Evidence Based Practice Training:
Prompting (PP)

Adapted from Sam, A., & AFIRM Team. (2015). *Prompting.* Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. https://afirm.fpg.unc.edu/prompting

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What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California.

What is CAPTAIN?

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.

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Levels of Professional Development to Reach Implementation

This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

Before We Begin…

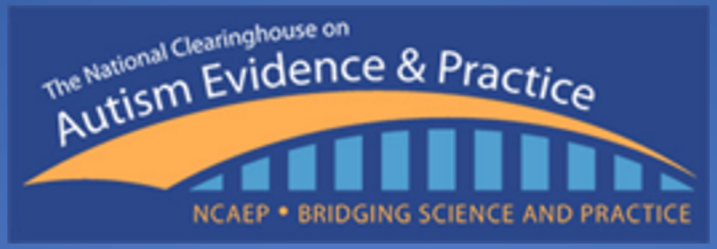
Please complete the **Pre Training Survey** sent to your email

Learning Objectives

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

- Describe what EBPs are
- Identify the components of prompting
- Name 3 prompting procedures
- Give an example of each type of prompt
- Have strategies for choosing a prompt & prompting procedure
- Collect basic data related to prompting

What are Evidence Based Practices?



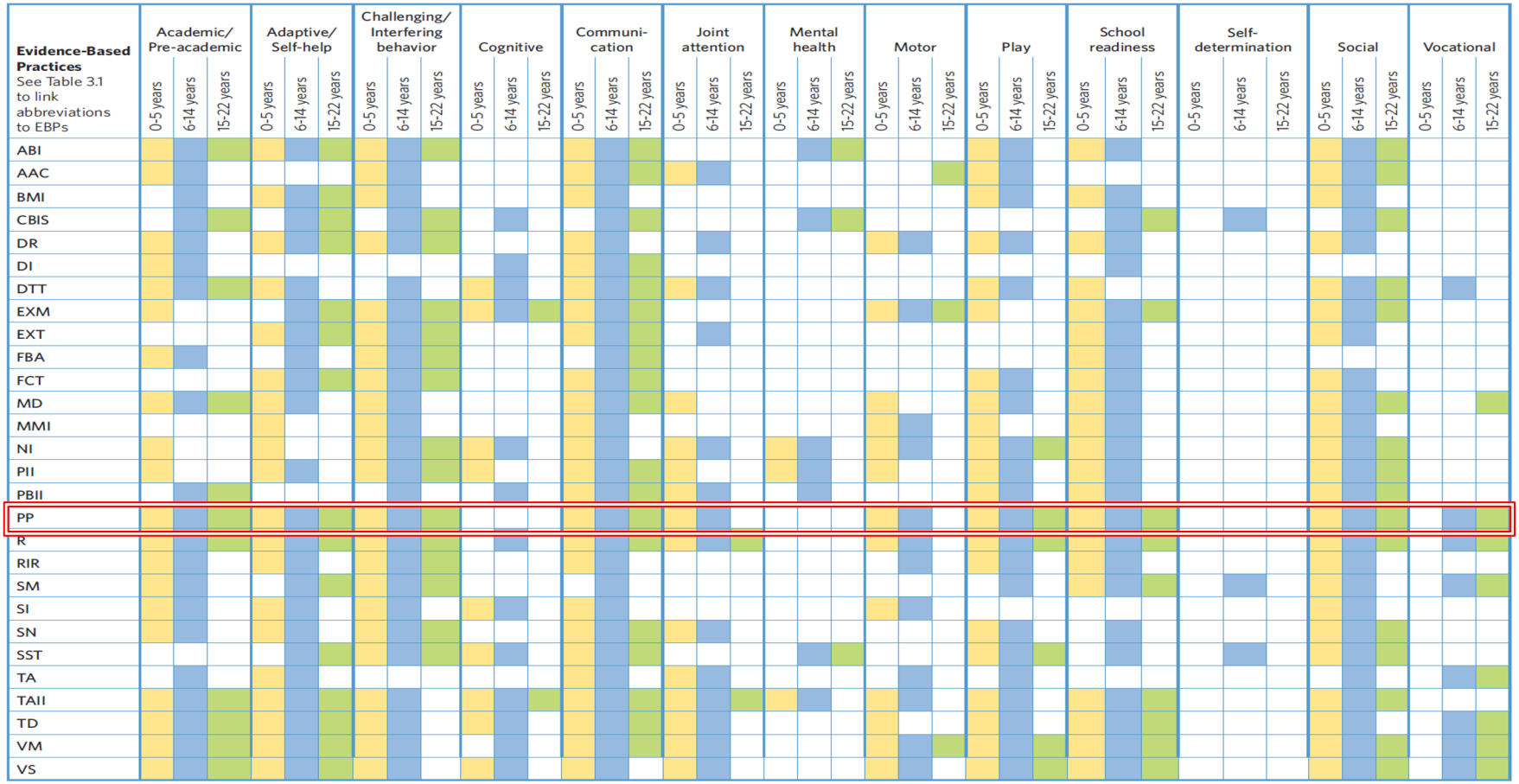
NCAEP definition of an EBP:

"Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD."

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories



Evidence-Based Practices (See Table 3.1 to link abbreviations to EBPs)	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi-cation			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years
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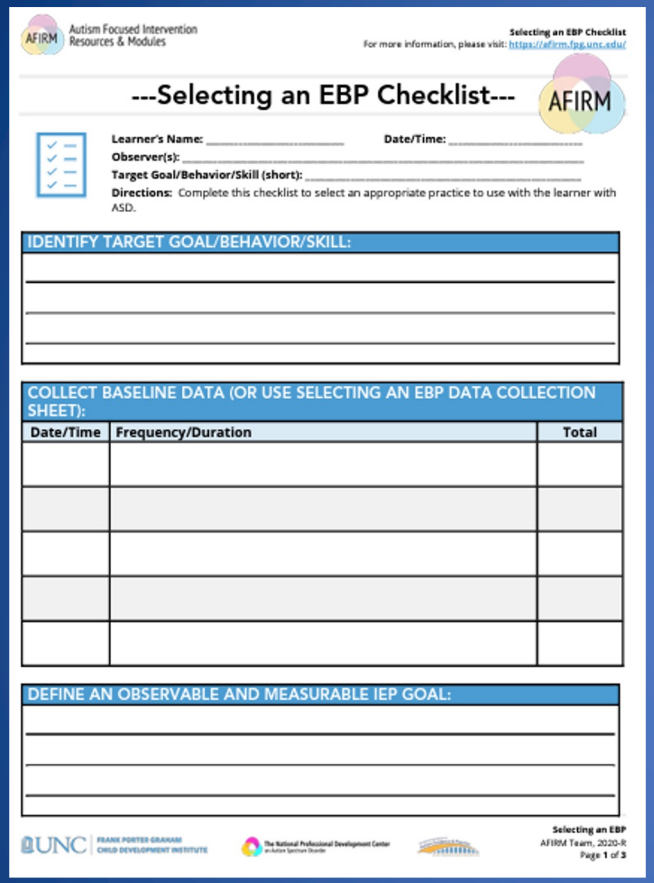
Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
   - Consider the child and family characteristics
   - Consider the teacher and team characteristics
   - Consider other available resources

Selecting an EBP Checklist



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Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

---Selecting an EBP Checklist---

Learner's Name: _____ Date/Time: _____
Observer(s): _____
Target Goal/Behavior/Skill (short): _____
Directions: Complete this checklist to select an appropriate practice to use with the learner with ASD.

IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:

COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):

Date/Time	Frequency/Duration	Total

DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:

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Selecting an EBP
AFIRM Team, 2020-R
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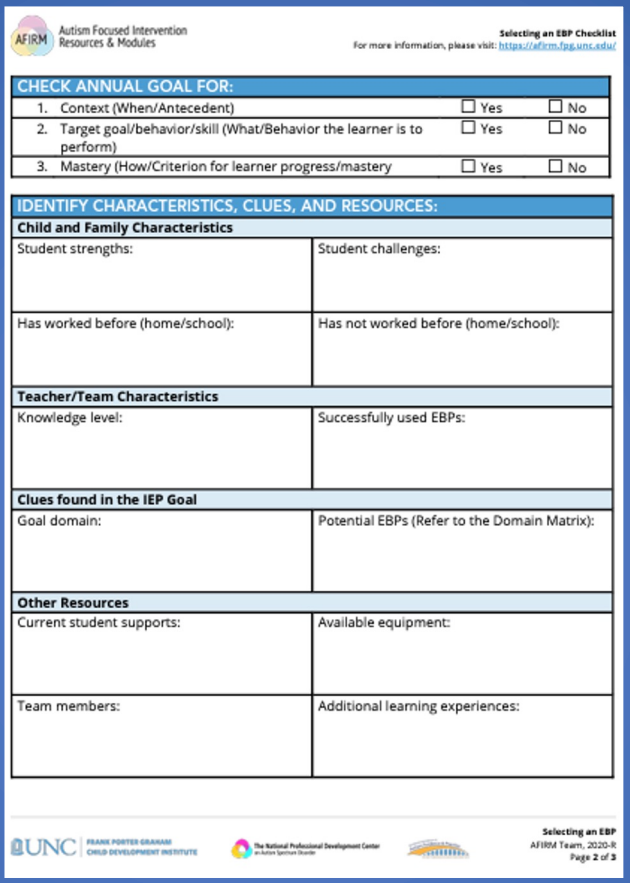

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Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

CHECK ANNUAL GOAL FOR:

1. Context (When/Antecedent)	☐ Yes	☐ No
2. Target goal/behavior/skill (What/Behavior the learner is to perform)	☐ Yes	☐ No
3. Mastery (How/Criterion for learner progress/mastery	☐ Yes	☐ No

IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

Child and Family Characteristics

Student strengths:	Student challenges:
Has worked before (home/school):	Has not worked before (home/school):

Teacher/Team Characteristics

Knowledge level:	Successfully used EBPs:

Clues found in the IEP Goal

Goal domain:	Potential EBPs (Refer to the Domain Matrix):

Other Resources

Current student supports:	Available equipment:
Team members:	Additional learning experiences:

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Selecting an EBP
AFIRM Team, 2020-R
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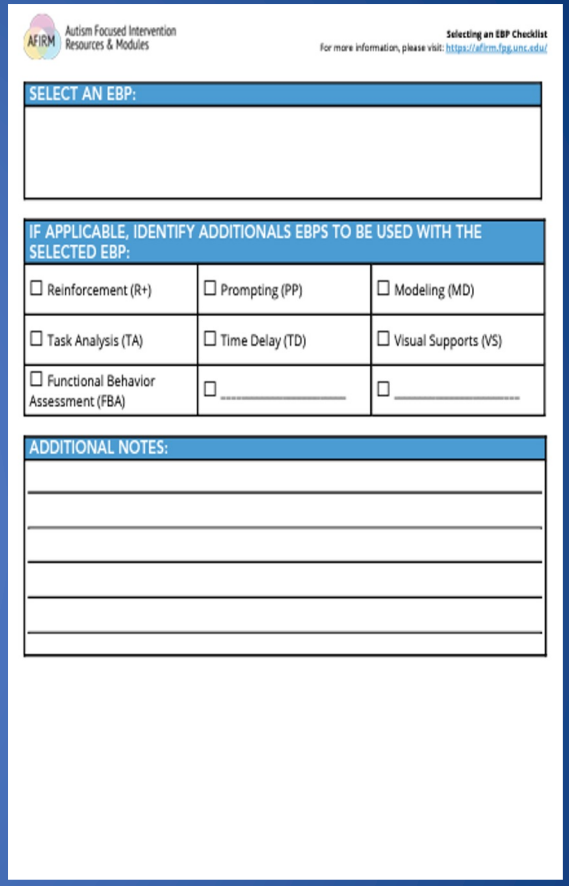

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Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

SELECT AN EBP:

IF APPLICABLE, IDENTIFY ADDITIONALS EBPS TO BE USED WITH THE SELECTED EBP:

☐ Reinforcement (R+)	☐ Prompting (PP)	☐ Modeling (MD)
☐ Task Analysis (TA)	☐ Time Delay (TD)	☐ Visual Supports (VS)
☐ Functional Behavior Assessment (FBA)	☐ _____	☐ _____

ADDITIONAL NOTES:

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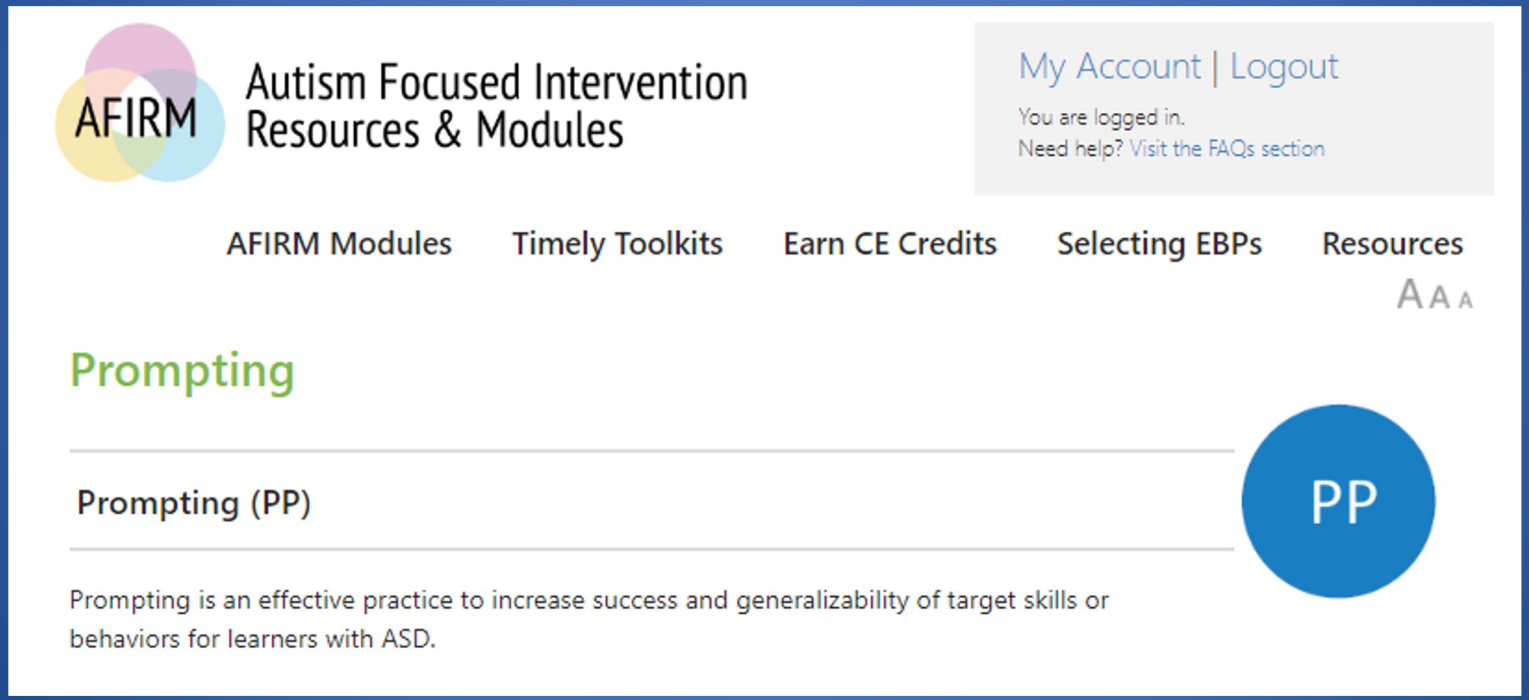
High Quality Training:

Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



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

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

(Steinbrenner, 2020)

What is a Prompt?

- **Prompt**: any support given to help an individual perform a specific task
- **Prompt**: given after a stimulus/directive and prior to a response

- So…what is prompting?

Areas that can be addressed through prompting

- Academic/Pre-academic
- Adaptive/Self-Help
- Challenging/Interfering behavior
- Communication
- Joint Attention
- Motor
- Play
- School Readiness
- Social
- Vocational

Prompting also supports generalization and use of mastered skills and helps increase student successes over all

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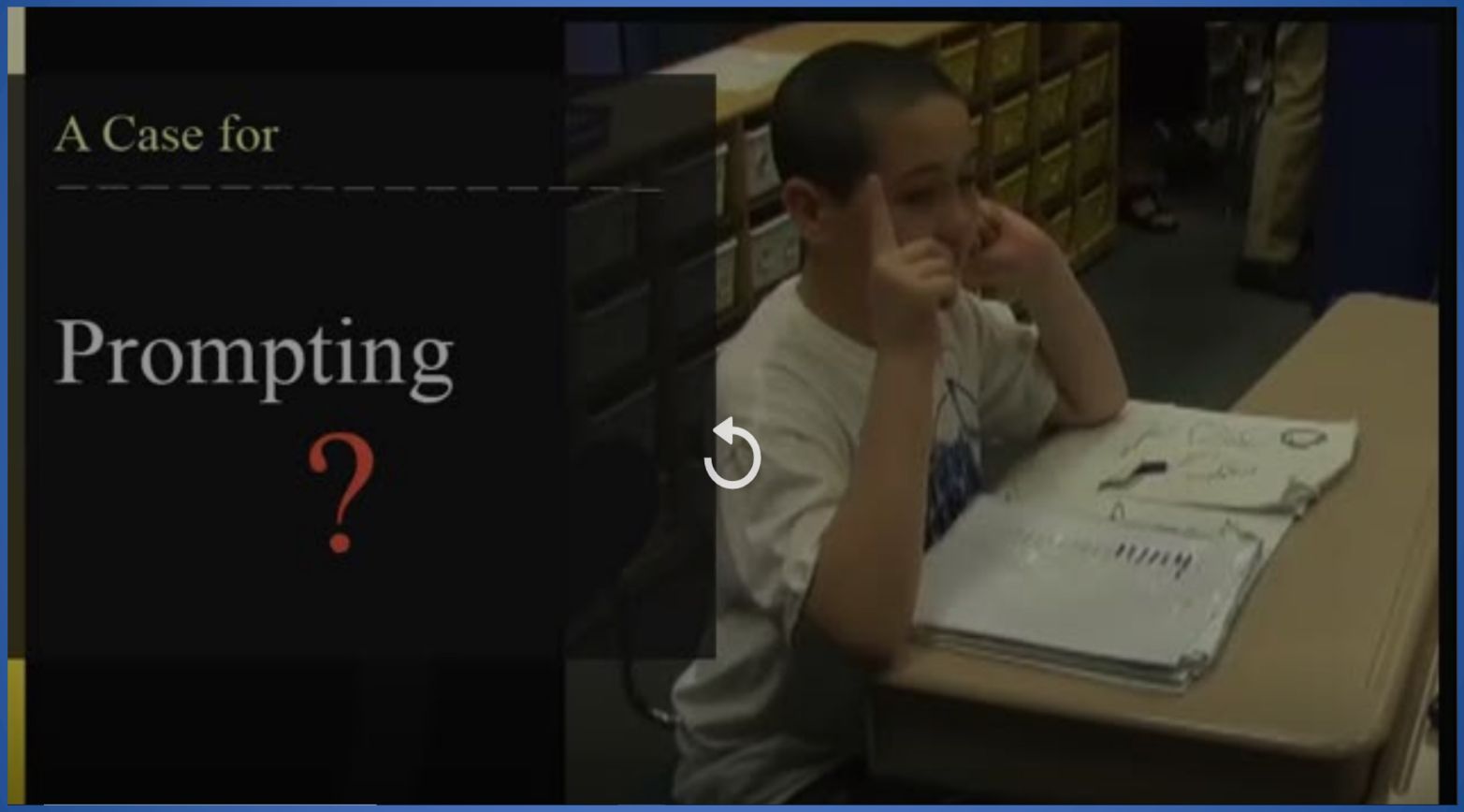

