a sequence of steps from research or a curriculum,

Observation	1	2	3	4	5	6	7	8
Score								

b. completing the chain and writing down the steps,

Observation	1	2	3	4	5	6	7	8
Score								

c. watching someone else do the chain while writing down the steps, and/or

Observation	1	2	3	4	5	6	7	8
Score								

d. logically analyzing what needs to be done to complete the skill and writing down the refined steps.

Observation	1	2	3	4	5	6	7	8
Score								

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1

Step 2. Identifying the Target Stimulus

1. Teachers/practitioners identify one of the following as the target stimulus:

a. a naturally occurring event,

Observation	1	2	3	4	5	6	7	8
Score								

b. completion of one event or activity, or

Observation	1	2	3	4	5	6	7	8
Score								

c. an external signal.

Observation	1	2	3	4	5	6	7	8
Score								

Step 3. Selecting Cues or Task Direction

1. Teachers/practitioners select at least one of the following cues to begin the teaching exchange (trial):

a. material or environmental manipulation,

Observation	1	2	3	4	5	6	7	8
Score								

b. task direction, and/or a.

Observation	1	2	3	4	5	6	7	8
Score								

c. naturally occurring event.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Selecting Reinforcers

1. When choosing reinforcers for the learner, teachers/practitioners identify:

a. what has motivated learners in the past and

Observation	1	2	3	4	5	6	7	8
Score								

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2

b. the learner's deprivation states (i.e. What do they want that they can't easily get?).

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners identify a reinforcer that is appropriate for the target skill/behavior and instructional task.

Observation	1	2	3	4	5	6	7	8
Score								

Step 5. Identifying the Controlling Prompt

1. Teachers/practitioners try out different prompts to see which ones are successful in getting learners with ASD to complete the task correctly.

Observation	1	2	3	4	5	6	7	8
Score								

Step 6. Determining the Length of theResponse Interval

1. When determining the length of the response interval, teachers/practitioners consider:

a. learner characteristics and

Observation	1	2	3	4	5	6	7	8
Score								

b. task characteristics.

Observation	1	2	3	4	5	6	7	8
Score								

2. When selecting a response interval, teachers/practitioners time how long it takes the learner to complete similar skills/tasks.

Observation	1	2	3	4	5	6	7	8
Score								

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Step 7. Specifying Prompt Fading Procedures

1. Teachers/practitioners select one of the following prompting strategies that will be used to fade prompts:

a. decreasing the intensity of the prompt,

Observation	1	2	3	4	5	6	7	8
Score								

b. providing less assistance by changing the prompt type, or

Observation	1	2	3	4	5	6	7	8
Score								

c. immediately removing the prompt.

Observation	1	2	3	4	5	6	7	8
Score								

Step 8. Identifying Activities and Times for Teaching

1. Teachers/practitioners analyze the day and determine when and where the chain is needed.

Observation	1	2	3	4	5	6	7	8
Score								

2. If few natural times to teach the chain are identified, teachers/practitioners build in times when the skill might be taught.

Observation	1	2	3	4	5	6	7	8
Score								

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Implementing the Intervention

Step 1. Implementing Graduated Guidance

1. When implementing graduated guidance, teachers/practitioners:

a. approach the learner with ASD,

Observation	1	2	3	4	5	6	7	8
Score								

b. secure the learner's attention,

Observation	1	2	3	4	5	6	7	8
Score								

c. present the target stimulus OR call the learner's attention to the target stimulus,

Observation	1	2	3	4	5	6	7	8
Score								

d. deliver the task direction, and

Observation	1	2	3	4	5	6	7	8
Score								

e. provide a short response interval.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners provide the amount and type of prompt needed to get the learner with ASD to start doing the chain.

Observation	1	2	3	4	5	6	7	8
Score								

3. As soon as the learner with ASD begins to do the chain, teachers/practitioners reduce the intensity and amount of the prompt and tart to shadow the learner's movements.

Observation	1	2	3	4	5	6	7	8
Score								

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4. If the learner with ASD stops doing the chain, teachers/practitioners immediately provide the amount and type of prompts needed to get the movement started.

Observation	1	2	3	4	5	6	7	8
Score								

5. If the learner with ASD starts to use the skill incorrectly, teachers/practitioners immediately block the movement and provide the amount and type of prompt needed to get the learner to do the chain correctly.

Observation	1	2	3	4	5	6	7	8
Score								

6. If the learner with ASD resists the physical prompt, teachers/practitioners:

a. stop moving and

Observation	1	2	3	4	5	6	7	8
Score								

b. hold their learner's hands in place.

Observation	1	2	3	4	5	6	7	8
Score								

7. When the resistance subsides, teachers/practitioners start the movement toward completing the chain again by applying the amount and type of prompt needed.

Observation	1	2	3	4	5	6	7	8
Score								

8. As the learner with ASD completes each step of the chain correctly (prompted or unprompted), teachers/practitioners provide verbal praise and encouragement.

Observation	1	2	3	4	5	6	7	8
Score								

9. At the end of the chain, teachers/practitioners provide reinforcement to the learner with ASD for completing the task correctly.

Observation	1	2	3	4	5	6	7	8
Score								

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Step 2. Monitoring Learner Progress

1. Teachers/practitioners record:

a. the number of chains done correctly without prompts,

Observation	1	2	3	4	5	6	7	8
Score								

b. the number of chains done correctly with prompts, and

Observation	1	2	3	4	5	6	7	8
Score								

c. the number of chains done correctly, but with resistance.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners review progress monitoring data to determine whether the learner is starting to do the skill without prompts.

Observation	1	2	3	4	5	6	7	8
Score								

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

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