

## CHECKLIST FOR IMPLEMENTATION

### Evidence-based Practice: Least-to-Most Prompting

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
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1 PLANNING		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				

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					
<b>3</b> MONITORING PROGRESS		Observation Point			
	Date	1	2	3	4
	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

<i>Date</i>	Observer Initials	Targeted Skill or Behavior, Comments, and Plans for Next Steps
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