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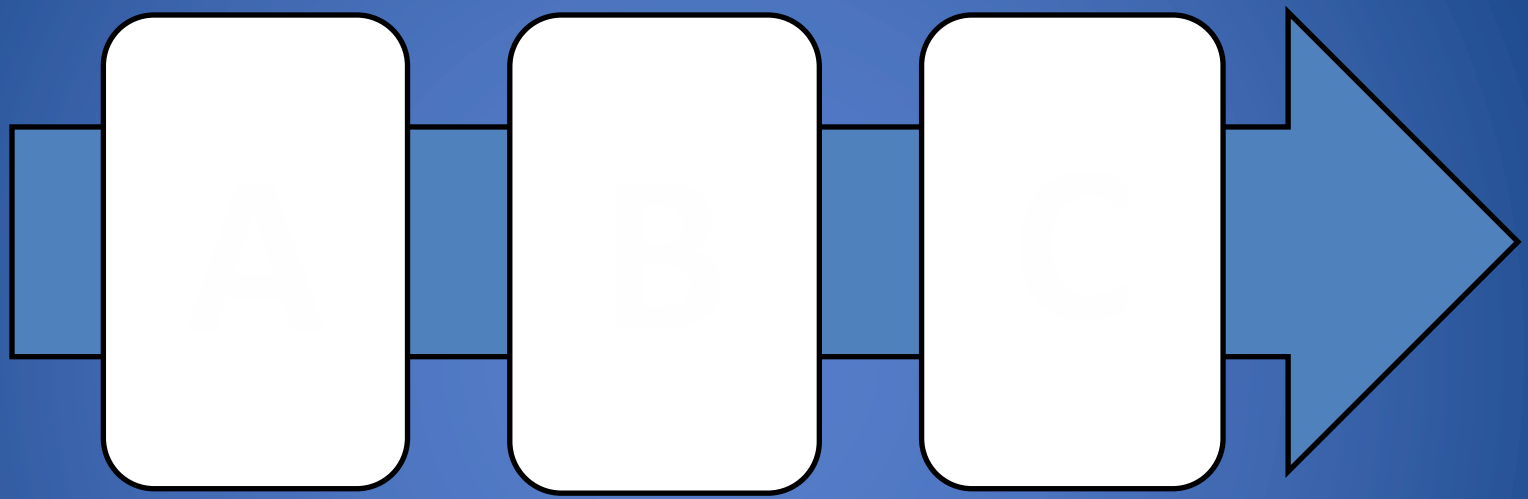
Components of Prompting



Types of Prompts

We will discuss 5 types of prompts

- Physical
- Model
- Gestural
- Visual
- Verbal

Physical Prompts

- Often the most intrusive form of prompting
- Typically used when completing activities with a motoric component
- Two types of Physical Prompts
  - Full Physical
  - Partial Physical

Modeling Prompt

- Typically used after verbal or visual prompts are not enough
- Can be used for both discrete and chained skills
- Can be used for both verbal and motoric skills
- Types of Modeling Prompt
  - Full Model
  - Partial Model

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

Gestural Prompt

- When a gesture is supplied to help an individual know what skill to use or how to use the specific skill
- Can be used for both discrete and chained skills
- Gestural prompts may be given to
  - Get a needed tool
  - Go to a specific location
  - Bring focus back to task

Visual Prompt

- Anything presented visually to help individual know what should be completed or how to complete the desired skill
- Visual Prompts should match individual's level of comprehension
- Can be used for both discrete and chained skills

- Visual Prompts include:
  - Pictures
  - Checklists
  - Instructions
  - Schedules
  - Photographs

Verbal Prompt

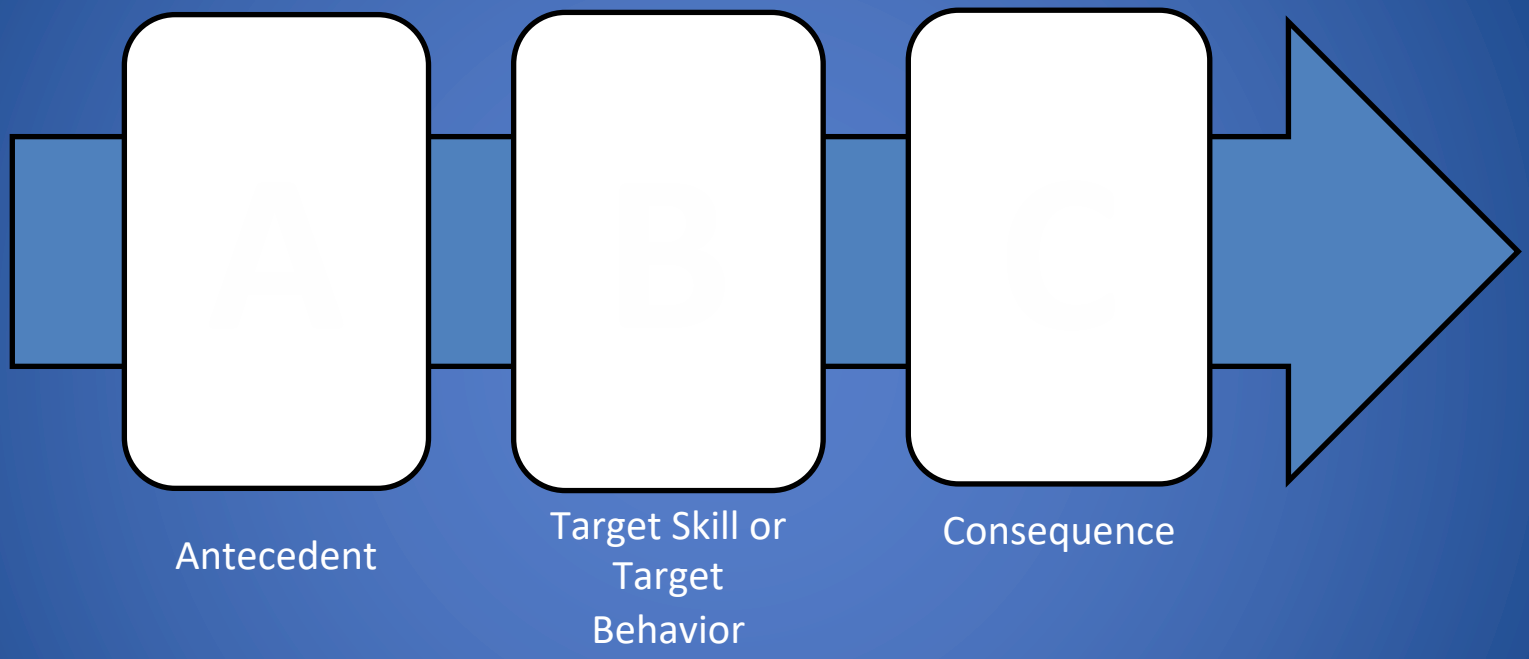
- Assistance that is provided verbally outside of any initial directive
- Verbal Prompts vary in intensity
  - Sentences
  - Phrases
  - Words
  - Sounds
- Can be used for both discrete and chained skills
- One of the hardest prompts to stop using

Match the description to the correct prompt type.

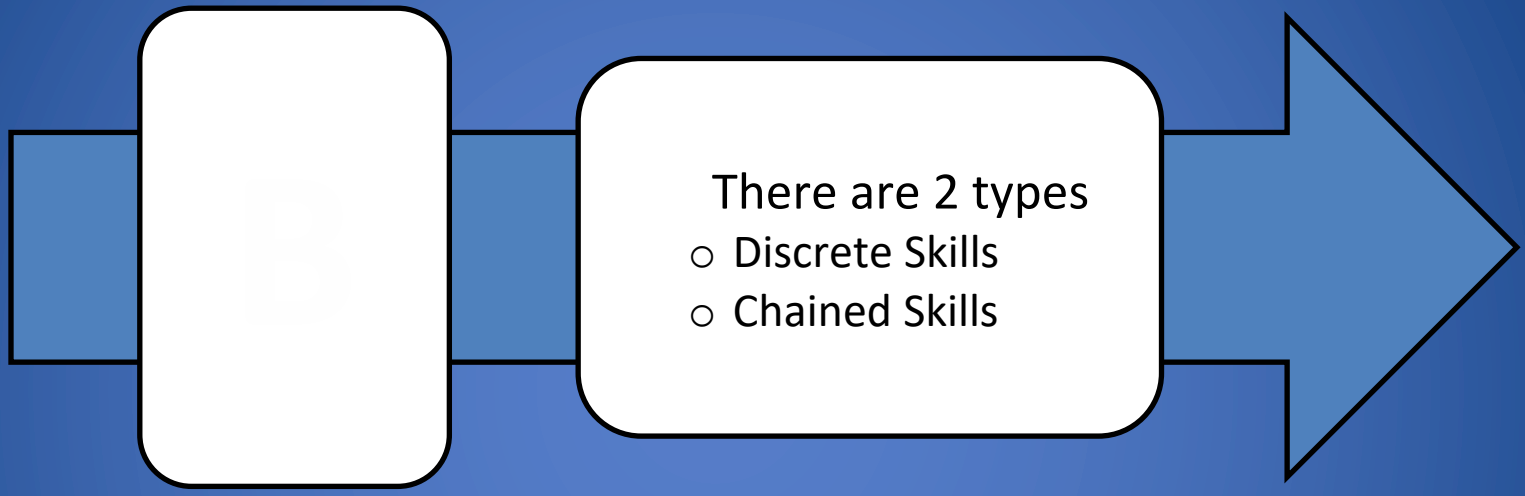
1. Physical
2. Model
3. Gestural
4. Visual
5. Verbal

a) Using a picture that shows someone sitting down
b) Pointing to the chair
c) Saying sit down
d) Nudging the individual when close to the chair
e) Demonstrating the act of sitting in a chair

