



## Prompting (PP) ---Step-by-Step Guide---

### 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.

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.

# 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.

### 1.1 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.

### 1.2 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.*

### 1.3 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.

### 1.4 Select cues or task directions

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

### 1.5 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.

### 1.6 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 on-going 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 sessions (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.