



Autism Focused Intervention  
Resources & Modules

PP

## EBP BRIEF PACKET: PROMPTING

UNC Frank Porter Graham Child Development Institute  
Autism Focused Intervention Resources & Modules  
Sam, A., & AFIRM Team, Updated 2024



The National Professional  
Development Center on Autism



FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE



# OVERVIEW OF CONTENT

1. **Table of PP Contents:** This list details the specific PP resources that apply to Prompting.
2. **What is PP:** A quick summary of salient features of Prompting, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
3. **Evidence-base:** The evidence-base details the National Clearinghouse on Autism Evidence and Practice (NCAEP) criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for Prompting.
4. **Planning Checklist:** This checklist details the steps for planning for Prompting, including what prerequisite learning of practices are needed, collecting baseline data of the interfering behavior if needed, and what materials/resources are needed.
5. **Other Resources:** Other resources may include decision trees, checklists, and/or template forms that will support the use of Prompting.
6. **Step-by-Step Guide:** Use this guide as an outline for how to plan for, use, and monitor Prompting. Each step includes a brief description as a helpful reminder while learning the process.
7. **Implementation Checklist:** Use this checklist to determine if Prompting are being implemented as intended.
8. **Monitoring Progress Checklist:** Use this form as a method for collecting and analyzing data to determine if the learner on the spectrum is making progress towards the interfering behavior.
9. **Tip Sheet for Professionals:** Use this tip sheet, intended for professionals working with learners on the spectrum, as a supplemental resource to help provide basic information about Prompting.
10. **Parent Guide:** Use this guide intended for parents or family members of learners on the spectrum to help them understand basic information about Prompting and how it is being used with their child.
11. **Additional Resources:** This list provides additional information for learning more about Prompting as well as resources.
12. **CEC Standards:** This list details the specific CEC standards that apply to Prompting.
13. **Glossary:** This glossary contains key terms that apply specifically to Prompting.
14. **References:** This list details the specific references used for developing this PP module in numerical order.



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# PROMPTING

## WHAT IS PP?

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, Naturalistic Interventions, and Video Modeling).

## EVIDENCE-BASE:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Prompting is a foundational intervention that meets evidence-based practice criteria with 133 single case design and 7 group design studies. Prompting has been effective for early intervention (0-2), preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) on the spectrum. Studies included in the 2020 EBP report (Steinbrenner et al., 2020) detail how Prompting can be used to effectively address the following outcomes for a target skill/goal/behavior: academic, adaptive/self-help, behavior, communication, joint attention, motor, play, school readiness, and social.

## 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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## EVIDENCE-BASE

The National Clearinghouse on Autism Evidence and Practice has adopted the following criteria to determine if a practice is evidence-based. The 2020 EBP report (Steinbrenner et al., 2020) provides more information about the systematic review process.

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

- At least 2 randomized or quasi-experimental group design studies, or
- At least 5 single subject/case design studies, or a
- Combination of evidence of 1 randomized or quasi-experimental group design study and 3 single subject/case design studies

### OVERVIEW:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Prompting is a foundational intervention that meets evidence-based practice criteria with 133 single case design and 7 group design studies. Prompting has been effective for early intervention (0-2), preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) on the spectrum. Studies included in the 2020 EBP report (Steinbrenner et al., 2020) detail how Prompting can be used to effectively address the following outcomes for a target skill/goal/behavior: academic, adaptive/self-help, behavior, communication, joint attention, motor, play, school readiness, and social.

In the table below, the instructional outcomes identified by the evidence base are shown by age of participants.

Age	Academic	Adaptive	Behavior	Communication	Joint Attention	Motor	Play	School readiness	Social
0-2				Yes	Yes	Yes	Yes		Yes
3-5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14	Yes	Yes		Yes	Yes		Yes	Yes	Yes
15-18	Yes	Yes	Yes	Yes			Yes		Yes
19-22	Yes		Yes	Yes				Yes	



## EARLY INTERVENTION (0-2 YEARS):

- \*Barton, E. E. (2015). Teaching generalized pretend play and related behaviors to young children with disabilities. *Exceptional Children*, 81(4), 489-506. <https://doi.org/10.1177/0014402914563694>
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## ELEMENTARY SCHOOL (6-11 YEARS):

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## MIDDLE SCHOOL (12-14 YEARS):

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Notes: \* denotes the study has participants in at least two age ranges  
Bold denotes new studies since 2011 (2012 till 2017)

# PROMPTING PROCEDURES

## GRADUATED GUIDANCE:

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.

- Chained skills (Task that requires several individual behaviors to be sequenced together to form a more complex skill.) that include a physical component and multiple steps such as getting dressed or washing hands.<sup>11</sup>

## LEAST-TO-MOST PROMPTING:

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.<sup>9-10</sup>

- Discrete skills (Task that requires a single response and is of relatively short duration.) such as naming pictures, reading words, saying hello
- Chained skills such as dressing, washing hands, doing laundry

## SIMULTANEOUS PROMPTING:

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.<sup>1, 12-15.</sup>

- Discrete skills
- Chained skills

# TYPES OF PROMPTS

## GESTURAL:

A physical movement that provides the learner with information about how to perform the target skill/behavior

- When teaching a learner how to wash hands, the teacher mimics rubbing hands together with soap.