Understanding the ABCs



Components of Prompting

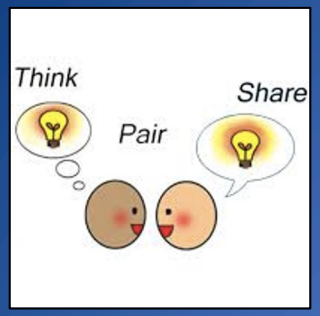


Target Skill or Target Behavior

Target Skills

- **Discrete Skills** – Requires a single response
- **Chained Skills** – A series of discrete skills linked together to create a more complex task

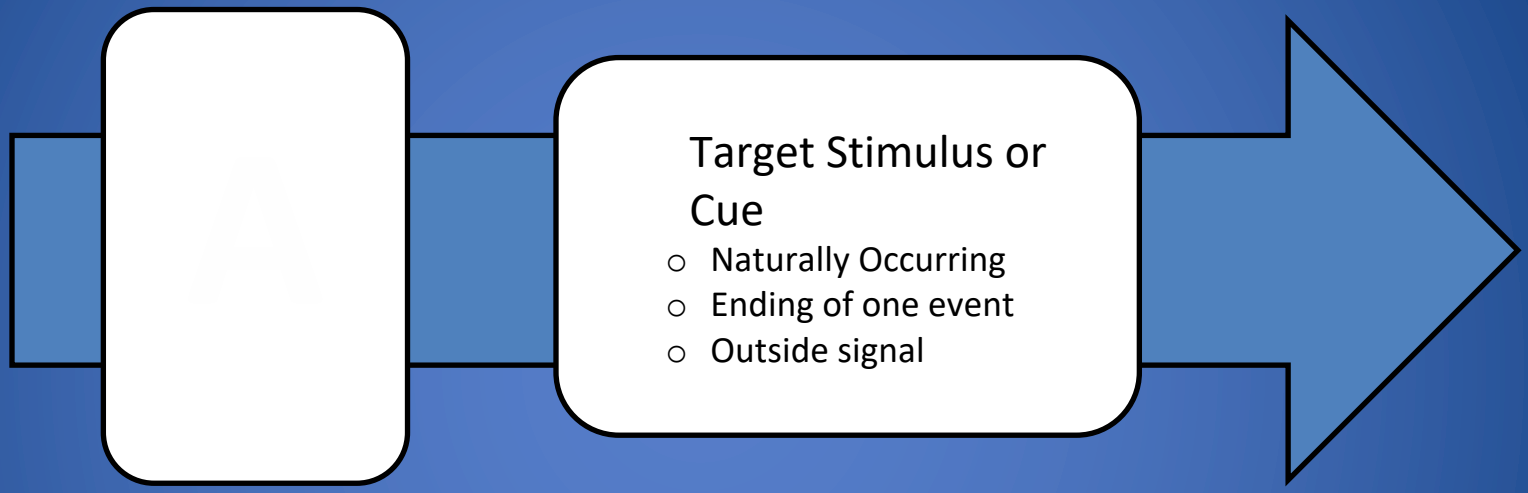
- Consider the follow when teaching chained skills
  - How many steps are there
  - How many steps will be taught at a time; 1, 2, whole sequence?



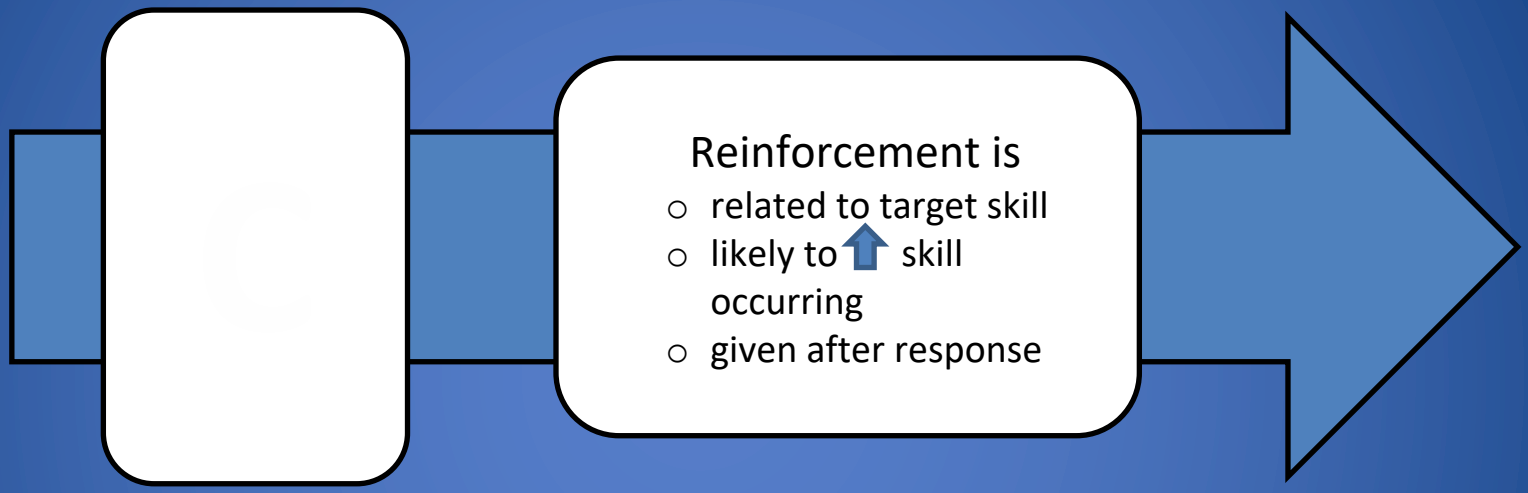
Identify the type of skill.

1. Discrete Skill
2. Chained Skill

Target Stimulus



Reinforcement



Consequence

** What are some examples of reinforcement you are currently using with your student?

Let's Practice!

You decide.

Watch the video and identify:

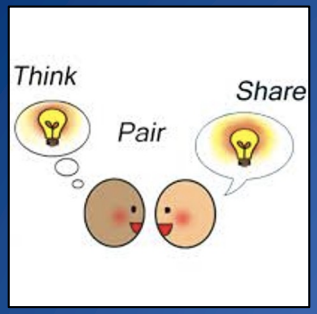
1. Target Stimulus
2. Prompt Given
3. Reinforcement

https://drive.google.com/file/d/1KnVd4igqoTWvIUrFeyQ5Fj7ly2_s5Tay/view?usp=sharing

Choosing a Prompt

- How do you know which prompt to use?

- Consider the characteristics of the individual
  - ie. level of imitation skills
  - what prompts have worked before (individual & others)
- Consider the characteristics of the skill
  - ie. reading task may require verbal
  - what prompts have worked before



- Discuss the type of skill (discrete or chained)
- Discuss types of prompts you might consider and why

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3 Prompting Procedures

- Least–to–Most Prompting
- Graduated Guidance (Most-to-Least)
- Simultaneous Prompting (Errorless Learning)

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Least–to–Most Prompting

- A procedure that has a minimum of 3 levels of prompts going from least to most
- Independent Level – Attempt without prompts given
- Intermediate Level – Least intrusive prompt to get desired response
  - The number of prompts given at this level can vary (typically 5 max.)
- Control Level – Controlling prompt
- Works for both discrete and chained skills

Controlling Prompt : Prompt that allows to individual to perform the task without making an error

