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Evidence-Based Practice Training Module:

Prompting

Sam, A., & AFIRM Team. (2015). Prompting. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/visual-supports

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Learning Objectives

By the end of this training, participants will be able to:

- Define prompting as a teaching strategy
- Identify the components of prompting
- Name 3 prompting procedures
- Give an example of each type of prompt
- Determine strategies for choosing appropriate prompts
- Collect data on prompting procedures

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Prompting- *defined*

- Any help given to a person to do a task or complete an action
- Delivered <u>between</u> instruction & response
- Reduces incorrect responding as a person is learning a new skill
- Used in combination with other practices such as Task Analysis, Visual Supports and Reinforcement

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Prompting- *examples*

- Providing a sample drawing for a person to trace to develop writing skills

- Pointing out where to sweep for teaching housework skills

- Physical assistance with cooking skills

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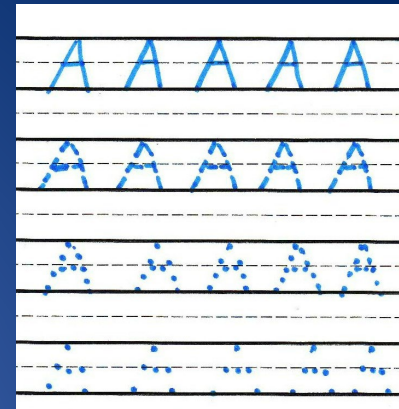
Autism Evidence

Prompting meets criteria to be considered Evidence-Based for:

- <u>Age Groups</u>: Early childhood to young adult
- <u>Domains</u>: Academic, Behavior, Communication, Social, Leisure, Adaptive & MORE!

Name of EBP	**Prompting (PP)**					
Definition of EBP	Prompting (PP) procedures include support given to learners that assist them in using a specific skill. Verbal, gestural, or physical assistance is given to learners to help them in acquiring or engaging in a targeted behavior or skill. Prompts are generally given by an adult or peer before or as a learner attempts to use a skill. These procedures are often used in conjunction with other evidence-based practices including time delay and reinforcement or are part of protocols for the use of other evidence-based practices such as social skills training, discrete trial teaching, and video modeling. Thus, prompting procedures are considered foundational to the use of many other evidence-based practices.					

Outcome Areas	**Age Ranges**					
	0-2 Toddlers	**3-5** Preschoolers	**6-11** Elementary School	**12-14** Middle School	**15-18** High School	**19-22** Young Adults
Communication	✓	✓	✓	✓	✓	✓
Social	✓	✓	✓	✓	✓	
Joint attention	✓	✓	✓	✓		
Play	✓	✓	✓	✓	✓	
Cognitive						
School readiness		✓	✓	✓		✓
Academic/ Pre-academic		✓	✓	✓	✓	✓
Adaptive/ self-help		✓	✓	✓	✓	
Challenging/ Interfering behavior		✓	✓		✓	✓
Vocational				✓	✓	✓
Motor	✓	✓	✓			
Mental health						
Self-determination						

(NCAEP EBP Report, 2020)

Areas that can be addressed through prompting

- Academic

- Adaptive/ Self-Help

- Challenging Behavior

- Communication

- Joint Attention

- Motor

- Leisure

- Social

- Vocational

*Prompting also supports generalization & use of learned skills

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Settings

Used effectively in:

- Home settings
- Classroom settings
- Adult Learning Environments
- Workplace
- Community

EVERYWHERE!

A Case for Prompting?

Would additional help or prompting be useful here?

Before Getting Started:

Have you…?

- Identified the target behavior or skill
- 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 skills is mastered?

If Not:

- Work with program behaviorist to address the above items -OR-
- Refer to the AFIRM Modules to learn how to select the appropriate EBP
  https://afirm.fpg.unc.edu/selecting-ebp

What do you think?

Have we…

- Determined the target skill?

  YES- Putting on a face mask

- Collected baseline data through observation?

  YES- We observed that she did not put on her mask even when environmental cues and modeling were provided

- Established a specific goal?

  NO- we may need to consult the planning team for this step

Types of Prompts:

We will discuss these 5 types of prompts

-Physical

-Model

-Gesture

-Visual

-Verbal

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Physical Prompts

- Using physical assistance to help the individual complete a task

- Two types of physical prompts
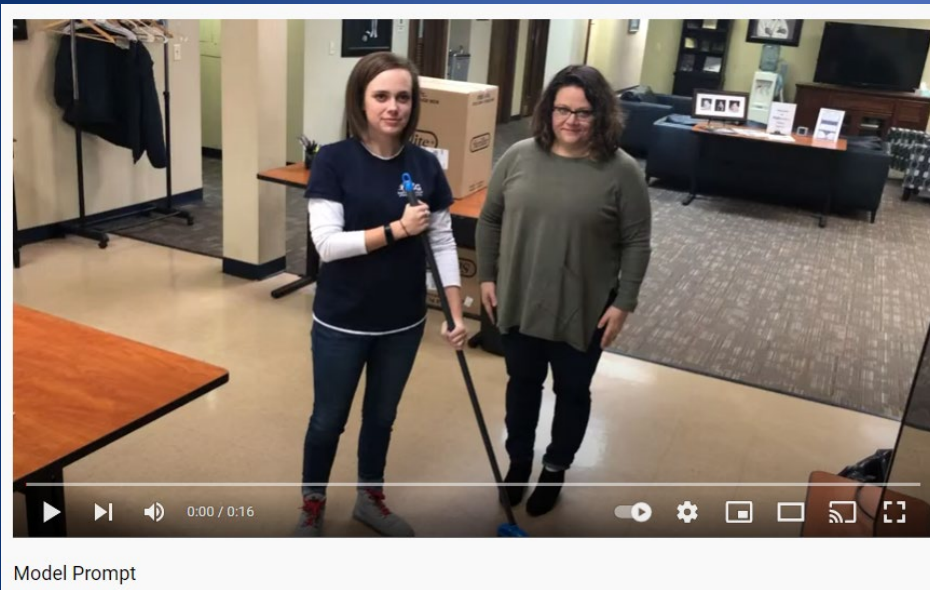
  Full Physical   Partial Physical

- *Should be used cautiously with older learners!*

Modeling

- Showing the person how to perform the skill using live demonstration

Model Prompt

Video Link:

https://youtu.be/5tZe-ZHOeQ4

For more info on modeling check out the Modeling module on AFIRM -
https://afirm.fpg.unc.edu/modeling

Gesture

- Using a brief physical motion such as "pointing" or nodding toward an area or item to cue the individual into the correct response
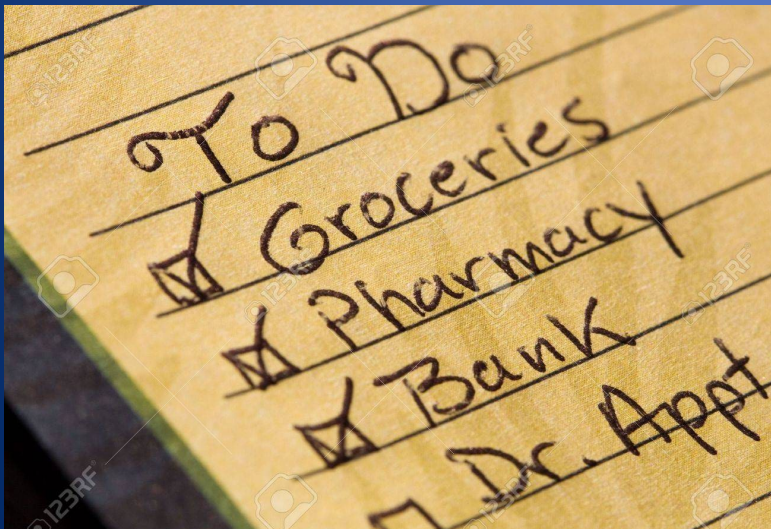

https://youtu.be/_YlFSr3zlVw

Visual

- Anything presented visually to help the learner know WHAT to do or HOW to perform the skill/task

- Visual prompts should match the person's comprehension level

- Can be used for single-step or multi-step tasks

- Visual Prompts Include

    -Drawing

    -Check Lists

    -Instructions

    -Schedules

    -Photographs

Everyday Visual Prompts

Verbal

- Any additional spoken words after an initial instruction is given to aide the learner in correctly performing the skill

- Best for teaching single step tasks or functional communication skills

https://www.bing.com/videos/search?q=examples+of+a+verbal+prompt&&view=detail&mid=03062299DCBE9B4DB81003062299DCBE9B4DB810&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dexamples%2Bof%2Ba%2Bverbal%2Bprompt%26FORM%3DHDRSC3

- *Most commonly used yet the most difficult to fade or discontinue!*

Activity: Watch & Reflect

Watch these two video clips and determine which seems like a more appropriate use of verbal prompting

A. Prompting "Please"   **B. Washing Dishes**

https://youtu.be/iUxDBkPnarU   https://youtu.be/6nDsE7UUDbo

Activity: Match Column A to Column B

Column A

1. Live demonstration of a skill
2. Making a brief physical motion
3. Using words, sounds or phrases to give additional information
4. Use of pictures, labels, signs etc.
5. "Hand-Over-Hand" assistance

Column B

A. Visual

A. Gesture

A. Model

A. Physical

A. Verbal

Choosing a Prompt

- How do you know which prompt to use?

- Consider characteristics of the individual
  -i.e., level of imitation skills
  -what prompts have worked before

- Consider the type of skill(s) required
  -Reading skills may require verbal prompts, while physical tasks may require physical or model prompts
  -Is it a single-step or multi-step task?

- Consider the intrusiveness of the type of prompt-
  Always use the least amount support needed!

Are all Prompts Created Equally?