## MODEL:

Demonstrating the correct way to perform the target skill/behavior for the learner

- A teacher or practitioner might model the steps of washing hands for a full model prompt. For a partial model prompt, the teacher would only model part of the steps such as turning on the water only halfway.

## PHYSICAL:

Hands-on assistance given to the learner to support them to perform the target skill/behavior

- For a full physical prompt, the teacher or practitioner would use hand-over-hand to help the learner to wash hands.
- For a partial physical prompt, the teacher or practitioner might nudge the learner to dry hands with a paper towel.

## VERBAL:

Any spoken words direct to the learner to help them perform the target skill/behavior

- When a learner's hands are dirty, a teacher could provide a restrictive verbal prompt by giving the direction of "Wash your hands." The teacher could also provide a less restrictive verbal prompt by providing a hint such as "What do you do if your hands are dirty?"

## VERBAL:

A picture, icon, or physical object used to provide the learner with information on how to perform the target skill/behavior

- To prompt hand washing, a teacher might provide visual instructions by using photographs or icons of each of the hand washing steps (turning on water, getting soap, rubbing hands together, etc.).

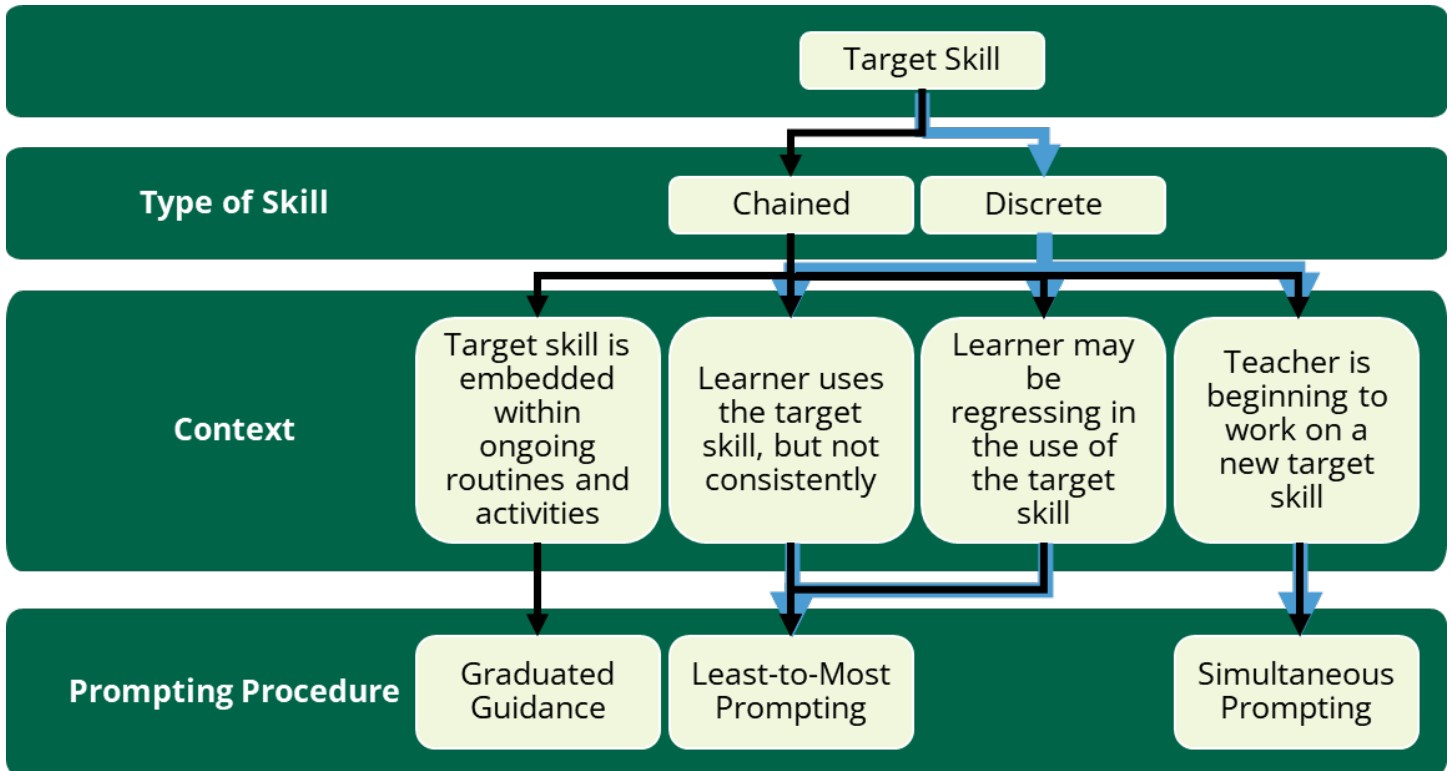
# SELECT PROMPTING PROCEDURE

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Skill/Goal/Behavior: \_\_\_\_\_

**Directions:** Use this checklist to determine prompting procedure based on the learner's behavior and the target skill.



