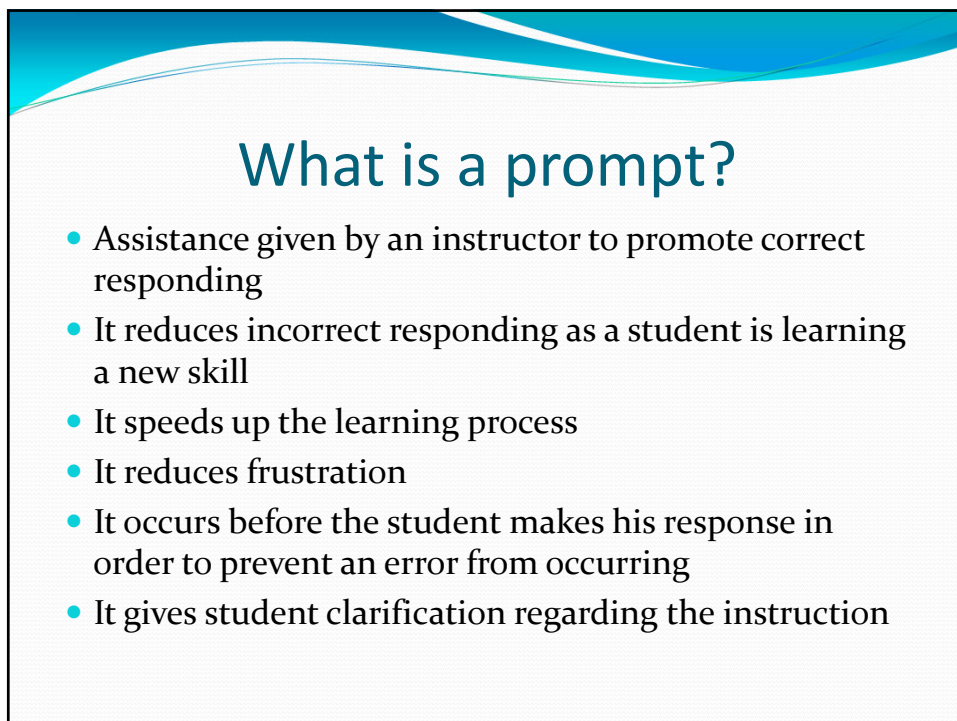


1

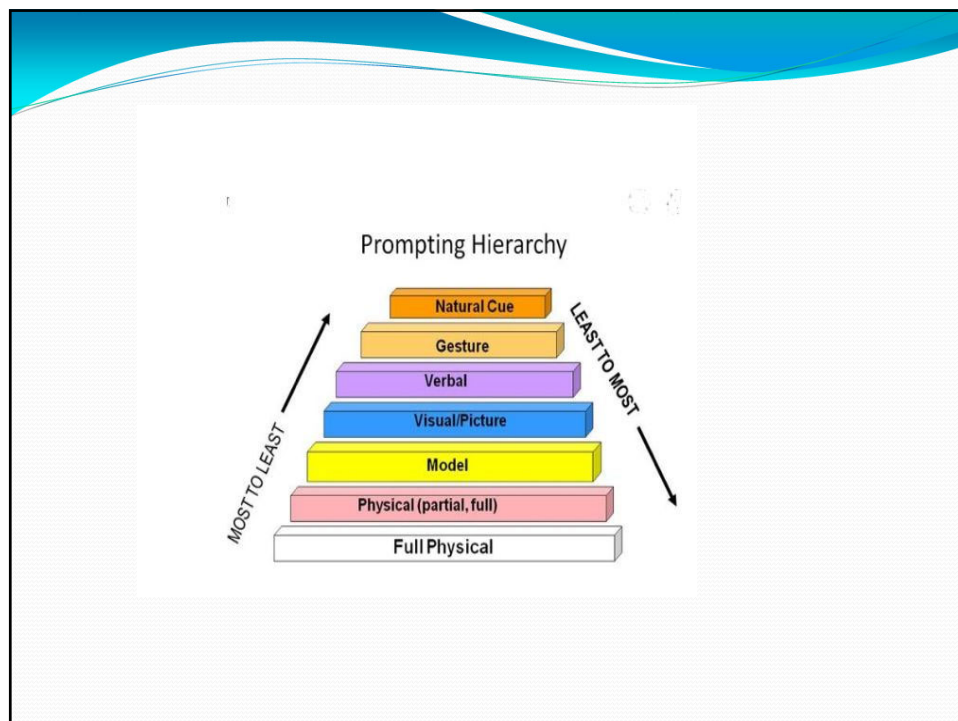


2

## Three Prompting Procedures

- **Least to Most Prompting**
  - Uses a hierarchy
  - At first level the student is given the opportunity to respond without prompting
  - The remaining levels are prompts that move from the least to most intrusive
  - The last level is the controlling prompt, this prompt ensures the student will respond accurately
  - Common skills using LTM: discrete skills (naming pictures, reading words, saying hi) and chained skills (dressing, washing hands, doing dishes)

3



4



- **Graduated Guidance**

- Teacher provides a controlling prompt which ensures student will respond correctly and gradually removes the prompt during the activity
- As student learns the skill the prompts are faded, removed, but quickly reinstated if student shows regression
- Judgments are made during the activity based upon the student's response
- NOTE: failure to fade prompts may lead to prompt dependency
- Common skills using GG: chained skills that require a physical component (washing hands)

5



- **Simultaneous Prompting**

- Teaching and probe sessions are used
  - In the teaching session the instruction and the controlling prompt are delivered simultaneously
  - In the probe session the instruction is delivered without prompting to monitor progress

6

## Each Prompting Procedure Contains Three Components

- **Antecedent**
  - The target stimulus and cue/direction that tells the student to use the target skill or behavior
- **Target Skill**
  - Student's response
- **Consequence**
  - Feedback/reinforcement

7

## Types of Prompts

- **Gestural**
  - Teacher uses a gesture to provide student with information
    - Example: teacher points to the door handle when saying, "Open the door"
- **Verbal**
  - Teacher uses verbal assistance
    - Indirect: provides hint
    - Direct: is restrictive
    - Example: Student's hands are dirty. Direct: "Wash your hands."  
Indirect: "What should you do if your hands are dirty?"