Prompting Hierarchy: Most to Least Intrusive
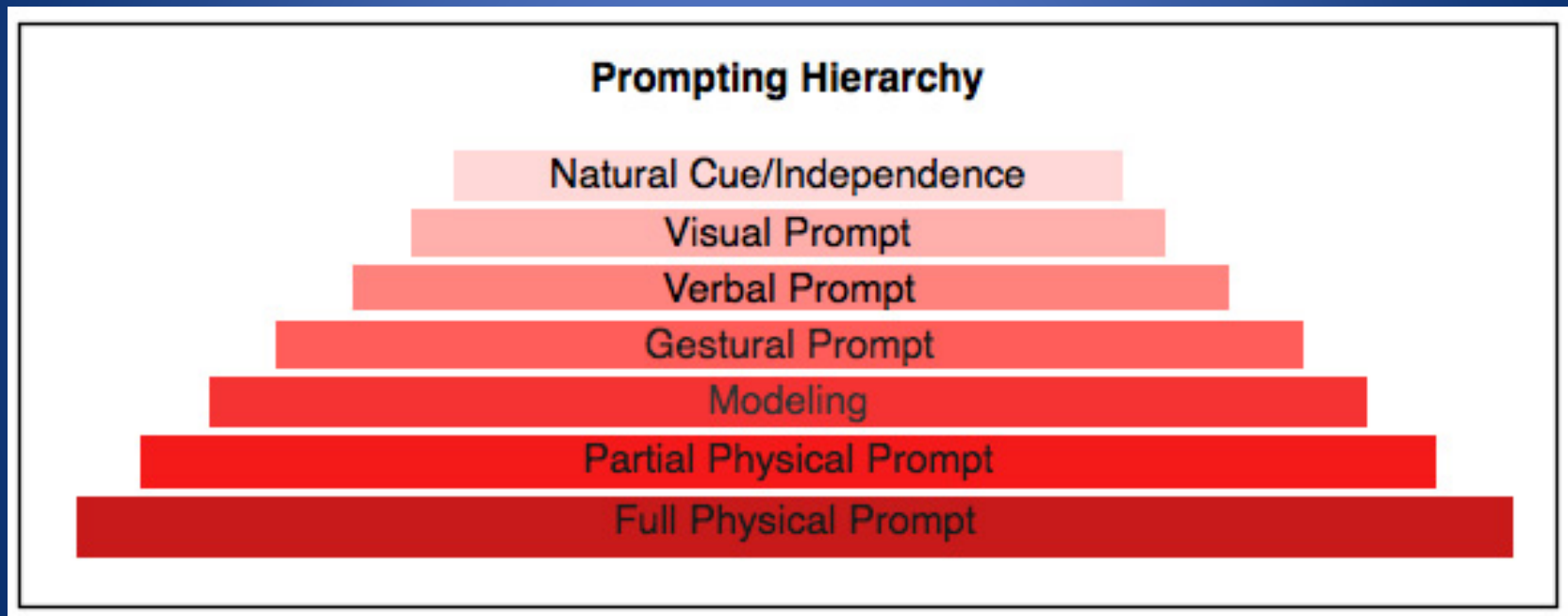
Prompting Examples