## THE TARGET BEHAVIOR/SKILL IS A CHAINED SKILL:

- The target behavior/skill **is embedded within ongoing routines and activities**. → Graduated Guidance
- The learner **uses the target behavior/skill, but not consistently**. → Least-to-Most Prompting
- The learner **may be regressing in the use** of the target behavior/skill. → Least-to-Most Prompting
- The teacher is **beginning to work on a new target behavior/skill** with the learner. → Simultaneous Prompting

## THE TARGET BEHAVIOR/SKILL IS A DISCRETE SKILL:

- The learner **uses the target behavior/skill, but not consistently**. → Least-to-Most Prompting
- The learner **may be regressing in the use** of the target behavior/skill. → Least-to-Most Prompting
- The teacher is **beginning to work on a new target behavior/skill** with the learner. → Simultaneous Prompting





# REINFORCER SAMPLING & CHECKLIST

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Goal/Behavior/Skill: \_\_\_\_\_

**Directions:** Use this worksheet and checklist to identify and select reinforcers/rewards based on the learner's preferred items, interests, and activities for **Positive Reinforcement** and **Token Economy**.

## CONDUCT A REINFORCER SAMPLING:

1. Sit in front of the learner and hold up two items. Ask the learner to "Pick one."
2. Wait 10 seconds for the learner to indicate selection in manner that is appropriate for the learner (e.g., verbalization, pointing, using an augmentative communication device).
3. Place the selected object in a container for learner's selection and non-selected item in the not selected container.
4. Repeat steps 1 through 3 until half of the objects presented are selected.

Item 1	Selected?	Item 2	Selected?
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No

## LIST SELECTED REINFORCERS:



## LIST POTENTIAL REINFORCERS:

	AGE APPROPRIATE?	
1. What natural reinforcers could be used?	Yes	No
2. What activities, objects, and/or foods does the learner select independently?	Yes	No
3. What phrases or gestures seem to produce a pleasant response from the learner?	Yes	No
4. What does the learner say they would like to work for (if appropriate)?	Yes	No
5. What reinforcers were identified by parents/family members and/or team members as being successful in the past?	Yes	No
6. Does the learner require additional adaptations/modifications/supports? Such as visual supports or a communication device?	Yes	No
7. Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?	Yes	No
8. Are additional materials and/or resources for using Functional Behavior Assessment ready and available?	Yes	No



## FOODS FOR SNACKS/MEALTIME ROUTINES:

- |  |                                    |                                   |
|--|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Cheese          | <input type="checkbox"/> Fruit     | <input type="checkbox"/> Pretzels |
| <input type="checkbox"/> Chicken Nuggets | <input type="checkbox"/> Goldfish  | <input type="checkbox"/> Other:   |
| <input type="checkbox"/> Chips           | <input type="checkbox"/> Ice Cream | <input type="checkbox"/> Other:   |
| <input type="checkbox"/> French Fries    | <input type="checkbox"/> Pizza     | <input type="checkbox"/> Other:   |

## GAMES FOR PLAY/RECESS ROUTINES:

- |   |                                     |                                 |
|---|-------------------------------------|---------------------------------|
| <input type="checkbox"/> Burrito games with a blanket | <input type="checkbox"/> Peek-a-Boo | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Chase                        | <input type="checkbox"/> Tickle     | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Pat-a-Cake                   | <input type="checkbox"/> Other:     | <input type="checkbox"/> Other: |

## TOYS FOR PLAY/RECESS ROUTINES:

- |   |                                     |   |
|---|-------------------------------------|---|
| <input type="checkbox"/> Books              | <input type="checkbox"/> Legos      | <input type="checkbox"/> Remote controlled toys |
| <input type="checkbox"/> Cars/Trains/Trucks | <input type="checkbox"/> Noisy toys | <input type="checkbox"/> Other:                 |
| <input type="checkbox"/> Computer           | <input type="checkbox"/> Phones     | <input type="checkbox"/> Other:                 |
| <input type="checkbox"/> Doll house         | <input type="checkbox"/> Puzzles    | <input type="checkbox"/> Other:                 |

## SPECIAL INTERESTS FOR ACTIVITIES/ROUTINES:

- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> Book Character:      | <input type="checkbox"/> Movie Character:   | <input type="checkbox"/> TV Show:    |
| <input type="checkbox"/> Book:                | <input type="checkbox"/> Movie:             | <input type="checkbox"/> Video Game: |
| <input type="checkbox"/> Cars, Trains, Trucks | <input type="checkbox"/> Music              | <input type="checkbox"/> Other:      |
| <input type="checkbox"/> Computers/Technology | <input type="checkbox"/> Numbers            | <input type="checkbox"/> Other:      |
| <input type="checkbox"/> Dinosaurs            | <input type="checkbox"/> Real-Life Person:  | <input type="checkbox"/> Other:      |
| <input type="checkbox"/> Letters              | <input type="checkbox"/> TV Show Character: | <input type="checkbox"/> Other:      |



# PROMPTING HIERARCHY

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Interfering Behavior: \_\_\_\_\_

**Directions:** Use this checklist to determine order of prompts based on the learner's needs and the target skill.

## PROMPTS:

- **Gestural** – a physical movement that provides the learner with information about how to perform the target skill/behavior
- **Independent** – the learner can perform the target skill/behavior without assistance or support from others
- **Model** – demonstrating the correct way to perform the target skill/behavior for the learner
- **Physical** – hands-on assistance given to the learner to support them to perform the target skill/behavior
- **Verbal** – any spoken words direct to the learner to help them perform the target skill/behavior
- **Visual** – a picture, icon, or physical object used to provide the learner with information on how to perform the target skill/behavior

Level	Prompt	Instructions
Level 1	Independent	
Level 2		
Level 3		
Level 4		
Level 5		
Level 6		





# PLANNING CHECKLIST: GRADUATED GUIDANCE

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Skill/Goal/Behavior:** \_\_\_\_\_

**Directions:** Complete this checklist to determine if this is an appropriate Prompting procedure to use with the learner on the spectrum as well as if PP is ready to be implemented.

