Components of the EBP Brief Packet...

This evidence-based practice overview on Prompting (PP) includes the following components:

1. **Overview**: A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.

2. **Evidence-base**: The PP Evidence-base details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.

3. **Step-by-Step Guide**: Use the PP Step-by-Step Practice Guide as an outline for how to plan for, use, and monitor PP. Each step includes a brief description as a helpful reminder while learning the process.

4. **Implementation Checklist**: Use the PP Implementation Checklist to determine if the practice is being implemented as intended.

5. **Data Collection Sheets**: Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.

6. **Tip Sheet for Professionals**: Use the PP Tip Sheet for Professionals as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.

7. **Parent Guide**: Use the PP Parent Guide to help parents or family members understand basic information about the practice being used with their child.

8. **Additional Resources**: Use the Additional Resources to learn more about the practice.

9. **CEC Standards**: A list of CEC Standards that apply specifically to PP.

10. **Module References**: A list of numerical References utilized for the PP module.

**Suggested citation:**

For more information visit: www.afirm.fpg.unc.edu
What is Prompting?

Prompting includes any help given to a learner that assists the learner in using a specific skill or behavior. Sometimes referred to as an *errorless learning method*, prompting reduces incorrect responding as learners acquire new skills. Prompting is a foundational practice that is used with other evidence-based practices (such as, time delay and reinforcement) and as part of the protocols for evidence-based practices (such as discrete trial training, pivotal response training, and video modeling).

Evidence-base

Based upon the recent review, prompting meets the evidence-based practice criteria set by NPDC with 32 single case design studies. The practice has been effective for early intervention (0-2 years) to high school-age learners (15-22 years) with ASD. Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how prompting can be used effectively to address: academic, adaptive, behavior, communication, joint attention, motor, play, school readiness, social, and vocational outcomes.

How is PP Being Used?

Prompting can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use prompting in the home.

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The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

--OVERVIEW--

Prompting is a foundational practice that includes any help given to learners with ASD to assist them in using a specific skill. Prompting meets the evidence-based practice criteria with 32 single case design studies. The practice has been effective with learners in early intervention (0-2 years) to high school (15-22 years). Studies included in the 2014 EBP report detailed how prompting can be used effectively to address: academic, adaptive, behavior, communication, joint attention, motor, play, school readiness, social, and vocational outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.
Early intervention (0-2 years)


Preschool (3-5 years)


*Elementary (6-11 years)*


Elementary (6-11 years continued)


Middle (12-14 years)


High (15-22 years)


* Research which included participants in multiple age ranges.
This practice guide outlines how to plan for, use, and monitor the prompting practice.

Keep in mind that the three prompting procedures are:
- Least-to-most prompting
- Graduated guidance
- Simultaneous prompting

While each procedure is different, the practice guide is applicable to all. When unique features are tied to a specific procedure, we will identify them through examples or cautions.

Before you start...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about...?

- 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,” review the process of how to select an EBP.

For more information visit:
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Now you are ready to start...

**Step 1: PP Planning**

The planning step explains how to select a prompting procedure and prepare to use the selected prompting procedure.

1. **Identify the target skill/behavior as a discrete or chained task**

   Identify the observable and measurable target skill/behavior as a discrete or chained task. For chained tasks, identify the individual target skills or behaviors of the chain.

2. **Select the prompting procedure to use**

   Select the appropriate prompting procedure to address the target skill/behavior. Remember to only provide the necessary support when using prompts.

   - *The Prompting Decision Tree found in the Resource section will help you identify a prompting procedure to use with the learner.*

3. **Identify the target stimulus**

   Identify the target stimulus which is the event of thing that cues the learner with ASD to engage in the target behavior. Determine if the target stimulus is a naturally occurring event, completion of one vent or activity, or an external signal.

4. **Select cues or task directions**

   Cues and task directions help learners identify the target stimulus and then engage in the target response.

5. **Select reinforcers**

   To increase the likelihood that the learner with ASD will use the target skill again in the future, select reinforcers that are appropriate for the individual learner with ASD and target skills. Refer to the reinforcement module for more information about reinforcers.