Here is an example of how different prompts might be used for teaching the same skill
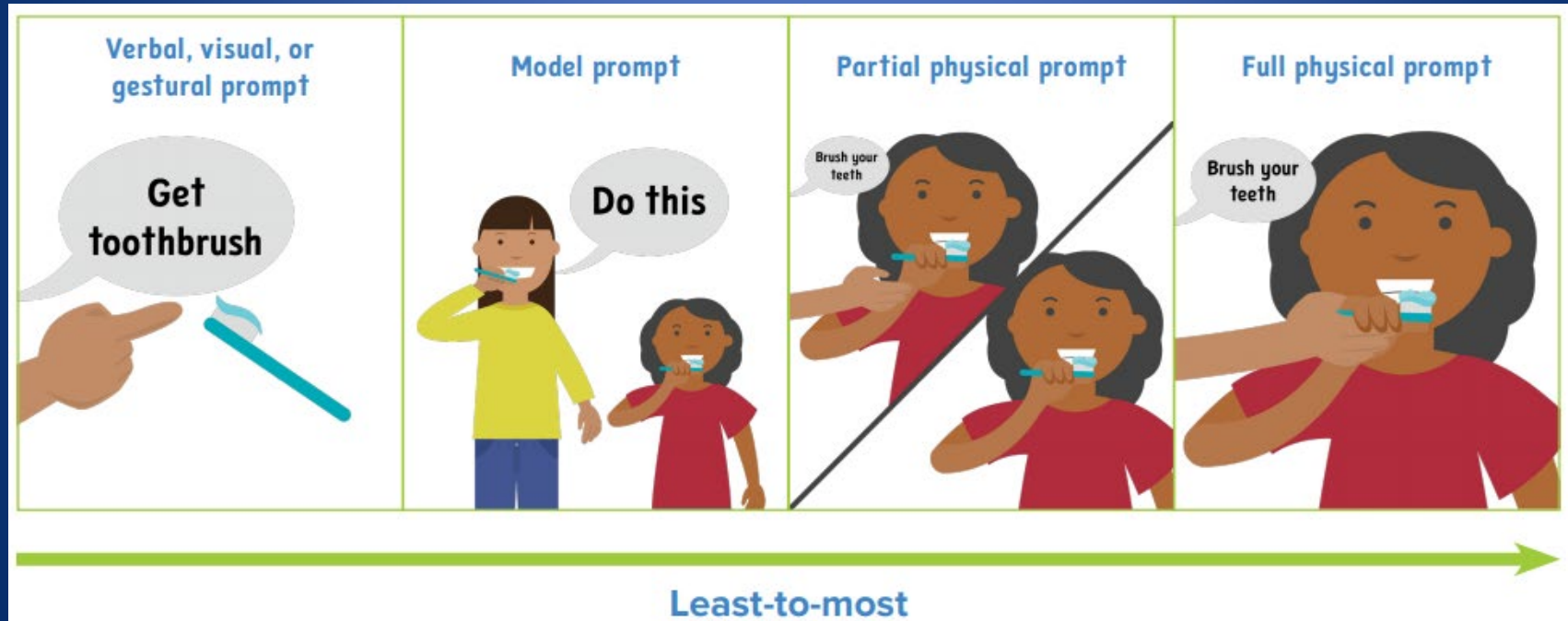
Let's Take a Look…
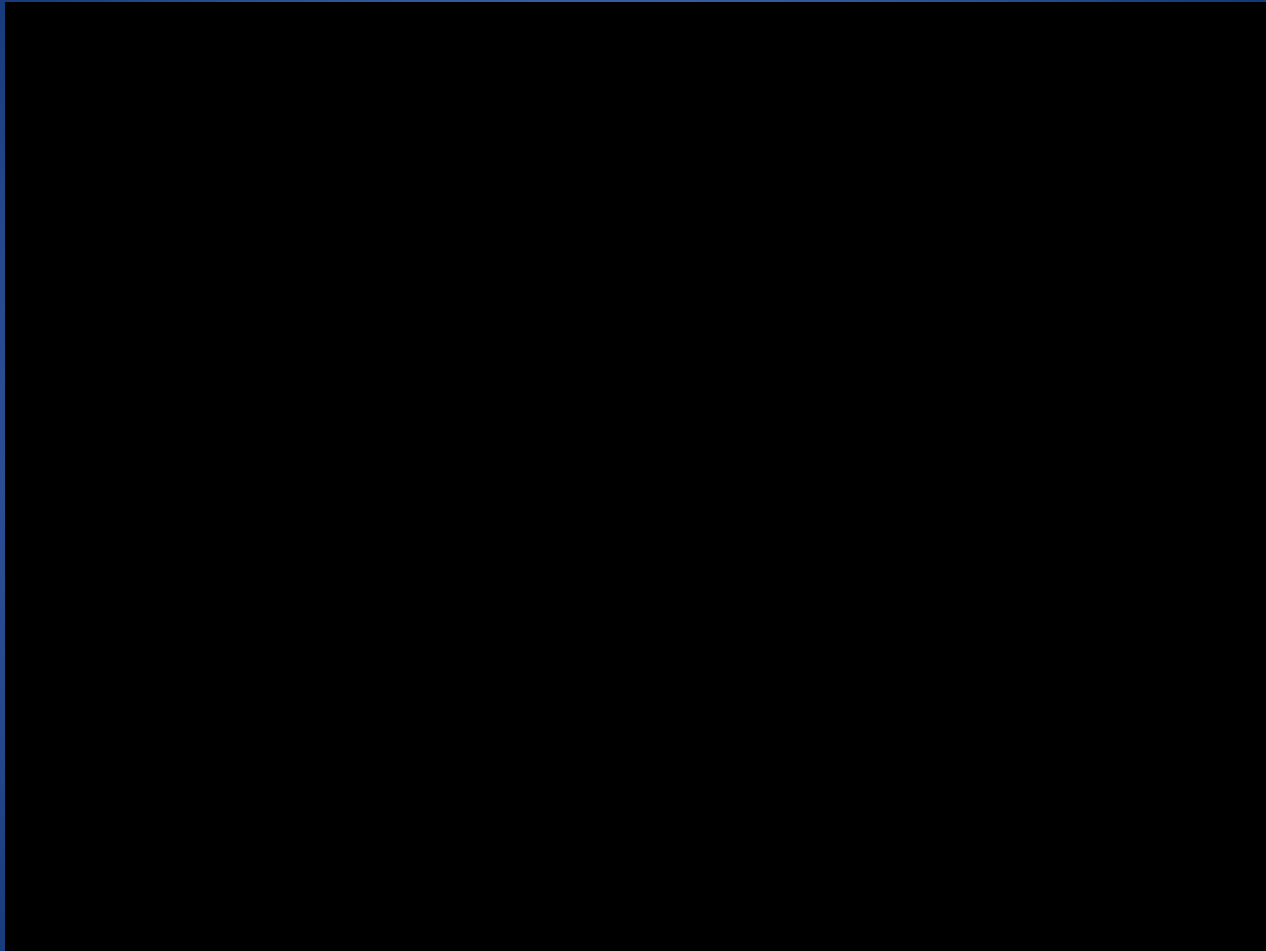
Activity: You Decide

Which prompt to use...