## PLANNING:

- ☐ Has the target goal/behavior/skill been identified?
- ☐ Has baseline data and/or a functional behavior assessment been collected through direct observation of the learner?
- ☐ Is the target goal/behavior/skill measurable and observable? Does it clearly state **what** the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?
- ☐ Is Prompting appropriate for the learner's target goal/behavior/skill?
- ☐ Does the learner have needed prerequisite skills/abilities?
- ☐ Does the learner require additional adaptations/modifications/supports? Such as visual supports or a communication device?
- ☐ Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?
- ☐ Are additional materials and/or resources for using Prompting ready and available?

## DEFINE THE TARGET SKILL:

1. What is the target stimulus?
2. Is the target stimuli...
  - ☐ Naturally Occurring Event
  - ☐ Completion of One Event/Activity
  - ☐ External Signal



4. What is the antecedent/cue?
5. What is the skill?
4. What times during the day might the learner need to use the chained skill?
5. When and where will teaching the chained skill occur?
6. What is the consequence/feedback?
7. What is the controlling prompt?
8. What is the response interval?
9. How will Graduated Guidance be faded?
  - ☐ Decreasing the intensity of the prompt
  - ☐ Providing less assistance by changing the prompt type
  - ☐ Removing the prompt immediately

### SELECT ADDITIONAL EBPS:

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Modeling   | <input type="checkbox"/> Visual Supports |
| <input type="checkbox"/> Time Delay | <input type="checkbox"/> Other: _____    |
|                                     | _____                                    |

### ANECDOTAL NOTES:



# PLANNING CHECKLIST: LEAST-TO-MOST

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Skill/Goal/Behavior:** \_\_\_\_\_

**Directions:** Complete this checklist to determine if this is an appropriate Prompting procedure to use with the learner on the spectrum as well as if PP is ready to be implemented.

## PLANNING:

- ☐ Has the target goal/behavior/skill been identified?
- ☐ Has baseline data and/or a functional behavior assessment been collected through direct observation of the learner?
- ☐ Is the target goal/behavior/skill measurable and observable? Does it clearly state **what** the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?
- ☐ Is Prompting appropriate for the learner's target goal/behavior/skill?
- ☐ Does the learner have needed prerequisite skills/abilities?
- ☐ Does the learner require additional adaptations/modifications/supports? Such as visual supports or a communication device?
- ☐ Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?
- ☐ Are additional materials and/or resources for using Prompting ready and available?

## DEFINE THE TARGET SKILL:

1. What is the target stimulus?
2. Is the target stimuli...
  - ☐ Naturally Occurring Event
  - ☐ Completion of One Event/Activity
  - ☐ External Signal



4. What is the antecedent/cue?
5. What is the skill?
6. Is the skill...
  - ☐ Discrete
  - ☐ Chained
    - a) What times during the day might the learner need to use the skill?
    - b) When and where will teaching the chained skill occur?
7. What is the consequence/feedback?
8. What is the controlling prompt?
9. What are the task directions?
10. What type of prompts are being used? And in what order?
11. What is the response interval?

### SELECT ADDITIONAL EBPS:

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Modeling   | <input type="checkbox"/> Visual Supports |
| <input type="checkbox"/> Time Delay | <input type="checkbox"/> Other: _____    |
|                                     | _____                                    |





# PLANNING CHECKLIST: SIMULTANEOUS

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Skill/Goal/Behavior:** \_\_\_\_\_

**Directions:** Complete this checklist to determine if this is an appropriate Prompting procedure to use with the learner on the spectrum as well as if PP is ready to be implemented.

## PLANNING:

- ☐ Has the target goal/behavior/skill been identified?
- ☐ Has baseline data and/or a functional behavior assessment been collected through direct observation of the learner?
- ☐ Is the target goal/behavior/skill measurable and observable? Does it clearly state **what** the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?
- ☐ Is Prompting appropriate for the learner's target goal/behavior/skill?
- ☐ Does the learner have needed prerequisite skills/abilities?
- ☐ Does the learner require additional adaptations/modifications/supports? Such as visual supports or a communication device?
- ☐ Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?
- ☐ Are additional materials and/or resources for using Prompting ready and available?

## DEFINE THE TARGET SKILL:

1. What is the target stimulus?
2. Is the target stimuli...
  - ☐ Naturally Occurring Event
  - ☐ Completion of One Event/Activity
  - ☐ External Signal



4. What is the antecedent/cue?
5. What is the skill?
6. Is the skill...
  - ☐ Discrete
  - ☐ Chained?
    - a) What times during the day might the learner need to use the skill?
    - b) When and where will teaching the chained skill occur?
7. What is the consequence/feedback?
8. What is the controlling prompt?
9. Which session type...
  - ☐ Instructional
    - a) How many sessions?
  - ☐ Probe
    - a) How many sessions?
10. What is the response interval?
11. When and where will the sessions occur?

