# Prompting Implementation Checklist

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Observation** | | | | |
| **Date** | | | | |
| **Observer's Initials** | | | | |
| **Step 1: Planning** | | | | |
| 1.1 Identify the target skill/behavior as either a discrete or chained task | | | | |
| 1.2 Select prompting procedure to use | | | | |
| 1.3 Identify target stimulus | | | | |
| 1.4 Select cues or task directions | | | | |
| 1.5 Select reinforcers | | | | |
| 1.6 Follow unique planning steps for selected prompting procedure | | | | |
| Least-to-Most Prompting | | | | |
|    Select the number of levels in the hierarchy | | | | |
|    Select the types of prompts to be used | | | | |
|    Sequence prompts from least-to-most assistance | | | | |
|    Determine the length of the response interval | | | | |
|    Identify activities and times for using least-to-most prompting | | | | |
| Graduated Guidance | | | | |
|    Identify the controlling prompt | | | | |
|    Determine the length of the response interval | | | | |
|    Specify prompt fading procedures | | | | |
|    Identify activities and times for using graduated guidance | | | | |
| Simultaneous Prompting | | | | |
|    Identify the controlling prompt | | | | |
|    Determine the length of the response interval | | | | |
|    Identify activities and times for using simultaneous prompting | | | | |
| **Step 2: Using** | | | | |
| 2.1 Follow the unique steps for using selected prompting procedure | | | | |
| Least-to-Most Prompting | | | | |
|    Establish learner attention, deliver stimulus, and provide the cue | | | | |
|    Wait for learner to respond | | | | |
|    Respond to learner's attempts | | | | |
| Graduated Guidance | | | | |
|    Establish learner attention, deliver stimulus, and provide the cue | | | | |
|    Wait for learner to respond | | | | |
|    Respond to learner's attempts | | | | |
| Simultaneous Prompting | | | | |
|    Establish learner attention, deliver stimulus, and provide the cue | | | | |
|    Conduct instructional sessions by: | | | | |
|       Delivering the controlling prompt | | | | |
|       Responding to learner's attempts | | | | |
|    Conduct probe sessions by: | | | | |
|       Providing no prompt | | | | |
|       Responding to learner's attempts | | | | |
| **Step 3: Monitoring** | | | | |
| 3.1 Collect data on target behaviors | | | | |
| 3.2 Determine next steps based on learner progress | | | | |