### Before you start:

- Identified the behavior
- Collected baseline data through direct observation
- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.

**If the answer to any of these is “no”, refer to the “Selecting EBPs” section on the website: afirm.fpg.unc.edu**

### Step 1: Planning

<table>
<thead>
<tr>
<th>Observation</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
<tr>
<td>Date</td>
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<tr>
<td>Observer’s Initials</td>
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</tbody>
</table>

1.1 Determine if learner has prerequisite skills needed for modeling

1.2 Select evidence-based practices to use with modeling to teach target behavior

1.3 Identify times and activities to use modeling

1.4 Identify model for the learner

1.5 Provide training to model if applicable

1.6 Determine if model will be used as a prime or as a prompt

### Step 2: Using

1. Follow the unique steps for using selected model procedure

   - Model as a prime
     - Cue learner to observe the model
     - Model Demonstrates behavior/skill
     - Wait for learner to imitate behavior
   - Model as a prompt
     - Direct learner to use behavior
     - If learner does not use behavior, model target behavior

2.2 Provide feedback to learner using reinforcement and prompting

2.3 Thin reinforcement

### Step 3: Monitoring

3.1 Collect and analyze data target behavior

3.2 Determine next steps based on learner progress