

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, 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: _____

Planning the Intervention

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

Step 1. Identifying the Target Skill/Behavior

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

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners identify the target behavior as being either:

a. a discrete task.

Observation	1	2	3	4	5	6	7	8
Score								

b. a chained task.

Observation	1	2	3	4	5	6	7	8
Score								

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.

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 Directions

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.

Observation	1	2	3	4	5	6	7	8
Score								

c. naturally occurring event.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners identify one of the following as a time to give the cue/task direction:

a. at the first prompt level (independent level).

Observation	1	2	3	4	5	6	7	8
Score								

b. at each step of the prompt hierarchy.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Selecting Reinforcers

1. When choosing reinforcers for learners with ASD, teachers/practitioners identify:

a. what has motivated learners in the past and

Observation	1	2	3	4	5	6	7	8
Score								

b. learner's deprivation state (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 and instructional task.

Observation	1	2	3	4	5	6	7	8
Score								

Step 5. Identifying Activities and Times for Teaching

1. Before implementing the intervention, teachers/practitioners identify all the times during the day when the learner may need to use the target skill.

Observation	1	2	3	4	5	6	7	8
Score								

2. Before embedding prompting procedures, teachers/practitioners identify specific routines and activities in which prompting procedures can be incorporated to teach target skills.

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners identify when and where the direct instruction will occur.

Observation	1	2	3	4	5	6	7	8
Score								

Step 6. Identifying the Interfering Behavior

1. When selecting the number of prompt levels, teachers/practitioners consider:

a. task characteristics,

Observation	1	2	3	4	5	6	7	8
Score								

b. learner characteristics, and

Observation	1	2	3	4	5	6	7	8
Score								

c. time available for instruction.

Observation	1	2	3	4	5	6	7	8
Score								

Step 7. Selecting the Types of Prompts to Be Used

1. Teachers/practitioners select at least one of the following prompts for each level of the prompting hierarchy:

a. gestural,

Observation	1	2	3	4	5	6	7	8
Score								

b. verbal (e.g., clues, hints, commands, questions, rule statements),

Observation	1	2	3	4	5	6	7	8
Score								

c. visual (e.g., pictures, objects),

Observation	1	2	3	4	5	6	7	8
Score								

d. model (full, partial), and/or

Observation	1	2	3	4	5	6	7	8
Score								

**Scoring Key: 2 = implemented;
1 = partially implemented; 0 = did not
implement; NA = not applicable

e. physical (full, partial).

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners choose prompt types based upon:

a. learner characteristics and

Observation	1	2	3	4	5	6	7	8
Score								

b. skill characteristics.

Observation	1	2	3	4	5	6	7	8
Score								

Step 8. Sequencing Prompts from Least-to-Most Assistance

1. When sequencing the prompting hierarchy, teachers/practitioners determine which type of prompt provides a learner with:

a. the least amount of assistance,

Observation	1	2	3	4	5	6	7	8
Score								

b. more information, and

Observation	1	2	3	4	5	6	7	8
Score								

c. the most amount of assistance.

Observation	1	2	3	4	5	6	7	8
Score								

Step 9. Determining the Length of the Response Interval

1. 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								

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

a. learner characteristics,

Observation	1	2	3	4	5	6	7	8
Score								

b. task characteristics, and

Observation	1	2	3	4	5	6	7	8
Score								

c. the amount of time a learner will be allowed to begin and complete the task.

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners identify an initial response interval of 3 to 5 seconds.

Observation	1	2	3	4	5	6	7	8
Score								

Implementing the Intervention

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

1. Teachers/practitioner establish the learner's attention by:

a. delivering the target stimulus,

Observation	1	2	3	4	5	6	7	8
Score								

b. using an attention-getting strategy (e.g., saying learner's name, saying "Look," having the learner touch the stimulus), or

Observation	1	2	3	4	5	6	7	8
Score								

c. presenting the cue or task direction.

Observation	1	2	3	4	5	6	7	8
Score								

Step 2. Waiting for the Learner to Respond

1. Teachers/practitioners wait for the learner to respond using the identified response interval before providing increased support.

Observation	1	2	3	4	5	6	7	8
Score								

Step 3. Responding to Learners' Attempts

1. If the learner's response is correct, teachers/practitioners immediately provide positive feedback by:

a. offering reinforcement (e.g., praise, access to materials, break) and

Observation	1	2	3	4	5	6	7	8
Score								

b. stating what the learner did (e.g. "You said, 'More.' Here's more snack.")

Observation	1	2	3	4	5	6	7	8
Score								

2. If the learner's response is incorrect, teachers/practitioners:

a. interrupt the incorrect response and

Observation	1	2	3	4	5	6	7	8
Score								

b. deliver the next prompt in the hierarchy.

Observation	1	2	3	4	5	6	7	8
Score								

3. If the learner does not respond, teachers/practitioners use the prompt in the next level of the prompting hierarchy.

Observation	1	2	3	4	5	6	7	8
Score								

4. Teachers/practitioners continue through the prompting hierarchy until a correct response (prompted correct response) occurs, and deliver the reinforcer.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Monitoring Learner Outcomes

1. Teachers/practitioners record each type of response that occurs.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners review data to determine if progress is being made.

Observation	1	2	3	4	5	6	7	8
Score								

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

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