6. **Follow unique planning steps for selected prompting procedure**

   Different planning steps will be needed for each prompting procedure:

   - **Least-to-Most Prompting Procedure:**
     - Select the number of levels in the hierarchy. Remember, the hierarchy must have a minimum of three levels. Be sure to include an independent level (no prompt) and a controlling prompt (prompt that consistently helps learner use the target skill or behavior).
Step 1: PP Planning (continued)

1.6 Follow unique planning steps for selected prompting procedure (continued)

- Select the types of prompts to be used. The five types of prompts include gestural prompts, verbal prompts, visual prompts, model prompts, and physical prompts.
- Sequence the prompts from least-to-most assistance.
- Determine the prompt interval. Usually only a few seconds (3-5 seconds) is needed.
- Identify activities and times for using least-to-most prompting. Consider times of the day the learner might need to use the target skill and other opportunities in ongoing activities or direct instructional sessions.

Complete the **Least-to-Most Planning Worksheet** before using the procedure.

**Graduated Guidance Prompting Procedure:**

- Identify the controlling prompt. The controlling prompt ensures the learner with ASD performs the target skill/behavior correctly. With graduated guidance, the controlling prompt is almost always physical.
- Determine the length of the response interval by considering learner characteristics, task characteristics, and the amount of time a learner will be allowed to begin and complete a task.
- Specify prompt fading procedures. Decisions to fade prompts are made within the context of ongoing routines and activities. However, clear strategies for prompt fading need to be considered before using prompting to decrease prompt dependence.
- Identify activities and times for using graduated guidance. Analyze the day and determine when and where the chain is needed. If few natural times to teach the chain are identified, build in times to teach the skill.

Complete the **Graduated Guidance Planning Worksheet** before using the procedure.

**Simultaneous Prompting Procedure**

- Identify the controlling prompt. The controlling prompt ensures the learner with ASD performs the target skill/behavior correctly.
- Determine the length of response interval. The controlling prompt will be presented before the learner has a chance to respond to ensure the learner response correctly during instructional sessions.
- Identify activities and times for using simultaneous prompting. Identify two times for two session (instructional and probe sessions).

Complete the **Simultaneous Prompting Planning Worksheet** before using the procedure.
Step 2: Using PP

This step describes the process of using each of the prompting procedures.

### 2.1 Follow the unique steps for using least-to-most prompting

Establish learner attention, deliver stimulus, and provide the cue

- Establish learner attention by delivering the target stimulus, using an attention-getting strategy, and presenting the cue or task direction.

Wait for the learner to respond

- Wait for the designated response interval determined during the planning step.

Respond to the learner's attempts

- Teachers and practitioners respond to the learner when s/he uses the target skill correctly, incorrectly, or when s/he does not attempt to use the skill at all.

  Use the **Least-to-Most Response Diagram** to guide your response to learner's attempts.

### 2.2 Follow the unique steps for using graduated guidance

Establish learner attention, deliver stimulus, and provide the cue

- Teachers/practitioners approach the learner, secure the learner's attention, present the target stimulus or call the learner's attention to the target stimulus, and deliver the task direction.

Wait for learner response

- Wait for the designated response interval determined during the planning step.

Respond to learner's attempts

- Teachers and practitioners respond to the learner based upon the behavior of the learner.

  Use the **Graduated Guidance Response Diagram** to guide your response to learner's attempts.

### 2.3 Follow the unique steps for using simultaneous prompting

Establish learner attention, deliver stimulus, and provide the cue

- Use an attention getting strategy, deliver the target stimulus, and present the cue or task direction.

Conduct instructional sessions

- Immediately provide the controlling prompt to the learner and respond to the learner's attempt.

  Use the **Simultaneous Prompting Response Diagram** to guide your response to learner's attempts.

Conduct probe sessions

- Deliver the response interval with no prompt.

  Use the **Simultaneous Prompting Response Diagram** to guide your response to learner's attempts.
Step 3: Monitoring PP

The following process describes how the use of prompting procedures can be monitored and how to adjust your plan based on the data.

3.1 Collect data on target behaviors

**Least-to-most data collection.**
- Track learner’s unprompted correct responses, prompted correct responses, unprompted errors, prompted errors, and no errors.
- Use the *Least-to-Most Discrete Skill Data Collection* form or the *Least-to-Most Chained Skill Data Collection Form* to collect data.