### SELECT ADDITIONAL EBPS:

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Modeling   | <input type="checkbox"/> Visual Supports |
| <input type="checkbox"/> Time Delay | <input type="checkbox"/> Other: _____    |
|                                     | _____                                    |



# GRADUATED GUIDANCE RESPONSES

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Skill/Goal/Behavior:** \_\_\_\_\_

**Directions:** Follow these steps to use **Graduated Guidance** with a learner.

## WHAT IS GRADUATED GUIDANCE?:

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. Decisions are made during the teaching activity based upon the learner's response.

## RESPOND TO...:

If the 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 chained task
- When the learner begins performing the chained task, reduce the intensity or amount of the prompt and start to shadow the learner's movements

If the learner **stops** performing the chained task:

- Immediately provide the amount and type of prompts needed to have the learner perform the chained task correctly

If the learner **begins using the target skill incorrectly**:

- Immediately block that movement and provide the amount and type of prompts needed to have the learner perform the chained task correctly

If the learner **resists physical prompts**:

- Stop moving and hold the learner's hands in place
- When resistance subsides, start the movement toward completing the chained task again by applying the amount and type of prompt needed to have the learner perform the chained task correctly.

As the learner **completes each step of the chained task correctly**:

- Provide verbal praise and encouragement

At the end of the chained task, if the learner **completes the chained task correctly**:

- Provide reinforcement to the learner

If **resistance occurs at the end of the chained task**:

- Do not provide reinforcement
- 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



# LEAST-TO-MOST RESPONSES

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Skill/Goal/Behavior: \_\_\_\_\_

Directions: Follow these steps to use **Least-to-Most Prompting** with a learner.

## WHAT IS LEAST-TO-MOST PROMPTING?:

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 needed. The last level is the controlling prompt, which is a prompt that ensures the learner will respond correctly.

## RESPOND TO:

If the learner's response is **correct**:

- Offer reinforcement (praise, access to materials, break) and
- State what the learner did

If the learner's response is **incorrect**:

- Interrupt the incorrect response, then
- Deliver the next prompt in the hierarchy, and
- Continue through the prompting hierarchy until a correct response occurs, and then
- Deliver reinforcement

If the 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 reinforcement



# SIMULTANEOUS PROMPTING RESPONSES

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

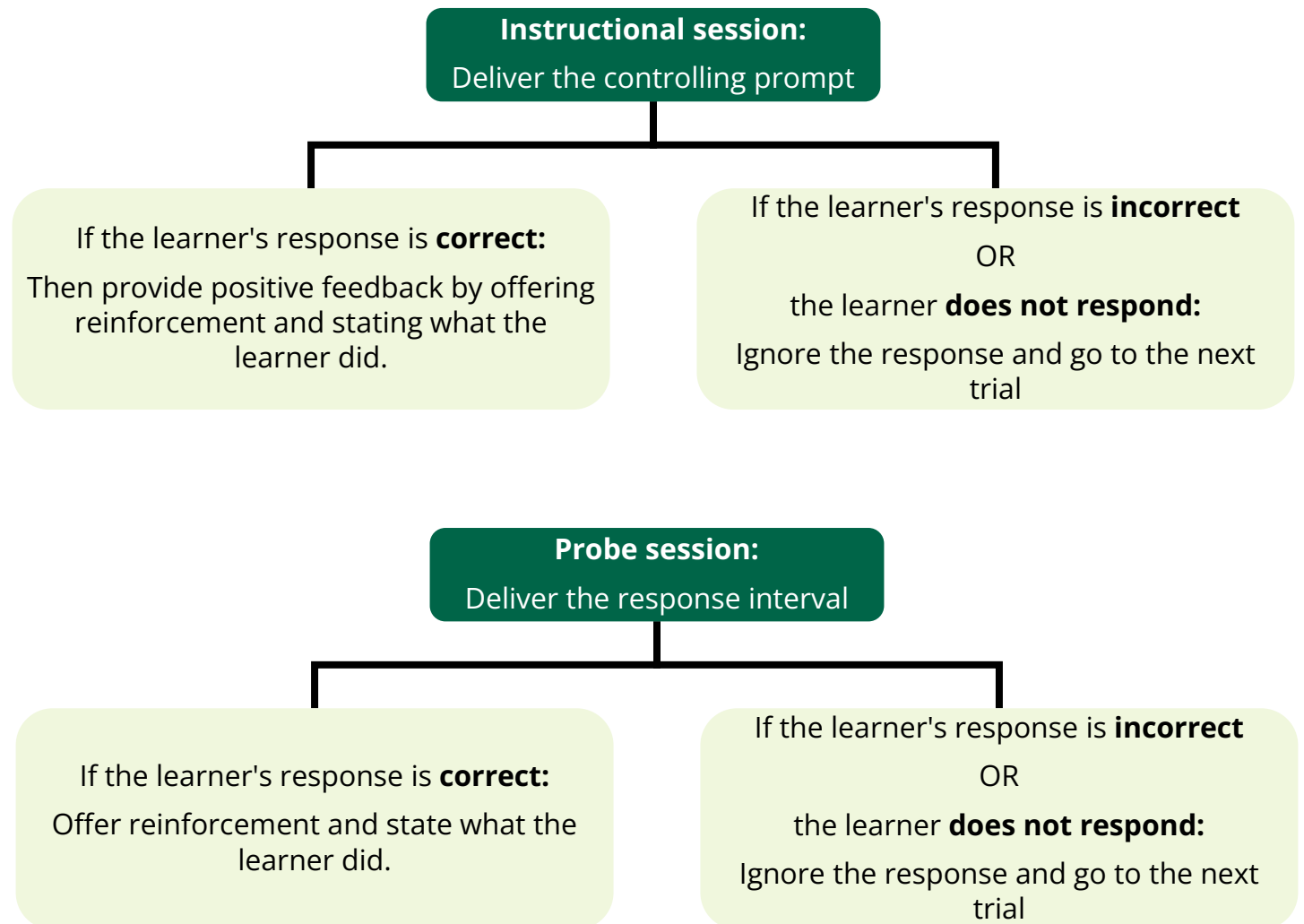
Target Skill/Goal/Behavior: \_\_\_\_\_

Directions: Follow these steps to use **Least-to-Most Prompting** with a learner.