THINK PAIR SHARE
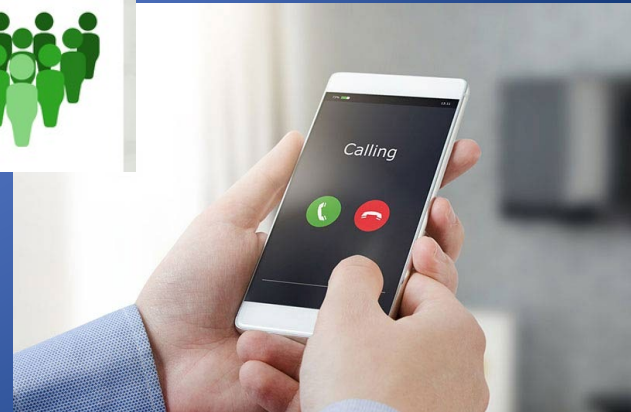
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How to Use Prompts

- 3 Types of prompting procedures:

1) **Least-to-Most Prompting**

1) **Graduated Guidance**

1) **Simultaneous Prompting (errorless learning)**

Least-to-Most Prompting

- A procedure that includes at least 3 levels of prompting
    - 1. <u>Independent Level</u>: the learner is given an opportunity to respond independently after the instruction is given
    - 2. <u>Intermediate Level</u>: least intrusive prompt to get desired response (may use several different kinds)
    - 3. <u>Control Level</u>: A more intrusive prompt that guarantees desired response

*Can be used with single-step or multi-step tasks

Least-to-Most Prompting: Hand Washing

Least to Most Prompting: Video Demonstration - YouTube

Independent Level

Intermediate Levels

Controlling Prompt Level

Can you identify the Control Prompt?

Least-to-Most Prompting: Responding

Learner's response is correct	Learner's response is incorrect	Learner does not respond
• Offer reinforcement (praise, access to materials, break) and • State what the learner did	• Interrupt the incorrect response, • Deliver the next prompt in the hierarchy, and • Continue through the prompting hierarchy until a correct response occurs, and then deliver the reinforcer	• Use the prompt in the next level of the prompt hierarchy and • Continue through the prompting hierarchy until a correct response occurs, and then deliver the reinforcer

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Graduated Guidance
(Most-to-Least)

- Most-to-Least prompting
- Used often for multi-step tasks with a physical component (e.g., tooth-brushing, hand washing)
- Control prompt provided from beginning
- Prompts successively faded and reinstated based on learner's response

WARNING: *Failing to fade prompts quickly can result in prompt dependency*

WAIT! What Is Prompt Dependency?

Example- Graduated Guidance

Graduated Guidance Across Skill Types

https://youtu.be/JkQc0YcFr1w?t=105
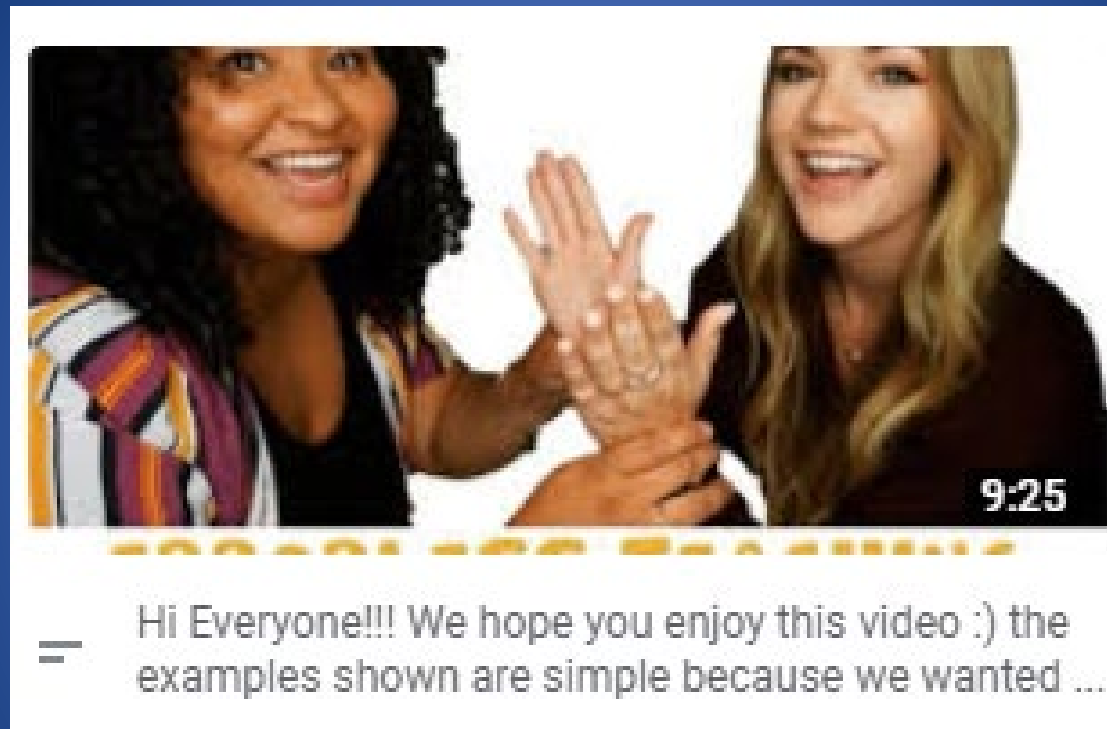
Graduated Guidance: Responding