**Graduated guidance data collection.**
- Collect data on chains completed without prompts, chained completed with prompts, and chains completed with resistance.
- Use the *Graduated Guidance Data Collection Form* to collect data.

**Simultaneous prompting data collection.**
- Collect data to monitor progress during both instructional and probe sessions.
- Use the *Simultaneous Prompting Data Collection Form* to collect data.

3.2 Determine next steps based on learner progress

If the learner with ASD is showing progress with reinforcement based upon collected data, then continue to use this practice with the learner. Gradually new target skills and behaviors can be introduced to the learner with ASD.

If the target skill or behavior is not increasing, 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 reinforcements used that are motivating to the learner?
- Is the response interval an appropriate length?
- Are teachers and practitioners responding to the learner’s response appropriately?

If these issues have been addressed and the learner with ASD continues not to show progress, consider selecting a different evidence-based practice to use with the learner with ASD.
Before you start:

Have you...

- 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.

### Observing Target Behaviors

#### Before you start:

- Have you...
  - 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.

### Prompting (PP)

---Implementation Checklist---

<table>
<thead>
<tr>
<th>Step 1: Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Identify the target skill/behavior as either a discrete or chained task</td>
</tr>
<tr>
<td>1.2 Select prompting procedure to use</td>
</tr>
<tr>
<td>1.3 Identify target stimulus</td>
</tr>
<tr>
<td>1.4 Select cues or task directions</td>
</tr>
<tr>
<td>1.5 Select reinforcers</td>
</tr>
<tr>
<td>1.6 Follow unique planning steps for selected prompting procedure</td>
</tr>
</tbody>
</table>

### 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
- Specify prompt fading procedures
- Identify activities and times for using graduated guidance

### Simultaneous Prompting

- Identify the controlling prompt
- Determine the length of the response interval
- Identify activities and times for using simultaneous prompting

### Step 2: Using

#### Least-to-Most Prompting:

- Establish learner attention, deliver stimulus, and provide the cue
- Wait for learner to respond
- Respond to learner’s attempts

#### Graduated Guidance:

- Establish learner attention, deliver stimulus, and provide the cue
- Wait for learner to respond
- Respond to learner’s attempts

#### Simultaneous Prompting:

- Establish learner attention, deliver stimulus, and provide the cue
- Conduct instructional sessions by:
  - Delivering the controlling prompt
  - Responding to learner’s attempts
- Conduct probe sessions by:
  - Providing no prompt
  - Responding to learner’s attempts

### Step 3: Monitoring

#### 3.1 Collect data on target behaviors

#### 3.2 Determine next steps based on learner progress

- Collect data on target behaviors
- Determine next steps based on learner progress
---PP Decision Tree---

Directions: Use the prompting decision tree to determine which prompting procedure to use with a learner with ASD.

Target Skill/Behavior: ________________________________

---

Target Skill

The target skill is a **discrete skill**.

- The teacher is beginning to work on a **new target skill** with the learner.
  - Select **simultaneous prompting procedure** to teach the target skill.

- The learner uses the target skill, but not consistently.
  - Select **least-to most procedure** to teach the target skill.

The learner may be **regressing** in the use of the target skill.

- The target skill is embedded within ongoing routines and activities.
  - Select **graduated guidance procedure** to teach the target skill.

The target skill is a **chained skill**.

---

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Prompting

National Professional Development Center on ASD

2015
---PP Planning Worksheet---
Least-to-Most PP Procedure

Learner’s Name: ____________________ Date/Time: ______________
Observer(s): ________________________________________________

Least-to-Most Prompting Procedure:
A prompt hierarchy with at least three levels used to teach new skills. At the first level, the learner is
given the opportunity to respond without prompts. The remaining levels include prompts that
proceed from least to most amounts of assistance. The last level is the controlling prompt, which is
a prompt that ensures the learner will respond correctly.