8

- **Visual**

- These are visual cues
  - Examples: checklists, schedules, visual instructions, pictures, photographs
  - Example: To prompt a student to 'wait' a teacher may show an icon of 'wait' to provide a visual instruction



9

- **Model Prompts**

- Teacher demonstrates the target skill
- Can be used for discrete or chained skills
  - Example: Teacher models how to throw a ball by demonstrating

10

- **Physical Prompts**

- Teacher leads the student through the task by providing physical assistance
- Full physical prompt: for full physical the teacher leads the student through the task by providing full physical assistance (i.e., hand over hand)
- Partial physical: teacher provides minimal physical assistance (i.e., nudges, taps)
  - Example: teacher may provide full hand on shoulders prompt while walking to door to direct student to get in line

11

- <https://youtu.be/qBHoWfWTyUA>

- This video demonstrates various types of prompting strategies for hand washing

12

## Discrete vs. Chained Tasks

- Discrete: requires a simple response, short in duration
  - Examples: pointing to objects, identifying letters, answering questions
- Chained: requires several individual behaviors to be sequenced together to form a more complex skill
  - Examples: washing hands, transitioning from one activity to the next, packing up to get ready to go home

13

## Chained Tasks

- For chained tasks teachers need to identify the steps
  - There is a sequence of steps
  - Write the sequence down
  - Watch someone perform the sequence and write steps down
  - Analyze what needs to be done to complete the task
- Decide if steps will be taught one at a time or if all steps will be taught at the same time

14

## Three Components of Prompting Procedures

- **Antecedent/Target Stimulus:** the event or thing that cues the student to engage in the target behavior
  - Naturally occurring events: being warm when coming inside is a target stimulus for taking coat off; being hungry is a target stimulus for getting a snack
  - Completion of one event/activity: completing a reading assignment is the target stimulus to begin answering the questions; finishing a math worksheet is the target stimulus to move on to the computer for math
  - External signal: bell ringing is the target stimulus for lining up

15

- **Target Skill:** the student's response
- **Consequence:** the feedback/reinforcement which will increase the likelihood the student will use the target skill in the future

16



## Deciding Which Prompting Procedure to Use

- **Least To Most Prompting**
  - Decide prompt types
    - Consider the student's needs: if a student struggles to imitate others modeling might not be an appropriate prompt
    - Consider the skill: to teach a student how to read verbal prompts are helpful vs. teaching a student how to follow a schedule where gestural prompts may be helpful
  - Determine the length of the response interval (the amount of time teacher has determined student has to respond to the target stimulus, the time between the antecedent/target stimulus and the student's response)

17

- **Graduated Guidance**
  - Decide on the controlling prompt to be used
  - Decide the response interval
  - Decide on fading procedures
    - Decrease the intensity of the prompt (i.e. move from hand over hand to a nudge)
    - Change the prompt type (i.e., move from full physical to gestural)
    - Remove prompt immediately once student begins to use target skill

18

### • Simultaneous Prompting Procedure

- Identify the controlling prompt: the prompt that ensures student will perform target skill or behavior (i.e., student is able to sort laundry 90% of the time using a partial physical prompt, student is able to sort laundry 60% of the time using a visual prompt-the controlling prompt would be the partial physical prompt)
- Determine the length of the response interval During instructional sessions the controlling prompt is delivered BEFORE the student responds
- During the probe sessions no prompt is delivered

19

## Using Least to Most PP

- Establish attention
- Deliver target stimulus
- Provide the prompt
- Wait for learner to respond
  - Correct, incorrect, no response
- Respond to student's response
  - Correct: provide praise/reinforcement
  - Incorrect/No response: interrupt, deliver next prompt in hierarchy, continue through hierarchy until correct response occurs and then deliver reinforcement

20

## Using Graduated Guidance

- Establish attention
- Deliver target stimulus
- Wait for student to respond
- Respond to student's response
  - No response within interval: provide prompt to get student going, when she begins reduce intensity of prompt and shadow student
  - Student stops during chain: provide type of prompt to get her going again, reduce intensity and shadow
  - Student begins using target skill incorrectly, immediately stop the movement and provide type of prompt to get him to use skill correctly
  - Student completes the chain, provide reinforcement

21

## Using Simultaneous Prompting

- Establish attention
- Deliver target stimulus
- Conduct instructional sessions
  - Use controlling prompt and reinforce
  - If a prompted error does occur, ignore, close trial and move to next trial
- Conduct probe sessions
  - If student's response is correct reinforce
  - If student's response is incorrect, deliver feedback and move on to next trial

22

## Concluding Points Regarding Prompting

- Select a prompt that provides just enough assistance to ensure success, but never more than needed
- Prompts are used to clarify for the student what skill is being taught and to reduce failure/frustration
- Choose the correct level of prompting to make it easier to fade and reduce prompt dependency
- If the first prompt does not work move up the hierarchy
- Reinforce prompted trials at a lower level of reinforcement

23

- Reinforce unprompted trials at the highest reinforcement level
- If a student makes an error or does not respond due to inattention or off-task behavior, give corrective feedback regarding the behavior and repeat the trial- do not offer a prompt here
- Watch for inadvertent prompts
- Fade prompts as soon as possible

24