Procedural Fidelity Checklist
Prompting

Preparation		
Know the cue or task direction.	☐ Y	☐ N
Determine how long to wait after giving the task direction or prompts.	☐ Y	☐ N
Know the types of prompts to use.	☐ Y	☐ N
Know the order of prompts (e.g., the prompt hierarchy of least-to-most or most-to-least prompts).	☐ Y	☐ N
Choose feedback or reinforcement appropriate for the student's response.	☐ Y	☐ N
Implementation		
Have needed materials ready.	☐ Y	☐ N
Gain the student's attention.	☐ Y	☐ N
Give the student the cue or task direction.	☐ Y	☐ N
Wait for the student to respond.	☐ Y	☐ N
Provide the next level of prompt, only if the student does not respond or responds incorrectly.	☐ Y	☐ N
Provide reinforcement that is appropriate for a student's correct response, even if a prompt was needed.	☐ Y	☐ N
Assessment		
Fade prompting as necessary by increasing the time between prompts or moving to a less intrusive prompt.	☐ Y	☐ N

TN-TAN
TENNESSEE TECHNICAL ASSISTANCE NETWORK
TN Department of Education

VANDERBILT KENNEDY CENTER
Treatment and Research Institute for Autism Spectrum Disorders