Target skill: ____________________________________________________

Is this target skill a: □ discrete task or a □ chained task? (Check the appropriate box)

What is the target stimulus? ________________________________________

Is this target stimulus:
□ A naturally occurring event
□ The completion of one event or activity
□ An external signal

Describe the cues or task directions that will be used to tell the learner to use the target skill:

____________________________________________________________________

____________________________________________________________________

Select reinforcers that will increase the learner’s use of target skill or behavior in the future.

____________________________________________________________________

____________________________________________________________________
Levels in prompt hierarchy and types of prompts:
Consider the task characteristics, learner characteristics, and time available to determine the number of levels in the prompt hierarchy and prompt types to use.

Levels in prompt hierarchy: ________________________

<table>
<thead>
<tr>
<th>Select Type of Prompts</th>
<th>Describe how selected prompt types will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Gestural</td>
<td></td>
</tr>
<tr>
<td>□ Verbal</td>
<td></td>
</tr>
<tr>
<td>□ Visual</td>
<td></td>
</tr>
<tr>
<td>□ Model (full, partial)</td>
<td></td>
</tr>
<tr>
<td>□ Physical (full, partial)</td>
<td></td>
</tr>
</tbody>
</table>
Sequence Prompts from Least-to-Most Assistance:

Use the prompt levels and types of prompt to sequence prompts from least-to-most assistance.

<table>
<thead>
<tr>
<th>Level</th>
<th>Type of Prompt</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent (learner is able to perform the target skill without additional assistance)</td>
<td>No prompt</td>
<td>Target stimulus:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cue or task directions:</td>
</tr>
<tr>
<td>Intermediate (at least one and up to 3 intermediate prompts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Controlling prompt (Prompt is provided that ensures the learner will use the target skill correctly)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prompting

Determine the Response Interval:
Time how long it takes the learner to complete similar tasks

<table>
<thead>
<tr>
<th>Similar Task</th>
<th>Time to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Consider the learner characteristics, task characteristics, and the amount of time a learner will be allowed to begin and complete the task to determine the response interval.

Response interval: _________________ seconds

Identify Activities and Times for Using Least-to-Most Prompting Procedure:
Consider times during the day that learner might need to use the target skill: ______

______________________________________________________________________________

Consider specific routines and activities in which the target skill can be incorporated: __

______________________________________________________________________________

When and where will instruction occur? ________________________________

______________________________________________________________________________

For more information visit: www.afirm.fpg.unc.edu
Least-to-Most Prompting Procedure:

A prompt hierarchy with at least three levels used to teach new skills. At the first level, the learner is given the opportunity to respond without prompts. The remaining levels include prompts that proceed from least to most amounts of assistance. The last level is the controlling prompt, which is a prompt that ensures the learner will respond correctly.

**Learner's response is correct**
- Offer reinforcement (praise, access to materials, break) and
- State what the learner did

**Learner's response is incorrect**
- 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

**Learner does not respond**
- 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

For more information visit: www.afirm.fpg.unc.edu
---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.

<table>
<thead>
<tr>
<th>Trial</th>
<th>Target stimulus</th>
<th>Prompt Level: (Type)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Level 1:</td>
</tr>
<tr>
<td>1</td>
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<td></td>
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<tr>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary Data</td>
<td># correct</td>
</tr>
</tbody>
</table>

Key: + = correct; - = incorrect; o = no response


For more information visit:
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Prompting
---Least-to-Most Data Collection---

Chained Skills

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.

<table>
<thead>
<tr>
<th>Trial</th>
<th>Prompt Level: Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1: Independent</td>
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<tr>
<td>1.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary Data</th>
<th>Correct</th>
<th>Incorrect</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>= correct</td>
<td>= incorrect</td>
<td>= no response</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

Key: + = correct; - = incorrect; 0 = no response


For more information visit:
www.afirm.fpg.unc.edu
---PP Planning Worksheet---
Graduate Guidance PP Procedure

Learner’s Name: ____________________ Date/Time: ____________
Observer(s): ____________________________________________

Graduated Guidance Procedure:
Teachers and practitioners provide a controlling prompt which ensures the learner will do the skill correctly and then gradually remove the prompt during a teaching activity. As learners begin to use the skill, the prompts are withdrawn, but quickly reinstated if learners regress. Judgments are made during the teaching activity based upon the learner’s response. Failure to appropriately fade prompts can cause the learner to become prompt dependent.

