# CHecklIST FOR Implementation

# Evidence-based Practice: Graduated Guidance Prompting

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| --- |
| Observation |
| Program: |
| Individual(s) Observed: |
| Toddler’s Name: |

For each item identified below, score using the scoring key:

|  |  |  |  |
| --- | --- | --- | --- |
| 2 = implemented | 1 = partially implemented | 0 = did not implement | NA = not applicable |

|  |  |  |
| --- | --- | --- |
| 1PLANNING |  | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1. Select and describe the target skills/behaviors
 |  |  |  |  |
| 1. Identify a specific activity or routine to teach
 |  |  |  |  |
| 1. Identify the target stimulus
 |  |  |  |  |
| 1. Choose the cues or task directions
 |  |  |  |  |
| 1. Select reinforcers
 |  |  |  |  |
| 1. Identify the controlling prompt
 |  |  |  |  |
| 1. Determine the response interval
 |  |  |  |  |
| 1. Determine how to fade the controlling prompt
 |  |  |  |  |
| 1. Plan a data collection strategy
 |  |  |  |  |
| 1. Gather baseline data
 |  |  |  |  |
| 2USING THE PRACTICE |  | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1. Get the toddler’s attention
 |  |  |  |  |
| 1. Wait for the toddler to respond
 |  |  |  |  |
| 1. Provide the controlling prompt to initiate the chained task
 |  |  |  |  |
| 1. Provide additional assistance if needed
 |  |  |  |  |
| 1. Verbally praise and encourage the toddler as steps of the chain are competed
 |  |  |  |  |
| 1. Fade prompts for each step of the chain
 |  |  |  |  |
| 3MONITORING PROGRESS |  | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1. Gather and record data
 |  |  |  |  |
| 1. Select a schedule for data review and on-going monitoring
 |  |  |  |  |
| 1. Analyze the data to determine if progress is being made
 |  |  |  |  |
| 1. Use information from data to modify the use of graduated guidance
 |  |  |  |  |

OBSERVATION NOTES

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Date | Observer   Initials | Targeted Skill or Behavior, Comments,  and  Plans  for  Next  Steps |
|  |  |  |
| Date | Observer   Initials | Targeted Skill or Behavior, Comments,  and  Plans  for  Next  Steps |
|  |  |  |
| Date | Observer   Initials | Targeted Skill or Behavior,  Comments,  and  Plans  for  Next  Steps |
|  |  |  |
| Date | Observer   Initials | Targeted Skill or Behavior, Comments,  and  Plans  for  Next  Steps |
|   |  |  |