## WHAT IS SIMULTANEOUS PROMPTING?:

In the instructional session, the task direction or cue (signal to use target skill) and controlling prompt (prompt that ensures the learner will perform the target skill successfully) are delivered simultaneously. In the probe sessions, the cue or task direction is delivered without the prompts to monitor the learner's progress.

## DECISION TREE:





# DATA COLLECTION: GRADUATED GUIDANCE

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Skill/Goal/Behavior: \_\_\_\_\_

**Directions:** Collect data on the learner demonstrating steps of the target behavior/skill. Remember to collect data on chained tasks completed correctly without prompts (I), with prompts (V, G, M, P), and with resistance (R).

Chained task steps	Session	1	2	3
	Time			
	Date			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

**Prompt Key:** V = Verbal; G = Gestural; M = Model; P = Physical; I = No prompts needed/Independent; R = Resistance



# DATA COLLECTION: LEAST-TO-MOST

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Skill/Goal/Behavior: \_\_\_\_\_

**Directions:** Collect data on the learner demonstrating steps of the target behavior/skill.  
Remember to collect data on correct response (+), incorrect response (-), and no response (NR).

Trial	Level 1: Independent	Level 2:	Level 3:	Level 4:
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Summary data	= Correct %	= Correct %	= Correct %	= Correct %
	= Incorrect %	= Incorrect %	= Incorrect %	= Incorrect %
	= No response %	= No response %	= No response %	= No response %

**Key:** + = Correct response, - = Incorrect response, NR = No response

Adapted from: Wolery, M., Ault, M. J., & Dyle, P. M. (1992). *Teaching students with moderate and severe disabilities: Use of response prompting strategies*. White Plains, NY: Longman.



# DATA COLLECTION: SIMULTANEOUS

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Skill/Goal/Behavior: \_\_\_\_\_

**Directions:** Collect data on the learner demonstrating steps of the target behavior/skill. Remember to collect data on prompted correct response, prompted error response, and no response.

Trial	Stimulus	Prompted Correct Response	Prompted Error Response	No Response
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Summary data		= Total %	= Total %	= Total %

Adapted from: Wolery, M., Ault, M. J., & Dyle, P. M. (1992). *Teaching students with moderate and severe disabilities: Use of response prompting strategies*. White Plains, NY: Longman.



# MONITORING PROGRESS CHECKLIST

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Skill/Goal/Behavior:** \_\_\_\_\_

**Directions:** Complete this checklist to determine if the learner is making progress with using Reinforcement.

## MONITORING PROGRESS:

- ☐ Is the target skill or behavior well defined?
- ☐ Is the skill or behavior measurable and observable?
- ☐ Has data been collected and analyzed?
- ☐ Is the skill too difficult and needs to be broken down into smaller steps?
- ☐ Has enough time been devoted to using this strategy?
- ☐ Is the selected prompting procedure appropriate for addressing the target skill or behavior?
- ☐ Was the prompting procedure used with fidelity?
- ☐ 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?

## ANECDOTAL NOTES:



# STEP-BY-STEP GUIDE

This step-by-step practice guide outlines how to plan for, use, and monitor Prompting.

## BEFORE YOU BEGIN...

Each of the following points is important to address so that you can be sure Prompting is likely to address the interfering behavior of your learner on the spectrum.



## HAVE YOU FOUND OUT MORE INFORMATION ABOUT...?

- ☐ Identifying the interfering behavior...?
- ☐ Collecting baseline data through direct observation...?
- ☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (<https://afirm.fpg.unc.edu/selecting-EBP>).

For more information about Prompting, please visit <https://afirm.fpg.unc.edu/>.

Keep in mind that the three **Prompting** procedures are:

- Least-to-most prompting
- Graduated guidance
- Simultaneous prompting

## STEP 1: PLANNING FOR PP

The planning step details the initial steps and considerations involved to prepare for using Prompting with a learner on the spectrum.

### 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.

Use **PROMPTING PROCEDURES** to 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 autistic learner 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 autistic learner will use the target skill again in the future, select reinforcers that are appropriate for the individual autistic learner 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).
  - 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.
- Use the **LEAST-TO-MOST PLANNING CHECKLIST** before using the procedure.
- Graduated Guidance Prompting Procedure:
  - Identify the controlling prompt. The controlling prompt ensures the autistic learner 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.

Use the **GRADUATED GUIDANCE PLANNING CHECKLIST** before using the procedure.

- Simultaneous Prompting Procedure:
    - Identify the controlling prompt. The controlling prompt ensures the autistic learner 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).
- Use the **SIMULTANEOUS PROMPTING PLANNING CHECKLIST** before using the procedure.