Target skill: ________________________________________________
__________________________________________________________

Is this target skill a:  ■ discrete task or a □ chained task? (Check the appropriate box)
What is the target stimulus? ____________________________________
__________________________________________________________

Is this target stimulus:
□ A naturally occurring event
□ The completion of one event or activity
□ An external signal

Describe the cues or task directions that will be used to tell the learner to use the target skill:
__________________________________________________________
__________________________________________________________

Select reinforcers that will increase the learner’s use of target skill or behavior in the future.
__________________________________________________________
__________________________________________________________
Identify the Controlling Prompt:
Try out different prompts to see which ones are successful in getting the learner with ASD to complete the task consistently.

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Level of Success</th>
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<tbody>
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</tbody>
</table>

Controlling prompt selected: 

Determine the Response Interval:
Time how long it takes the learner to complete similar tasks

<table>
<thead>
<tr>
<th>Similar Task</th>
<th>Time to Complete</th>
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</tbody>
</table>

Consider the learner characteristics, task characteristics, and the amount of time a learner will be allowed to begin and complete the task to determine the response interval.

Response interval: ________________ seconds
Specify Fading Procedures:
Fade prompts as learners become more proficient at the chained target skill. Select a prompting strategy to fade prompts and describe how it will be used.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Decreasing the intensity of the prompt</td>
<td></td>
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<tr>
<td>☐ Providing less assistance by changing the prompt type</td>
<td></td>
</tr>
<tr>
<td>☐ Removing the prompt immediately</td>
<td></td>
</tr>
</tbody>
</table>

Identify Activities and Times for Using Graduated Guidance Prompting Procedure:
Determine when and where the chain is needed: ____________________________
_______________________________________________________________________
_______________________________________________________________________
Build in possible times to teach the skill, if few natural times are identified: ________
_______________________________________________________________________
_______________________________________________________________________

For more information visit: www.afirm.fpg.unc.edu
Graduated Guidance Procedure:

Teachers and practitioners provide a controlling prompt which ensures the learner will do the skill correctly and then gradually remove the prompt during a teaching activity. Judgments are made during the teaching activity based upon the learner’s response.

### Graduated Guidance

- **If learner does not respond after a short response interval:**
  - Provide the amount and type of prompt needed to get the learner to begin performing the chain.
  - When learner begins the chain, reduce the intensity or amount of the prompt and start to shadow the learner’s movements.

- **If learner stops doing the chain:**
  - Immediately provide the amount and type of prompts needed to have the learner do the chain correctly.

- **If the learner begins using the target skill incorrectly:**
  - Immediately block that movement and provide the amount and type of prompt needed to get the learner to do the chain correctly.

- **If the learner resists the physical prompts:**
  - Stop moving and hold the learner’s hands in place.
  - When resistance subsides, start the movement toward completing the chain again by applying the amount and type of prompt needed.

- **As learner completes each step of chain correctly:**
  - Provide verbal praise and encouragement.

- **At the end of the chain:**
  - Provide reinforcement to learner for completing the task correctly.

- **If resistance occurs at the end of the chain:**
  - Reinforcement is not provided.
  - Stop teaching the target skill/behavior until the learner is no longer resistant.
  - Begin teaching the target skill/behavior from the beginning of the chain.

For more information visit: www.afirm.fpg.unc.edu
---Graduated Guidance Data Collection---
Chained Skills

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.

<table>
<thead>
<tr>
<th>Steps of the chain</th>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>1.</td>
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<td>10.</td>
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</tbody>
</table>

I = independent, P = prompted, and R = resistance

For more information visit: www.afirm.fpg.unc.edu
Simultaneous Prompting Procedure:
In the instructional session, the task direction or cue (signal to use target skill) and controlling prompt (prompt that ensures learner will do the target skill successfully) are delivered simultaneously. In the probe sessions, the cue or task direction is delivered without the prompts to monitor progress.