Correct	Non-Response	Incorrect
The learner successfully completes the steps of the task (with or without prompting)	The learner does not start the task when the instruction is given	The learner makes an error at any step of the task
Wait until the end of the task to provide reinforcement	Wait 3-5 seconds then prompt the learner to start the task	1. Give corrective feedback 2. Repeat the last successful step 3. Anticipate the error and prompt

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Simultaneous Prompting (Errorless Learning)

- Incorporates two techniques:
    -Instructional Lesson
    -Probe Lesson

- **Instructional Lesson**: Using a control prompt *at the same time* the instruction is given

- **Probe Lesson**: Testing for independence by giving the instruction and providing no prompt
- Most useful for single-step responses such as teaching single word responses

Instructional & Probe Lesson Sequence

Instructional Lesson Sequence

| Instruction + Control Prompt | → | Prompted Correct Response | → | Reward |

Probe Lesson Sequence

| Instruction | → | Correct Response | → | Reward |
| | → | Incorrect Response | → | Ignore |

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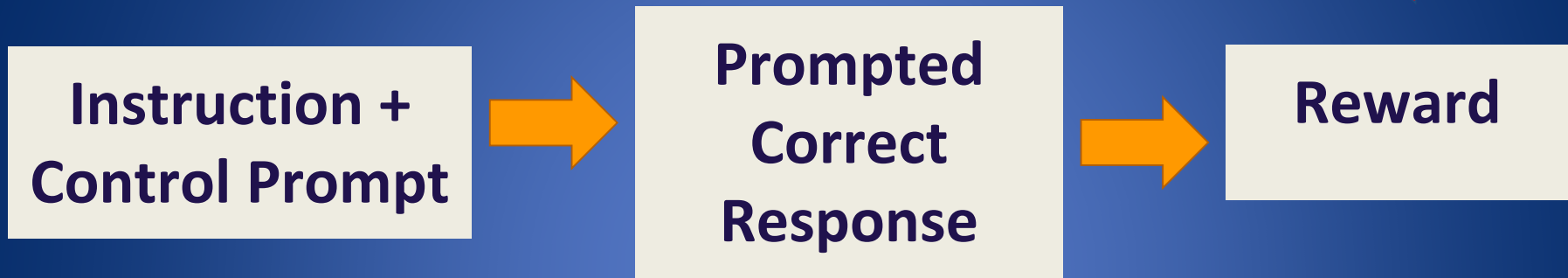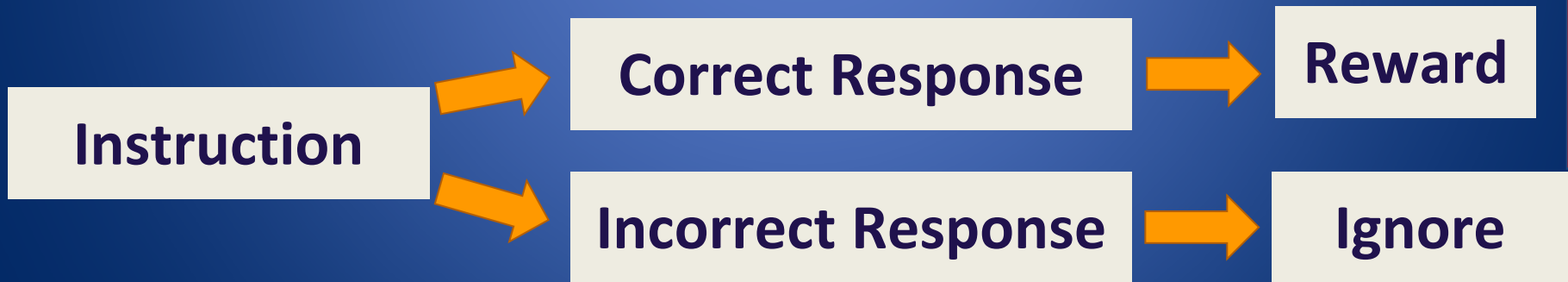
Example-Simultaneous Prompting

Activity- *You decide which prompting procedure is being used*

1. Least to Most

1. Graduated Guidance

1. Simultaneous Prompting

Care home staff are working with Tanya on washing her hands after she uses the restroom. Today, staff decide to wait outside the restroom and see if Tanya washes her hands on her own. If she does not, staff gesture toward the faucet. If she does not respond to the gesture, staff gently guide her to the sink.