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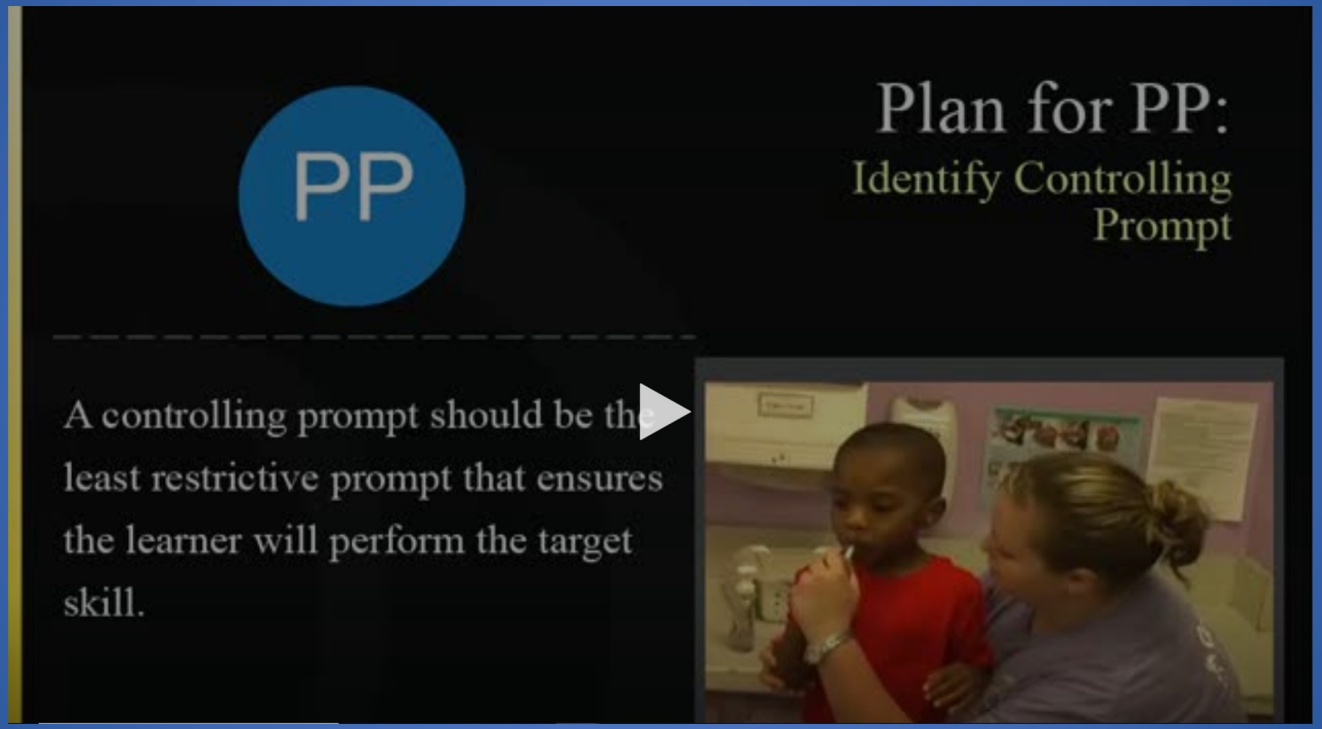

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Graduated Guidance (Most-to-Least)

- Used for chained skills as well as those that have a physical component
- Controlling prompt is provided from beginning
- Prompt level is lessened as individual becomes more capable of preforming skill
- Prompt is reinserted when individual is not being successful in attempts
- Staff judgement is used to determine when and how to change prompt being provided.

Warning *Decreasing level of prompt too slow may lead to dependency*

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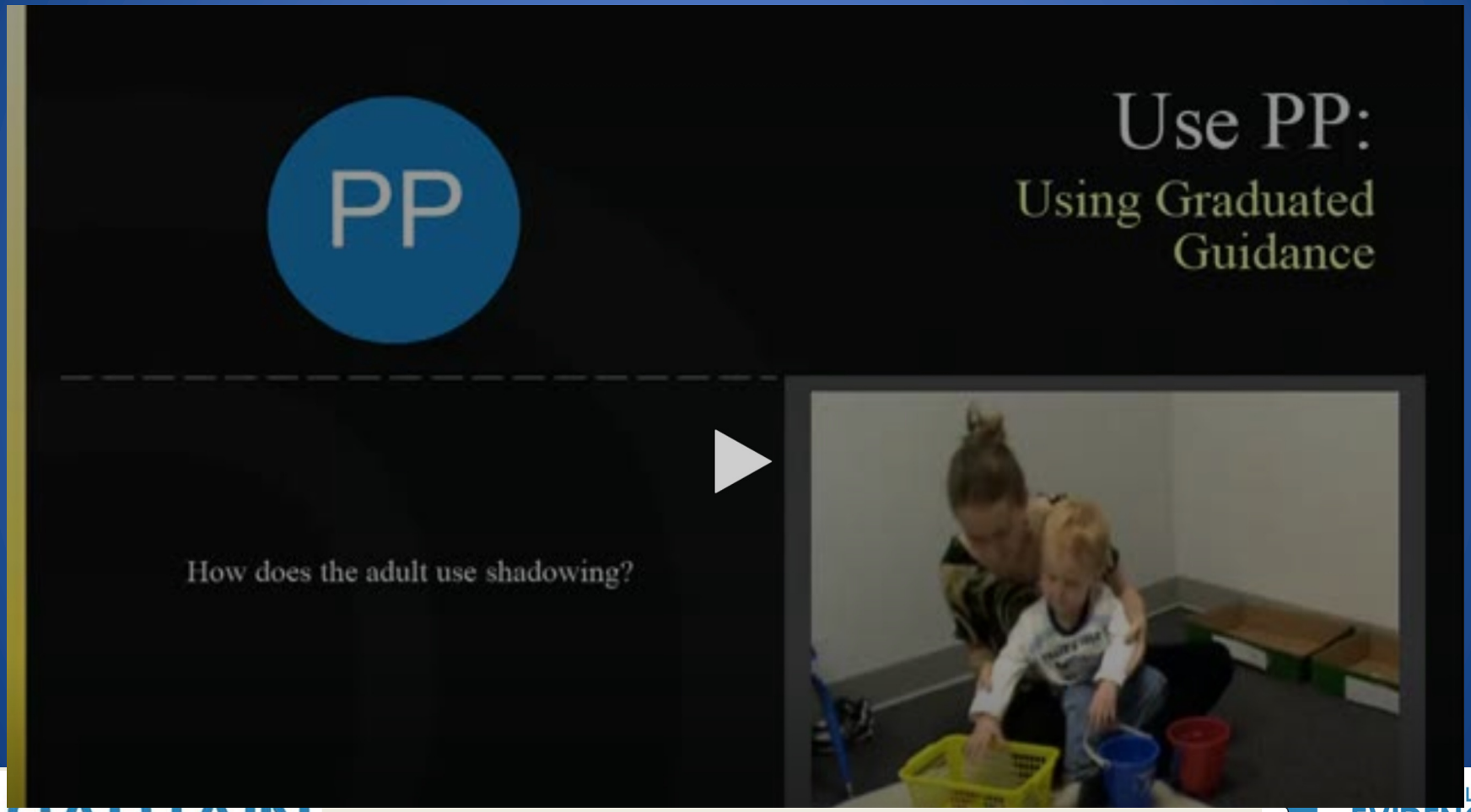
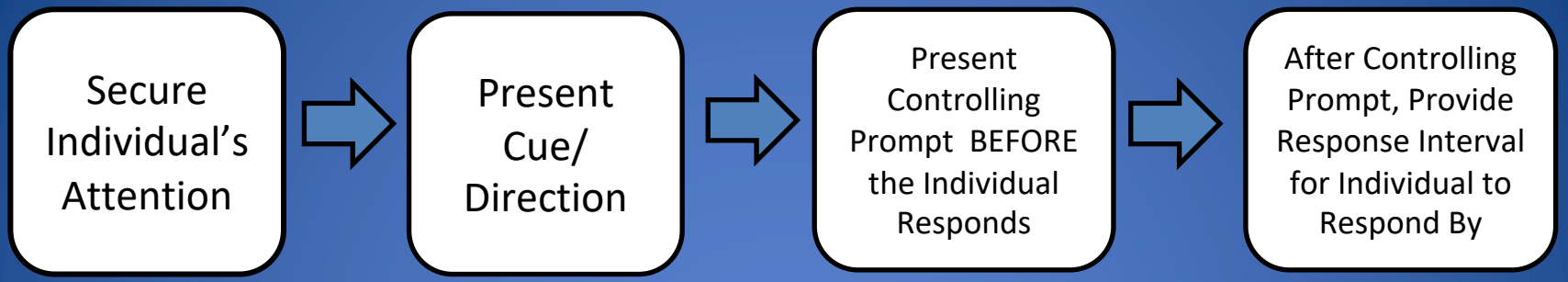


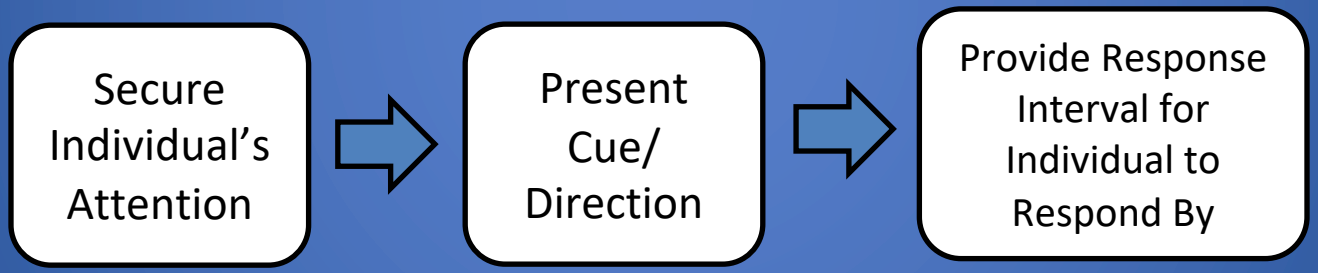
Simultaneous Prompting (Errorless Learning)

- Includes two lesson types
  - Instructional Lesson
  - Probe Lesson
- Instructional Lesson – Delivery of Controlling Prompt at the same time as directive
- Probe Lesson – No prompt is given, used to monitor progress of skill acquisition
- Used for both discrete and chained skills

Instructional Session Process



Probe Session Process



Response interval is not used when a physical prompt is being used

Time Delay (TD) Procedure:

- A prompting procedure that systematically fades prompts during instructional activities by embedding a delay between the Controlling Stimulus and the delivery of the prompt

- Goal is for student to "Beat the Prompt" to earn highest level of reinforcement

Note: Refer to TD module or training for full description

Two Type of Time Delay Procedures

PROCEDURE	DESCRIPTION
CONSTANT TIME DELAY (CTD)	When beginning to teach a target skill/behavior using CTD, provide a 0-second delay (no delay) between the cue and prompt. Model prompts are the most common prompt type to use with this procedure.[7] After a minimum of two trials using the 0-second delay, adults use a fixed amount of time between the cue and the controlling prompt (typically 3-5 seconds). This delay allows learners to acquire a new skill without becoming prompt dependent.[8-9]
PROGRESSIVE TIME DELAY (PTD)	Like CTD, adults use a 0-second delay when first teaching a target skill/behavior. Then, adults gradually increase the wait time rather than using a fixed time interval. The delay is usually increased to a 5 second interval, but can be as much as 10 seconds.