**Instructional Sessions:**

- **Deliver the controlling prompt**
- **Learner’s response is correct (prompted correct)**
  - Provide positive feedback by offering reinforcement and stating what the learner did.
- **Learner’s response is incorrect (prompted error) or learner does not respond**
  - Ignore the response and go to the next trial

**Probe Sessions**

- **Deliver the response interval**
- **Learner’s response is correct (unprompted correct)**
  - Offer reinforcement and state what the learner did.
- **Learner’s response is incorrect (unprompted error) or learner does not respond**
  - Ignore the response and go on to the next trial
---Simultaneous Data Collection---

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.

<table>
<thead>
<tr>
<th>Trial</th>
<th>Stimulus</th>
<th>C</th>
<th>E</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>5.</td>
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<td>10.</td>
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<td></td>
</tr>
</tbody>
</table>

Total #: 

Total %: 

Key: C = correct; E = error; NR = no response

---PP Planning Worksheet---

Simultaneous PP Procedure:

Instructional and probe sessions are conducted. In the instructional session, the task direction or cue (signal to use target skill) and controlling prompt (prompt that ensures learner will do the target skill successfully) are delivered simultaneously. In the probe sessions, the cue or task direction is delivered without the prompts to monitor progress. Simultaneous prompting is one of the most effective near-errorless teaching procedures and is relatively easy to implement.

Target skill: ____________________________________________________________
________________________________________________________________________

Is this target skill a: □ discrete task or a □ chained task? (Check the appropriate box)

What is the target stimulus? _________________________________________________
________________________________________________________________________

Is this target stimulus:

□ A naturally occurring event

□ The completion of one event or activity

□ An external signal

Describe the cues or task directions that will be used to tell the learner to use the target skill:
________________________________________________________________________
________________________________________________________________________

Select reinforcers that will increase the learner’s use of target skill or behavior in the future.

________________________________________________________________________
________________________________________________________________________
Identify the Controlling Prompt:
Try out different prompts to see which ones are successful in getting the learner with ASD to complete the task consistently.

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Level of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Controlling prompt selected: ____________________________________________________________
____________________________________________________

Determine the Response Interval:
Time how long it takes the learner to complete similar tasks

<table>
<thead>
<tr>
<th>Similar Task</th>
<th>Time to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Consider the learner characteristics, task characteristics, and the amount of time a learner will be allowed to begin and complete the task to determine the response interval.

Response interval: ________________ seconds
Identify Activities and Times for Using Simultaneous Prompting Procedure:

Determine when and where the chain is needed: ____________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Build in possible times to teach the skill, if few natural times are identified: ______
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Identify how many trials will be implemented during each instructional and probe session:
  Instructional session = ___________ trials
  Probe session = _________________ trials

For more information visit: www.afirm.fpg.unc.edu
Prompting (PP) ---Tip Sheet for Professionals---

Prompting...
- is a foundational evidence-based practice for children and youth with autism spectrum disorder (ASD) from birth to 22 years old that is implemented in a variety of ways across multiple settings.
- is a set of procedures designed to reduce incorrect responses as learners acquire new skills and minimize negative effects learners might experience when target skills are not used successfully.

Why Use?
- Prompting maximizes the success of the learner.
- Prompting increases a learner’s ability to generalize use of skills.

Outcomes
- The evidence-base for PP supports the use of this practice to address the outcomes below:

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
<th>High (15-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td></td>
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<tr>
<td>Joint Attention</td>
<td>Joint Attention</td>
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<tr>
<td>Behavior</td>
<td></td>
<td>Behavior</td>
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<tr>
<td>School-Readiness</td>
<td>School-Readiness</td>
<td>School-Readiness</td>
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<tr>
<td>Play</td>
<td>Play</td>
<td>Play</td>
<td></td>
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<tr>
<td>Motor</td>
<td>Motor</td>
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<tr>
<td>Adaptive</td>
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<td>Adaptive</td>
<td>Vocational</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td></td>
</tr>
</tbody>
</table>

TIPS:
- Use the Prompting Decision Tree to select a prompting procedure.
- Identify reinforcers that will promote the use of the target skill or behavior.
- Respond to learner’s attempts based upon if the attempt was correct or incorrect.
- Collect data on target skills or behaviors to determine next steps based on learner progress.
Prompting (PP) ---Tip Sheet for Professionals---

