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, 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. Establishing Learner Attention, Delivering the Stimulus, and Providing the Cue

1. Teachers/practitioners 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 the learner's name, saying"Look," having the learner touch the stimulus), and/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. Implementing the Prompt

A. Instructional Sessions

1. After securing attention, presenting the target stimulus, and delivering the cue/task direction, teachers/practitioners immediately deliver the controlling prompt.

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

1

Observation	1	2	3	4	5	6	7	8
Score								

2. If the learner's response is correct (prompted 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								

3. If the learner's response is incorrect (prompted error) or if the learner with ASD does not respond, teachers/practitioners ignore the response and go on to the next trial.

Observation	1	2	3	4	5	6	7	8
Score								

B. Probe Sessions

1. After securing attention, presenting the target stimulus, and delivering the cue/task direction, teachers/ practitioners deliver the response interval (no prompt is provided).

Observation	1	2	3	4	5	6	7	8
Score								

2. If the learner's response is correct (unprompted 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								

3. If the learner's response is incorrect (unprompted error) or if the learner with ASD does not respond, teachers/practitioners ignore the response and go on to the next trial.

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2

Observation	1	2	3	4	5	6	7	8
Score								

Step 3. Monitoring Learner Progress

A. Instructional Data

1. Teachers/practitioners collect data daily during the instructional sessions.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners select a new controlling prompt if the learner makes errors on 25% of the trials over the course of three consecutive instructional sessions.

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners select a different reinforcer if no responses occur on 25% of the trials over the course of three consecutive instructional sessions.

Observation	1	2	3	4	5	6	7	8
Score								

4. If a learner begins to make errors when using a previously mastered discrete skill (e.g., raising hand, pointing to letters), teachers/practitioners make modifications to the initial cue (e.g., using two different types of cues instead of one).

Observation	1	2	3	4	5	6	7	8
Score								

B. Probe Data

1. Teachers/practitioners implement at least one probe session daily.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners identify how many trials will be implemented during each probe session (at least 2 trials on each behavior per probe session).

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners present the cue, but not the controlling prompt, during each probe session.

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3

Observation	1	2	3	4	5	6	7	8
Score								

4. Teachers/practitioners 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

Observation	1	2	3	4	5	6	7	8
Score								

   b. instructional data indicate 100% correct responses.

Observation	1	2	3	4	5	6	7	8
Score								

5. Teachers/practitioners select a different reinforcer if no responses occur on 25% of the trials over the course of three consecutive probe sessions.

Observation	1	2	3	4	5	6	7	8
Score								

6. If a learner ommits a step from a chained task, teachers/practitioners modify that step to make it more apparent to the learner with ASD.

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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