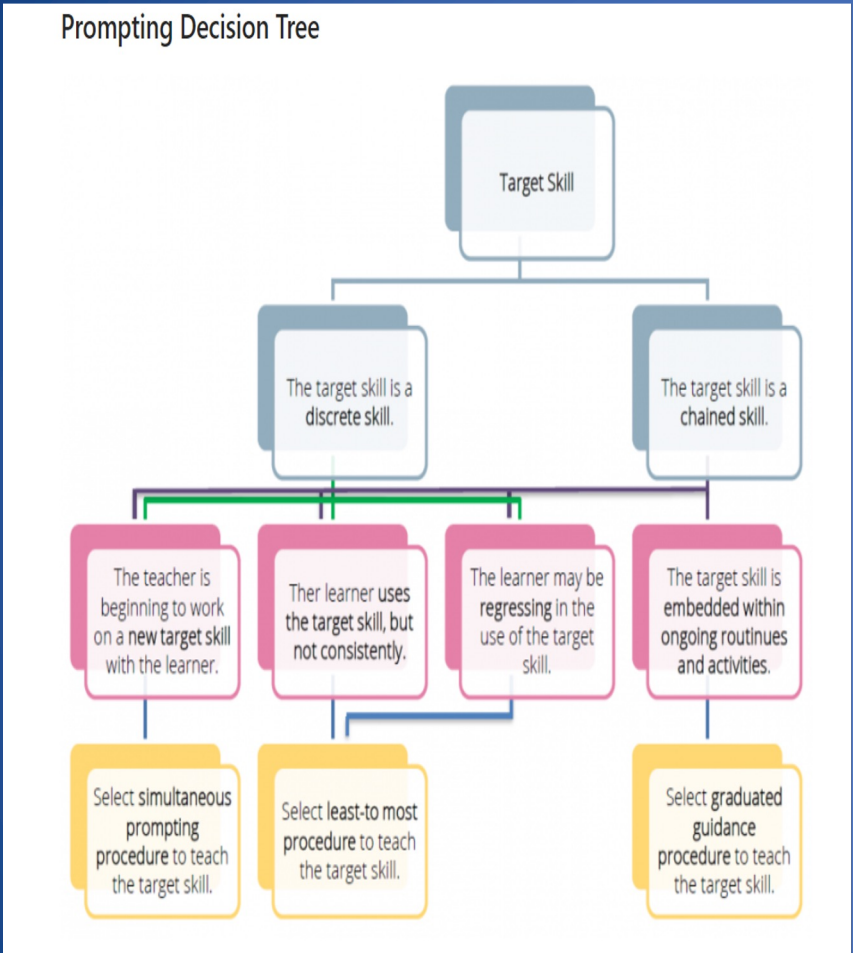
Goal of Prompting

- Goal of prompting is to help student acquire independent and correct responding as quickly as possible with low frustration
- Fading prompts must be done systematically to facilitate learning and prevent dependence

What type of prompting procedure is this?

Juan is working with Andrew on sitting in his chair when joining a group activity. If Andrew does not sit in his chair after walking over to the table where the group activity takes place, Juan uses a visual cue to prompt Andrew to sit down. If Andrew continues to not sit down, Juan models sitting down in his chair.

Choosing the Procedure



Created by the NPDC for the AFIRM Online Modules www.afirm.fpg.unc.edu

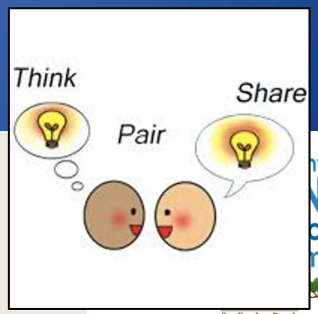
Activity

You decide.

Given the activity and student response, which prompting procedure should be used?

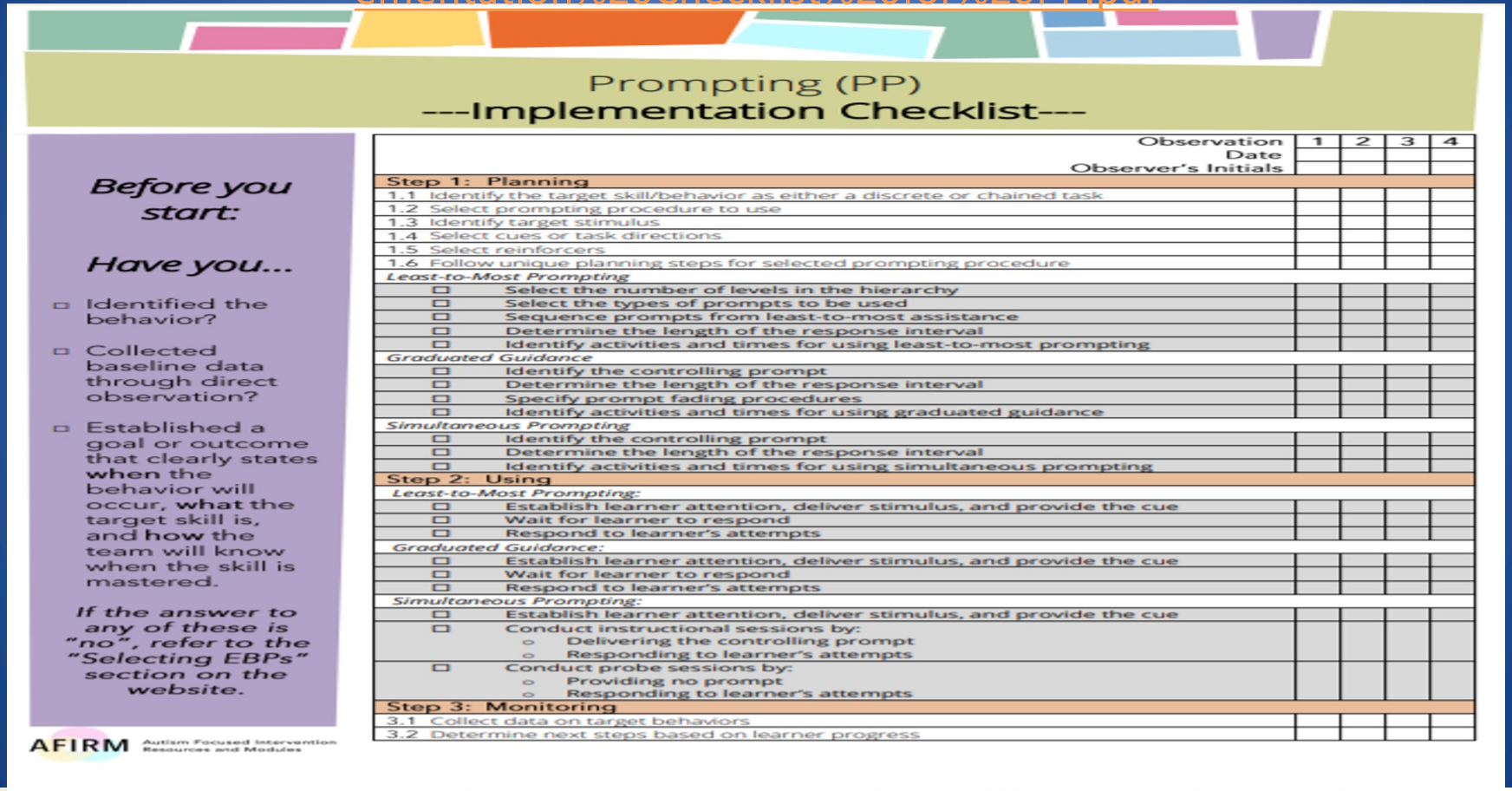
1. Least to Most Prompting
2. Graduated Guidance
3. Simultaneous Prompting

Landon has been working on double digit multiplication for the past year. Up until 3 months ago, he was able to complete a worksheet with 20 multiplication problems on it within the designated amount of time. Now, Landon struggles to complete 8 out of 20 problems within the designated amount of time.



Prompting Implementation Checklist

https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/Implementation%20Checklist%20for%20PP.pdf



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

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.