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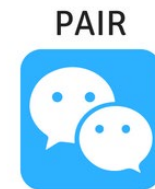
Selecting Prompt Procedures

Determining the type of prompting procedure to use is based on 2 primary factors:

1. Type of skill (Single-step or Multi-step) &

1. How proficient the person is with it (skill is new to the person, not new but they do not use the skill consistently, etc.)

```
                          ┌─────────────┐
                          │    Skill    │
                          └──────┬──────┘
                 ┌───────────────┴───────────────┐
          ┌──────────────┐                 ┌──────────────┐
          │ Single Step  │                 │  Multi-Step  │
          └──────┬───────┘                 └──────┬───────┘
      ┌──────────┼──────────────┐                 │
┌──────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│New Skill │ │Person uses   │ │Person no     │ │Skill is      │
│          │ │skill         │ │longer able   │ │imbedded in   │
│          │ │inconsistently│ │to use the    │ │everyday      │
│          │ │              │ │skill         │ │routine(s)    │
└────┬─────┘ └──────┬───────┘ └──────────────┘ └──────┬───────┘
     │              │                                  │
┌──────────┐ ┌──────────────┐                 ┌──────────────┐
│Select    │ │Select        │                 │Select        │
│Simultaneous│ │least-to-    │                 │graduated     │
│Prompting │ │most prompting│                 │guidance      │
│to teach  │ │              │                 │procedure     │
└──────────┘ └──────────────┘                 └──────────────┘
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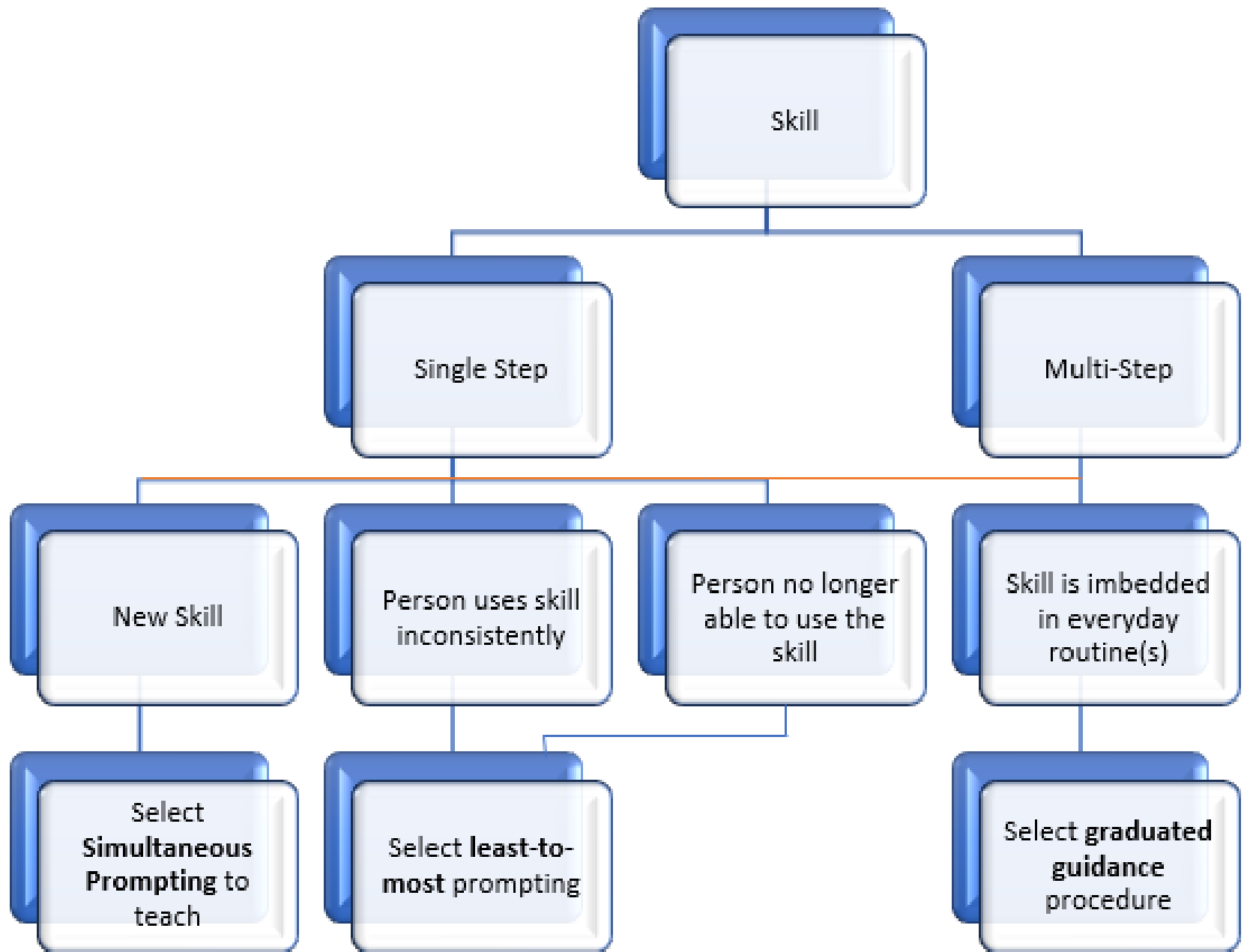
- **Skill**
  - **Single Step**
    - **New Skill** → Select **Simultaneous Prompting** to teach
    - **Person uses skill inconsistently** → Select **least-to-most** prompting
    - **Person no longer able to use the skill**
  - **Multi-Step**
    - **Skill is imbedded in everyday routine(s)** → Select **graduated guidance** procedure

Additional Considerations For Selecting Prompts with Adult Learners

Activity: *You decide which prompting procedure to use*

1. Least to Most

1. Graduated Guidance

1. Simultaneous Prompting

Up until 3 months ago, Jared would wake up every morning and brush his teeth on his own. Now, Jared rarely brushes his teeth, needing frequent reminders to do so from staff.

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Implementing Prompting

Prompting (PP)
---Implementation Checklist---

	Observation	1	2	3	4
	Date				
	Observer's Initials				
Step 1: Planning					
1.1 Identify the target skill/behavior as either a discrete or chained task					
1.2 Select prompting procedure to use					
1.3 Identify target stimulus					
1.4 Select cues or task directions					
1.5 Select reinforcers					
1.6 Follow unique planning steps for selected prompting procedure					
Least-to-Most Prompting					
☐ Select the number of levels in the hierarchy					
☐ Select the types of prompts to be used					
☐ Sequence prompts from least-to-most assistance					
☐ Determine the length of the response interval					
☐ Identify activities and times for using least-to-most prompting					
Graduated Guidance					
☐ Identify the controlling prompt					
☐ Determine the length of the response interval					

Before you start:

Have you...

☐ Identified the behavior?

☐ Collected baseline data through direct

Data Collection

WHAT are we collecting data on?

1. Least-to-Most: **Response to prompts**

1. Graduated Guidance: **How many steps** of a task the person is independent with

1. Simultaneous Prompting: **Effectiveness of a single prompt** and reward

Data Collection

HOW are we collecting data on prompting?

1. Who is responsible for collecting data?
2. What symbols are used to indicate success and types of prompts used?
3. Where can I access pre-made data collection forms?

Resource Search | AFIRM (unc.edu)

*Note- you will need to create a free AFIRM account to access