## STEP 2: USING PP

This step details the process of implementing Prompting with a learner on the spectrum.

### 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 RESPONSES** 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 RESPONSES** 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.
  - Conduct probe sessions
    - Deliver the response interval with no prompt.
- Use the **SIMULTANEOUS PROMPTING RESPONSES** to guide your response to learner's attempts.

## STEP 3: MONITORING PP

The following step details how to monitor the use of Prompting with a learner on the spectrum and how to determine next steps based on the data.

### 3.1 Collect data on target behavior

- 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 DATA COLLECTION** form to help 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 help collect data.
- Simultaneous prompting data collection:
  - Collect data to monitor progress during both instructional and probe sessions.
 Use the **SIMULTANEOUS PROMPTING DATA COLLECTION** to help collect data.

### 3.2 Determine next steps based on learner progress

Collecting data will help team members decide about the effectiveness of using reinforcement and whether the autistic learner is making progress. If a learner is making progress based upon data collected, team members should continue to use the selected strategies.

If team members determine that the learner is not making progress, consider the following:

- 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 Use 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?
- Is reinforcement occurring at a sufficient level to maintain the behavior or target skill?

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



# IMPLEMENTATION CHECKLIST: GRADUATED GUIDANCE

## BEFORE YOU START, HAVE YOU...?

- ☐ Identifying the target goal/behavior/skill...?
- ☐ Collecting baseline data through direct observation...?
- ☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (<https://afirm.fpg.unc.edu/selecting-EBP>).

Observation:		1	2	3	4	5
Date:						
Observer's Initials:						
<b>STEP 1: PLANNING</b>						
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	Identify the controlling prompt					
1.7	Determine the length of the response interval					
1.8	Specify prompt fading procedures					
1.9	Identify activities and times for using graduated guidance					
<b>STEP 2: USING</b>						
2.1	Establish learner attention, deliver stimulus, and provide the cue					
2.2	Wait for learner to respond					
2.3	Respond to learner's attempts					
<b>STEP 3: MONITORING</b>						
3.1	Collect data on target behaviors					
3.2	Determine next steps based on learner progress					



# IMPLEMENTATION CHECKLIST: LEAST-TO-MOST

## BEFORE YOU START, HAVE YOU...?

- ☐ Identifying the target goal/behavior/skill...?
- ☐ Collecting baseline data through direct observation...?
- ☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (<https://afirm.fpg.unc.edu/selecting-EBP>).

Observation:		1	2	3	4	5
Date:						
Observer's Initials:						
<b>STEP 1: PLANNING</b>						
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	Select the number of levels in the hierarchy					
1.7	Select the types of prompts to be used					
1.8	Sequence prompts from least-to-most assistance					
1.9	Determine the length of the response interval					
1.10	Identify activities and times for using least-to-most prompting					
<b>STEP 2: USING</b>						
2.1	Establish learner attention, deliver stimulus, and provide the cue					
2.2	Wait for learner to respond					
2.3	Respond to learner's attempts					
<b>STEP 3: MONITORING</b>						
3.1	Collect data on target behaviors					
3.2	Determine next steps based on learner progress					

# IMPLEMENTATION CHECKLIST: SIMULTANEOUS

## BEFORE YOU START, HAVE YOU...?

- ☐ Identifying the target goal/behavior/skill...?
- ☐ Collecting baseline data through direct observation...?
- ☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (<https://afirm.fpg.unc.edu/selecting-EBP>).

Observation:		1	2	3	4	5
Date:						
Observer's Initials:						
<b>STEP 1: PLANNING</b>						
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	Identify the controlling prompt					
1.7	Determine the length of the response interval					
1.8	Identify activities and times for using simultaneous prompting					
<b>STEP 2: USING</b>						
2.1	Establish learner attention, deliver stimulus, and provide the cue					
2.2	Conduct instructional sessions by:					
2.2a	Deliver the controlling prompt					
2.2b	Respond to learner's attempts					
2.3	Conduct probe sessions by:					
2.3a	Providing no prompt					
2.3b	Respond to learner's attempts					
<b>STEP 3: MONITORING</b>						
3.1	Collect data on target behaviors					
3.2	Determine next steps based on learner progress					

# TIP SHEET FOR PROFESSIONALS

## PROMPTING ...

- Is a foundational evidence-based practice for children and youth on the spectrum from 0-22 years old that can be implemented in multiple settings.
- Describes the relationship between learner behavior and 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.



### TIPS:

- Use the Prompting Procedures 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.

## WHY USE WITH LEARNERS ON THE SPECTRUM?

- Prompting maximizes the success of the learner.
- Prompting increases a learner's ability to generalize use of skills.

## INSTRUCTIONAL OUTCOMES:

The evidence-base for Prompting supports its use to address the following outcomes, according to age range, in the table below:

Age	Academic	Adaptive	Behavior	Communication	Joint Attention	Motor	Play	School readiness	Social
0-2				Yes	Yes	Yes	Yes		Yes
3-5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14	Yes	Yes		Yes	Yes		Yes	Yes	Yes
15-18	Yes	Yes	Yes	Yes			Yes		Yes
19-22	Yes		Yes	Yes				Yes	

## 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 Checklists for further details regarding the planning steps of selected prompting procedure)



### Prompting PP

This sheet was designed as a supplemental resource to provide basic information about Prompting for professionals working with learners on the spectrum.