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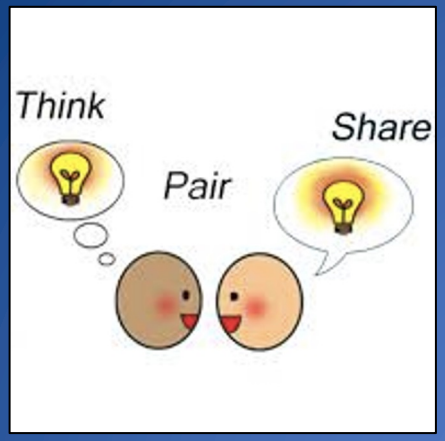
	Observation	1	2	3	4
	Date				
	Observer's Initials				
Step 1: Planning					
1.1	Identify the target skill/behavior as either a discrete or chained task				
1.2	Select prompting procedure to use				
1.3	Identify target stimulus				
1.4	Select cues or task directions				
1.5	Select reinforcers				
1.6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

Prompting National Professional Development Center on ASD 2015 1



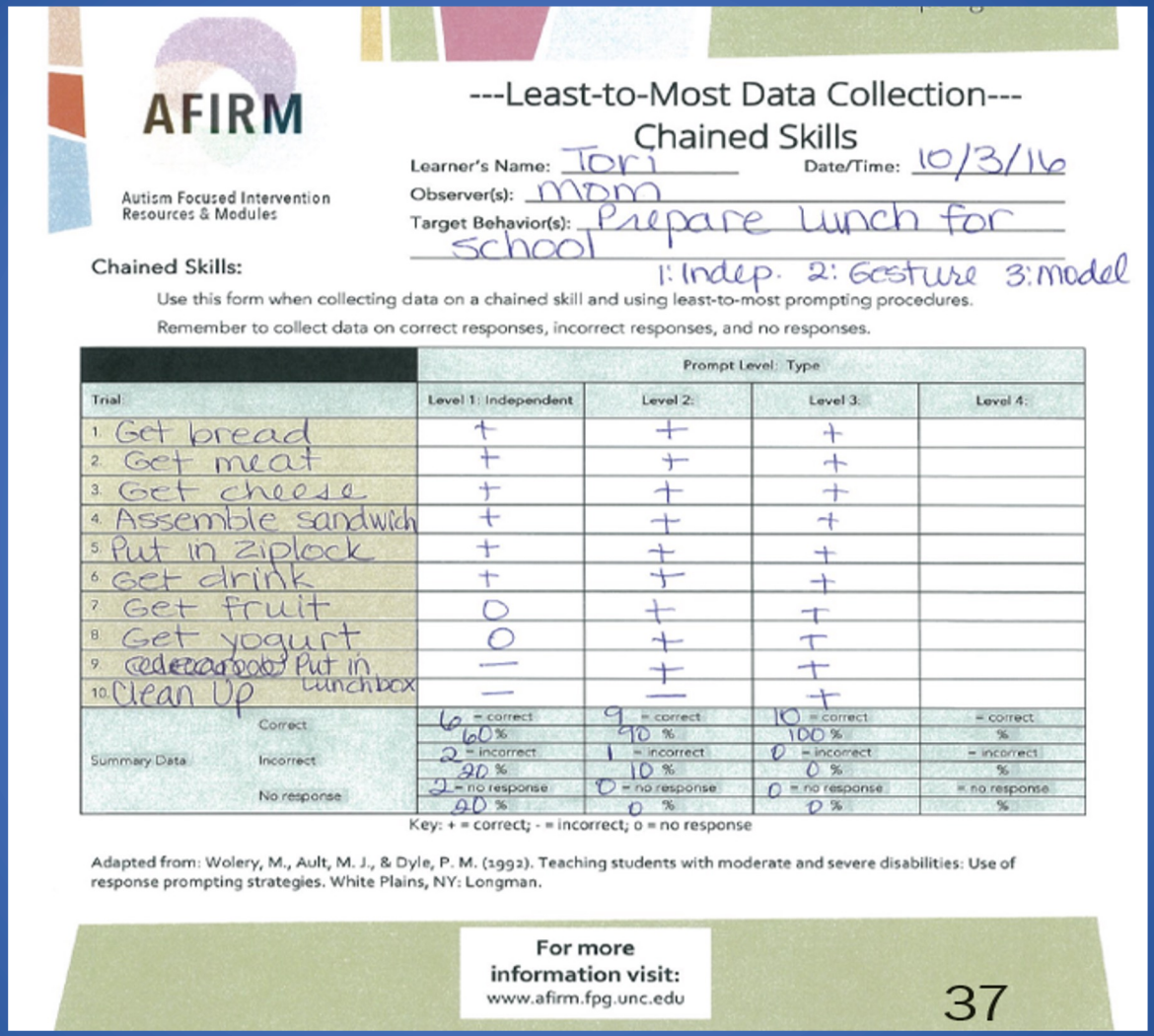
- Identify the prompting procedure and how to respond based on the student's actions.

Tori is required to transition between 3 tables during centers at multiple times throughout the day. Tori is easily distracted by others and has a hard time making her way to the next center independently. Mr. Mason would like Tori to transition independently to each table and sit down to participate in the next activity. Every time Tori is required to transition to the next table, Mr. Mason uses a partial physical prompt to get her to her next location. Tori is responding well to these prompts and has been success for 4 days now.

Data Collection

- What do we collect data on?
  - Prompt level
  - Response to prompts
  - If using Time Delay also record delay interval

Data Collection Example: Least-to-Most Chained Skills



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Autism Focused Intervention Resources & Modules

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

Learner's Name: Tori Date/Time: 10/3/16

Observer(s): Mom

Target Behavior(s): Prepare lunch for school

Chained Skills: 1: Indep. 2: Gesture 3: Model

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.

		Prompt Level: Type			
Trial:		Level 1: Independent	Level 2:	Level 3:	Level 4:
1. Get bread		+	+	+	
2. Get meat		+	+	+	
3. Get cheese		+	+	+	
4. Assemble sandwich		+	+	+	
5. Put in ziplock		+	+	+	
6. Get drink		+	+	+	
7. Get fruit		0	+	+	
8. Get yogurt		0	+	+	
9. ~~Get spoon~~ Put in lunchbox		—	+	+	
10. Clean Up		—	—	+	
Summary Data	Correct	6 = correct 60 %	9 = correct 90 %	10 = correct 100 %	= correct %
	Incorrect	2 = incorrect 20 %	1 = incorrect 10 %	0 = incorrect 0 %	= incorrect %
	No response	2 = no response 20 %	0 = no response 0 %	0 = no response 0 %	= no response %

Key: + = correct; - = incorrect; 0 = 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.

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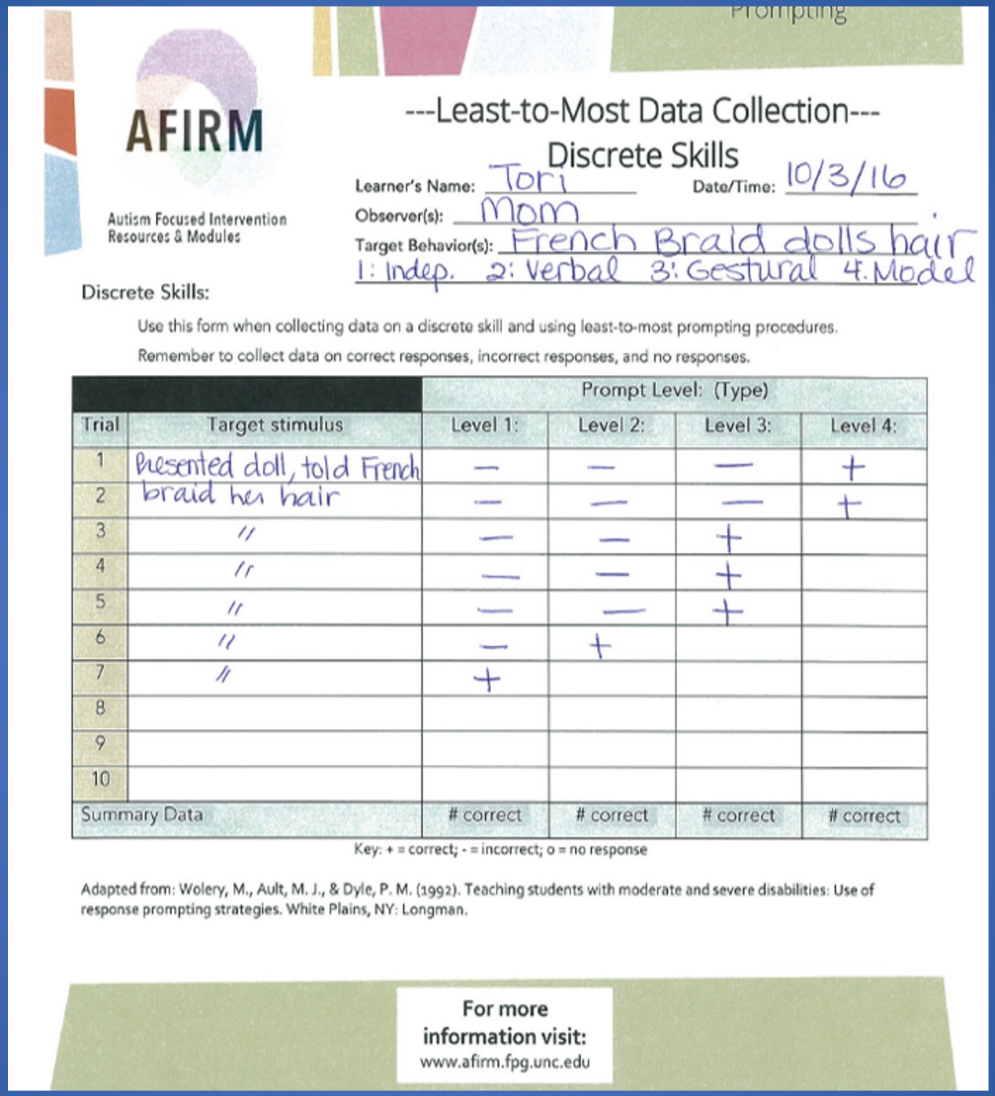
Data Collection Example: Least-to-Most Discrete Skills



AFIRM

Autism Focused Intervention Resources & Modules

---Least-to-Most Data Collection---

Discrete Skills

Learner's Name: Tori Date/Time: 10/3/16

Observer(s): Mom

Target Behavior(s): French Braid dolls hair

1: Indep. 2: Verbal 3: Gestural 4. Model

Discrete Skills:

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

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

		Prompt Level: (Type)			
Trial	Target stimulus	Level 1:	Level 2:	Level 3:	Level 4:
1	Presented doll, told French	–	–	–	+
2	braid her hair	–	–	–	+
3	//	–	–	+	
4	//	–	–	+	
5	//	–	–	+	
6	//	–	+		
7	//	+			
8					
9					
10					
Summary Data		# correct	# correct	# correct	# correct

Key: + = correct; - = incorrect; o = 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.