Data Collection: Least-to-Most (Single-Step)

Prompting

---Least-to-Most Data Collection---
Discrete Skills

Learner's Name: _____   Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

_____

Discrete Skills:

Use this form when collecting data on a discrete skill and using least-to-most prompting procedures. Remember to collect data on correct responses, incorrect responses, and no responses.

		Prompt Level: (Type)			
Trial	Target stimulus	Level 1:	Level 2:	Level 3:	Level 4:
1	"Put your mask on"	---	---	+	
2					
3					
4					

Data Collection: Least-to-Most (Multi-Step)

Prompting

---Least-to-Most Data Collection---
Chained Skills

AFIRM

Autism Focused Intervention
Resources & Modules

Learner's Name: _____   Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

_____

Chained Skills:

Use this form when collecting data on a chained skill and using least-to-most prompting procedures.

Remember to collect data on correct responses, incorrect responses, and no responses.

Trial:	Prompt Level: Type			
	Level 1: Independent	Level 2:	Level 3:	Level 4:
1.				
2.				
3.				
4.				
5.				

Data Collection: Graduated Guidance

Prompting

---Graduated Guidance Data Collection---
Chained Skills

AFIRM

Autism Focused Intervention
Resources & Modules

Learner's Name: _____   Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

_____

Chained Skills:

Use this form when collecting data on a chained skill and using graduated guidance prompting procedures.
Remember to collect data on chains completed correctly without prompts, with prompts, and with resistance.

Steps of the chain	Time	1	2	3
	Session			
	Date			
1.				
2.				
3.				
4.				
5.				

Data Collection: Simultaneous Prompting

---Simultaneous Data Collection---

AFIRM

Autism Focused Intervention
Resources & Modules

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Classroom/Setting: _____

Target Behavior(s): _____

Instructional or Probe Session: _____

Simultaneous Prompting:

Use this form when collecting data when using simultaneous prompting procedures. Remember to collect data on prompted correct responses, prompted error responses, and no responses.

Trial	Stimulus	C	E	NR
1.				
2.				
3.				
4.				

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Let's Practice!
Simultaneous Prompting Data Collection

Watch the following video clip and fill in the blank areas on the data collection form

Practice Example

---Simultaneous Data Collection---

Learner's Name: __Emily__   Date/Time: __11/12/21__

Observer(s): __Erin__

Classroom/Setting: __Community__

Target Behavior(s): __Put on Mask__

Instructional or Probe Session: __Both__

Simultaneous Prompting:

Use this form when collecting data when using simultaneous prompting procedures. Remember to collect data on prompted correct responses, prompted error responses, and no responses.

Trial	Stimulus	C	E	NR
1. Instructional	"Put your mask on"	X		
2. Probe	"Put your mask on"			X
3. Instructional	"Put your mask on"	X		
4. Probe	"Put your mask on"	X		

Troubleshooting Problems

If the learner with ASD is *not* showing progress with prompting, ask yourself the following questions:

- Is the target skill or behavior well defined?

- Is the skill or behavior measurable and observable?

- Is the skill too difficult and needs to be broken down into smaller steps?

- Has enough time been devoted to using this strategy?

- Was prompting used with fidelity? (Use the Prompting Implementation Checklist to determine fidelity.)

- Is the selected prompting procedure appropriate for addressing the target skill or behavior?

- Are reinforcers used that are motivating to the learner?

- Is the response interval an appropriate length?

- Are teachers and practitioners responding to the learner's attempts appropriately?

Next Steps- Write It Down!

4-2-1

- 4 Things you remember from this training

- 2 Things you see yourself doing

- 1 Thing you can start tomorrow

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