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.

### 2. USE

- 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
  - Conduct probe sessions

### 3. MONITOR

- Collect data and analyze data
- Determine next steps based on learner progress

# PARENT'S GUIDE

## WHAT IS PP?

- Prompting is a foundational evidence-based practice for children and youth on the spectrum from 0-22 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 THIS 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).

### Prompting PP

This parent introduction to PP was designed as a supplemental resource to help answer questions about Prompting.

To find out more about how this PP is being used with your child, please talk with:

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.





## ADDITIONAL RESOURCES

### APPS:

Icon	Developer	Name	Available	Pricing
	Handhold Adaptive, LLC	<i>iPrompts</i>	Android iPhone iPad	Starts at \$9.99

### WEBSITES:

Nebraska Autism Spectrum Disorders Network. (2016). Prompting.

<https://www.unl.edu/asdnetwork/virtual-strategies/prompting-1>

The Center on Secondary Education for Students with Autism Spectrum Disorder. (n.d.) PP: Prompting. <http://csesa.fpg.unc.edu/high-school-case-studies>



# CEC STANDARDS

## INITIAL PRACTICE-BASED STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD (0-5 YEARS; CEC, 2020)

### Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

- 6.3 Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.
- 6.4 Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.
- 6.6 Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.
- 6.7 Plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

## INITIAL PRACTICE-BASED STANDARDS FOR (GRADES K-12; CEC, 2020):

### Standard 5: Supporting Learning Using Effective Instruction

- 5.2 Use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
- 5.3 Use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.
- 5.6 Plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

## ADVANCED PRACTICE-BASED STANDARDS (CEC, 2012):

### Standard 3: Programs, Services, and Outcomes

- 3.1 Design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
- 3.3 Apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
- 3.4 Use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.



## GLOSSARY

**Baseline data** - data collected on current performance level prior to implementation of intervention.

**Baseline** - information gathered from multiple sources to better understand the target behavior, before using an intervention or practice

**Consequence** - feedback/reinforcement provided by teachers and practitioners.

**Fidelity** - how well and how often the implementation steps for an evidence-based practice are followed

**Generalization** - when the target skill or behavior continues to occur when the intervention ends, in multiple settings, and with multiple individuals (e.g., peers, teachers, parents)

**Gestural prompt** - a movement that provides the learner with information about how to perform the target skill/behavior (e.g., pointing to the top of the paper to remind the student to write their name).

**Implementation checklist** - the specific steps needed to accurately follow an evidence-based practice.

**Independent** - the student is able to use a behavior or skill without assistance or support from an adult or peer.

**Individualized intervention** - an intervention that is planned and implemented in a way specific to the learner receiving the intervention

**Least-to-most prompting** - 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.

**Model prompt** - demonstrating the correct way to perform the target skill/behavior for the learner. Useful when verbal or visual prompts are not sufficient to help the learner perform the target skill correctly.

**Partial model:** Show the learner a portion of what you want them to do to complete the target skill/behavior (e.g., showing the learner how to write the first line to write the M)

**Full model:** Show the learner what you want them to do to complete the target skill/behavior (e.g., showing the learner how to write the letter M)

**Physical prompt** - hands on assistance given to a learner to successfully perform the target skill or behavior. It is generally used when the learner does not respond to less restrictive prompts. Useful when teaching adaptive or motor skills.

**Partial physical:** Light touch or minimal physical guidance to assist learner with performing target skill (e.g., touching the learner's elbow to guide their hand toward jacket zipper to zip up)

**Full physical:** Hand-over-hand or complete physical assistance with performing target skill (e.g., hand over hand assistance given to the learner to zip their jacket)

**Prompt** - any help provided that will assist the learner in using specific skills. Prompts can be verbal, gestural, or physical.



**Prompting hierarchy** - the order and types of prompts to give a learner to assist with performing the target skill or behavior. The hierarchy can be different depending on the needs of the student and the type of goal.

**Reinforcement (R)** - the application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.

**Reinforcer sampling** - helps to identify activities and materials that are motivating to autistic learner. Also known as a preference assessment.

**Reinforcers** - increase the likelihood that the target skill/behavior will be used again in the future.

**Response interval** - the amount of time the instructor waits without providing additional assistance to allow the learner to respond to the direction or prompt.

**Target behavior** - the behavior or skill that is the focus of the intervention. Behavior may need to be increased or decreased.

**Target cue/stimulus** - words and/or actions to let learner know to perform the target skill (e.g., asking "What word?" when you want a student to read a word or placing a block in a student's hand during a color matching activity).

**Team members** - includes the parents, other primary caregivers, IEP/IFSP team members, teachers, therapists, early intervention providers, and other professionals involved in providing services for the learner on the spectrum.

**Verbal prompt** - includes any spoken words directed to learners to help them perform a target skill correctly. Verbal prompts range in intensity level from least to most restrictive.

**Less restrictive:** Provide a tip or suggestion to student to use skill or behavior (for example, saying the first sound of a word when reading; saying 'hand' when prompting student to raise hand to ask a question)

**More restrictive:** State specifically what student should do to perform skill or behavior (for example, saying the entire word when reading; saying, "raise your hand" when prompting student to raise hand to ask a question)

**Visual prompt** - a picture, icon or object used to provide learners with information about how to perform the target skill or behavior.

**Visual Supports (VS)** - a visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts.



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