

CHECKLIST FOR IMPLEMENTATION

Evidence-based Practice: Least-to-Most Prompting

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| 2 = im plem ented | 1 = partially im plem ented | 0 = did not im plem ent | NA = not applicable |

|  |  |  |
| --- | --- | --- |
| 1PLANNING |   | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1) Select and describe the target skills/behaviors |  |  |  |  |
| 2) Identify a specific activity or routine to teach |  |  |  |  |
| 3) Identify the target stimulus |  |  |  |  |
| 4) Choose the cues or task directions |  |  |  |  |
| 5) Select reinforcers |  |  |  |  |
| 6) Identify the controlling prompt |  |  |  |  |
| 7) Select the type of prompts to be used at each level |  |  |  |  |
| 8) Sequence the prompts from least-to-most |  |  |  |  |
| 9) Decide when to give the cue or task direction |  |  |  |  |
| 10) Select the length of the response interval |  |  |  |  |
| 11) Determine how to fade prompts |  |  |  |  |
| 12) Plan a data collection strategy |  |  |  |  |
| 13) Gather baseline data |  |  |  |  |
| 2 |   | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |   |   |   |   |

Evidence-­‐based Practice: Least-to‐Most Prom pting

For m ore inform ation, visit http:/ / a s dtoddle r.fpg.unc.e du  *Updated 1/2015*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| USING THE PRACTICE | Observer’s Initials |  |  |  |  |
| 1) Deliver the target stimulus and cue |  |  |  |  |
| 2) Using the response interval, wait for the toddler to respond |  |  |  |  |
| 3) Deliver prompts following the toddler’s attempts |  |  |  |  |
| 4) Fade prompts in the least-to-most hierarchy |  |  |  |  |
| 3MONITORING PROGRESS |  | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1) Schedule and record data |  |  |  |  |
| a) Record data on four types of potential responses |  |  |  |  |
| 2) Analyze the data |  |  |  |  |
| 3) Use information from data to modify the use of least-to-most prompting |  |  |  |  |

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