Prompting PP

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

For more information visit: www.afirm.fpg.unc.edu

STEPS FOR IMPLEMENTING

1. Plan
   - Identify the target skill/behavior as discrete or chained
   - Select prompting procedure to use
   - Identify target stimulus
   - Select cues or task directions
   - Select reinforcers
   - Follow unique planning steps for selected prompting procedure (refer to Prompting Implementation Checklist for further details regarding the planning steps of selected prompting)

2. Use
   - Least-to-Most Prompting:
     1. Establish learner attention, deliver stimulus, and provide the cue
     2. Wait for learner to respond
     3. Respond to learner's attempts
   - Graduated Guidance:
     1. Establish learner attention, deliver stimulus, and provide the cue
     2. Wait for learner to respond
     3. Respond to learner's attempts
   - Simultaneous Prompting:
     1. Establish learner attention, deliver stimulus, and provide the cue
     2. Conduct instructional sessions
     3. Conduct probe sessions

3. Monitor
   - Collect data on target behaviors
   - Determine next steps based on learner progress
This parent introduction to PP was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how PP is used with your child, speak with:

For more information visit:
www.afirm.fpg.unc.edu

This introduction provides basic information about prompting.

What is PP?
- Prompting is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from birth to 22 years old.
- Prompting includes a set of procedures designed to reduce incorrect responses as learners acquire new skills.
- The three prompting procedures are least-to-most prompting, graduated guidance, and simultaneous prompting.

Why use PP with my child?
- Prompting is used to instruct learners with ASD to maximize their success and increase their generalized use of the target skill.
- Research studies have shown that prompting has been used effectively with many age groups to achieve outcomes in the following areas: academic, adaptive, behavior, communication, joint attention, motor, play, school readiness, social, and vocational outcomes

What activities can I do at home?
- Model or demonstrate a behavior you would like your child to use. For example, demonstrate brushing teeth to help your child learn to brush teeth.
- Try a variety of prompts (verbal prompts, physical prompts, visual prompts, and model prompts) to see which work best for you and your child.
- Praise or reinforce appropriate behaviors (such as saying hello, using a spoon, asking for more).
---Additional Resources---

Articles:


For more information visit: www.afirm.fpg.unc.edu
Websites:


Prompting CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: http://afirm.fpg.unc.edu/learn-afirm

Below are CEC Standards that apply specifically to Prompting (PP) module.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Preparation Standard 2: Learning Environments</strong></td>
<td></td>
</tr>
<tr>
<td>ISCI 2 K5</td>
<td>Social skills needed for educational and other environments</td>
</tr>
<tr>
<td>ISCI 2 S2</td>
<td>Identify realistic expectations for personal and social behavior in various settings</td>
</tr>
<tr>
<td>ISCI 2 S4</td>
<td>Design learning environments that encourage active participation in individual and group activities</td>
</tr>
<tr>
<td>ISCI 2 S5</td>
<td>Modify the learning environment to manage behaviors</td>
</tr>
<tr>
<td>ISCI 2 S10</td>
<td>Use effective and varied behavior management strategies</td>
</tr>
<tr>
<td>DDA2.S3</td>
<td>Use specialized instruction to enhance social participation across environments</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 3: Curricular Content Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>DDA3 S3</td>
<td>Plan instruction for independent functional life skills and adaptive behavior</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 4: Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>ISCI 4 S5</td>
<td>Interpret information from formal and informal assessments</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 5: Instructional Planning &amp; Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>ISCI 5 S19</td>
<td>Use strategies to support and enhance communication skills of individuals with exceptionalities</td>
</tr>
<tr>
<td>DDA5 S15</td>
<td>Use specialized instruction to enhance social participation across environments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Advanced Preparation Standard 3: Programs, Services, and Outcomes</strong></td>
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<tr>
<td>SEDAS3 S7</td>
<td>Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders</td>
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<tr>
<td>SEDAS3 S8</td>
<td>Provide varied instruction and opportunity to learn play and leisure skills</td>
</tr>
<tr>
<td>SEDAS3 S12</td>
<td>Identify evidence based strategies to increase an individual's self-determination of activities, services and preferences</td>
</tr>
</tbody>
</table>

For more information visit: www.afirm.fpg.unc.edu
---Module References---


