|  |  |
| --- | --- |
| *Skill:* Put the general skill you are targeting here | *Prompt Hierarchy:*What will the level of prompts be? |
| *Goal:* This could be the transition goal or a short term objective |
| *Method:* Your prompting strategy  |
| *Materials:* Determine what materials you will need ahead of time to ensure that the plan will run smoothly. Putting it on the data sheet can ensure that the instructional plan can still be implemented without you there.  |
| *Cue*: What cue will indicate to your student that it’s time to engage in the behavior?  | *Reinforcement*: How are you going to reinforce the behavior at each level or prompt? Will you reward completion or independence? |
| *Time it takes:* This is the lapse between the cue being presented and the behavior occurring |
| *Key*: How will the prompts be keyed on the data sheet? |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date & Initials Time of day |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 1. |  |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |  |  |  |
| Independent:  | /5 | /5 | /5 | /5 | /5 | /5 | /5 | /5 | /5 | /5 | /5 |
| Score: |  |  |  |  |  |  |  |  |  |  |  |
| Graph:Circle percent of independent & connect | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% |
| 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% |
| 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% |
| 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% |
| 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

|  |  |
| --- | --- |
| *Skill:* Initiating Greetings to Customers | *Prompt Hierarchy:*IndependentVisual/Gestural (point to picture prompt)Verbal (“Say ‘hello’”)Model (Like this: “Hello!”) |
| *Goal:* Given five opportunities, John Doe will initiate a greeting by saying “hey,” “hello,” or “hi” within 5 s of a person entering the store for 4/5 opportunities across two consecutive days. |
| *Method:* Least-to-most |
| *Materials:* Visual Card |
| *Cue*: Person enters room | *Reinforcement:*Praise + token for independent or visualPraise for verbalNo reward for model |
| *Time it takes: 5s*  |
| *Key*: + = IndependentG = visual/gesturalV = Verbal- = No response |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date & Initials Time of day | 11/1 | 11/3 | 11/5 | 11/9 | 11/11 | 11/13 | 11/17 | 11/19 |  |  |  |
| JD | JD | JD | JD | JD | JD | JD | JD |  |  |  |
| 1. 10 AM | V | V | G | G | + | G | G | + |  |  |  |
| 2. 11:30 AM | V | G | G | + | + | + | + | G |  |  |  |
| 3. 12:00 PM | V | G | V | + | G | + | + | + |  |  |  |
| 4. 3:00 PM | - | G | + | V | G | + | + | + |  |  |  |
| 5. 9:00 AM | V | V | G | + | G | G | + | + |  |  |  |
| Independent:  | 0/5 | 0/5 | 1/5 | 3/5 | 2/5 | 3/5 | 4/5 | 4/5 | /5 | /5 | /5 |
| Score: | 0% | 0% | 20% | 60% | 40% | 60% | 80% | 80% |  |  |  |
| Graph:Circle percent of independent & connect | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% |
| 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% |
| 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% |
| 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% |
| 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

|  |  |
| --- | --- |
| *Skill:* Put the general skill you are targeting here | *Prompt Hierarchy:*What will the level of prompts be? |
| *Goal:* This could be the transition goal or a short term objective |
| *Method:* Your prompting strategy  |
| *Materials:* Determine what materials you will need ahead of time to ensure that the plan will run smoothly. Putting it on the data sheet can ensure that the instructional plan can still be implemented without you there.  |
| *Cue*: What cue will indicate to your student that it’s time to engage in the behavior?  | *Reinforcement*: How are you going to reinforce the behavior at each level or prompt? Will you reward completion or independence? |
| *Time it takes:* This is the lapse between the cue being presented and the behavior occurring |
| *Key*: This data sheet is great for a skill that requires different materials, such as answering customer questions. How will the prompts be keyed on the data sheet? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date: | Date: | Date: | Date: | Date: |
|  | Prompt |  | Prompt |  | Prompt |  | Prompt |  | Prompt |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Correct | /10 |  | /10 |  | /10 |  | /10 |  | /10 |
| % Accuracy | % |  | % |  | % |  | % |  | % |

|  |  |
| --- | --- |
| *Skill:* Put the general skill you are targeting here | *Prompt Hierarchy:*What will the level of prompts be? |
| *Goal:* This could be the transition goal or a short term objective |
| *Method:* Your prompting strategy  |
| *Materials:* Determine what materials you will need ahead of time to ensure that the plan will run smoothly. Putting it on the data sheet can ensure that the instructional plan can still be implemented without you there.  |
| *Cue*: What cue will indicate to your student that it’s time to engage in the behavior?  | *Reinforcement*: How are you going to reinforce the behavior at each level or prompt? Will you reward completion or independence? |
| *Time it takes:* This is the lapse between the cue being presented and the behavior occurring |
| *Key*: This data sheet is great for errorless learning. How will the prompts be keyed on the data sheet? |

| Date & Session: |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Delay Interval: |  |  |  |  |  |  |  |  |
| Trials | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Summary DataCircle number of prompted corrects and connectTriangle the number of unprompted corrects and connect | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

|  |  |
| --- | --- |
| *Skill:* Put the general skill you are targeting here | *Prompt Hierarchy:*What will the level of prompts be? |
| *Goal:* This could be the transition goal or a short term objective |
| *Method:* Your prompting strategy  |
| *Materials:* Determine what materials you will need ahead of time to ensure that the plan will run smoothly. Putting it on the data sheet can ensure that the instructional plan can still be implemented without you there.  |
| *Cue*: What cue will indicate to your student that it’s time to engage in the behavior?  | *Reinforcement*: How are you going to reinforce the behavior at each level or prompt? Will you reward completion or independence? |
| *Time it takes:* This is the lapse between the cue being presented and the behavior occurring |
| *Key*: This data sheet is great for task analyses. How will the prompts be keyed on the data sheet? |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date Steps  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| # Correct: |  |  |  |  |  |  |  |  |
| Percentage: |  |  |  |  |  |  |  |  |