CHECKLIST FOR IMPLEMENTATION
Evidence-based Practice: Least-to-Most Prompting

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<tr>
<th>Observation</th>
<th>Observation Point</th>
<th>Date</th>
<th>Observer’s Initials</th>
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**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

1 PLANNING

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]

Date

Updated 1/2015

Evidence—based Practice: Least-to-Most Prompting
For more information, visit [http://asdtoddler.fpg.unc.edu](http://asdtoddler.fpg.unc.edu)
**USING THE PRACTICE**

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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

**3 MONITORING PROGRESS**

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<td>1 2 3 4</td>
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| 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
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<tr>
<th>Date</th>
<th>Observer Initials</th>
<th>Targeted Skill or Behavior, Comments, and Plans for Next Steps</th>
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