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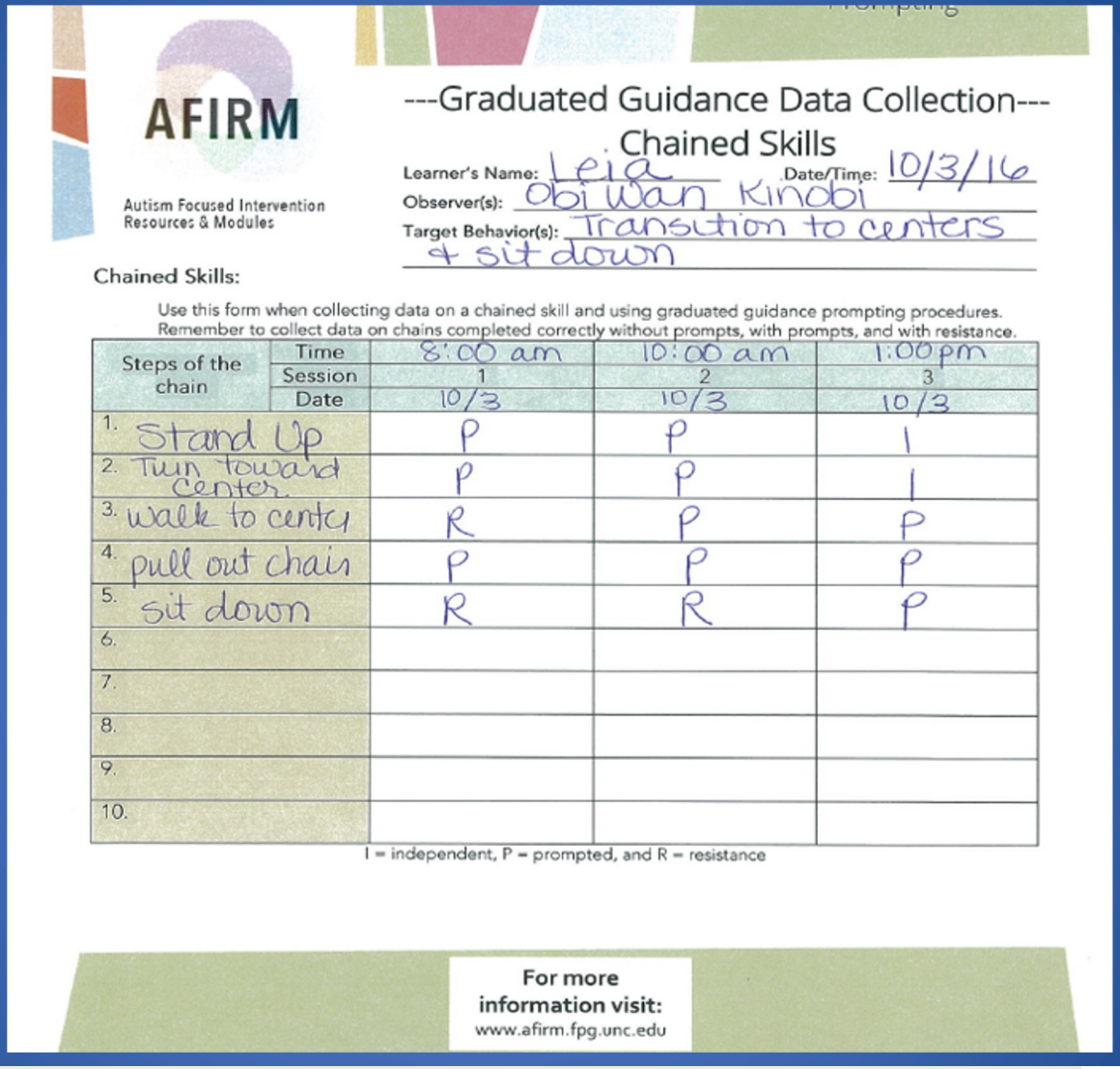
Data Collection Example: Graduated Guidance



AFIRM

Autism Focused Intervention Resources & Modules

---Graduated Guidance Data Collection---

Chained Skills

Learner's Name: Leia Date/Time: 10/3/16

Observer(s): Obi Wan Kinobi

Target Behavior(s): Transition to centers & sit down

Chained Skills:

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

Steps of the chain	Time	8:00 am	10:00 am	1:00 pm
	Session	1	2	3
	Date	10/3	10/3	10/3
1. Stand Up		P	P	I
2. Turn toward center.		P	P	I
3. walk to centr		R	P	P
4. pull out chair		P	P	P
5. sit down		R	R	P
6.				
7.				
8.				
9.				
10.				

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

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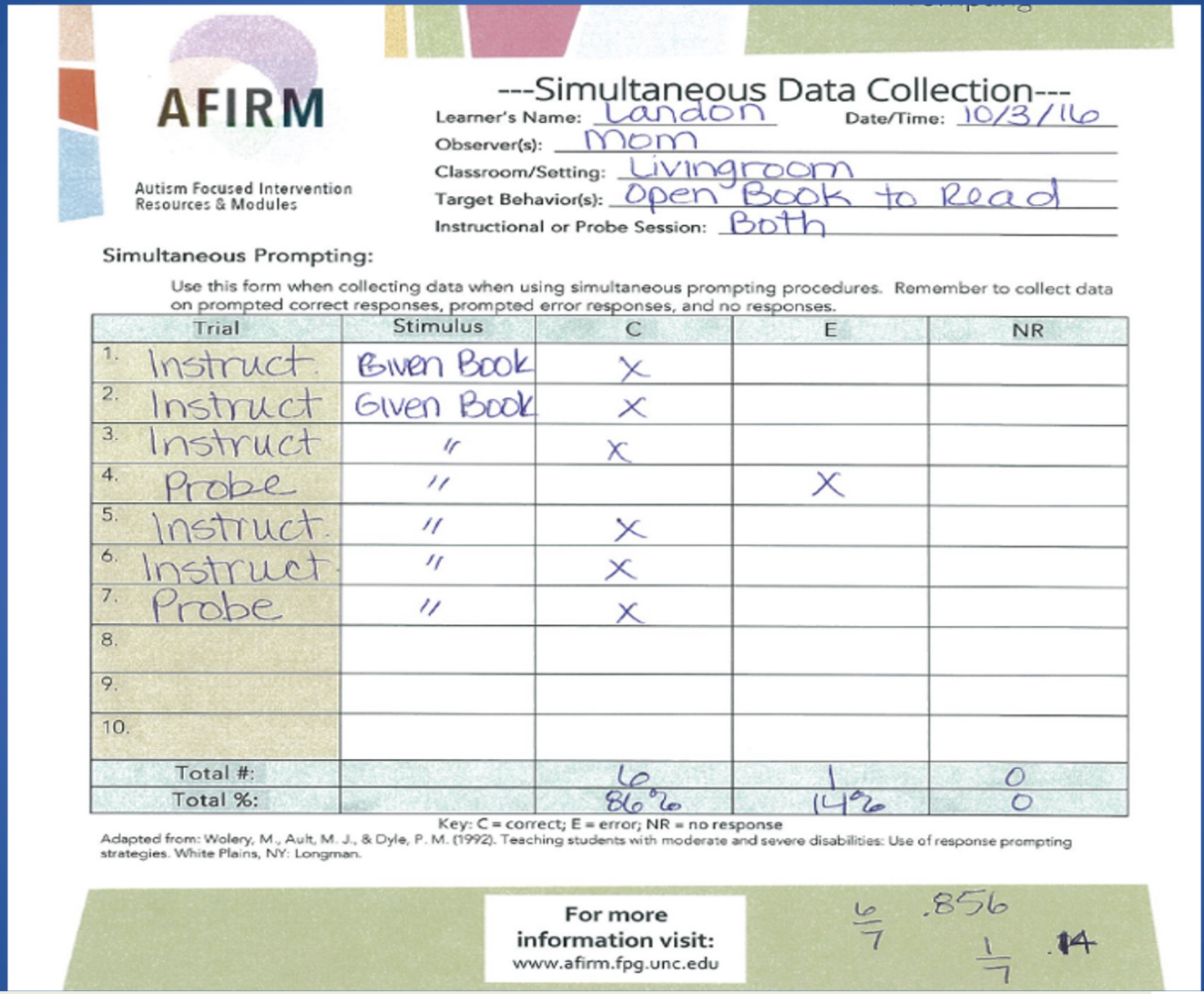
Data Collection Example: Simultaneous Prompting



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Autism Focused Intervention Resources & Modules

---Simultaneous Data Collection---

Learner's Name: Landon Date/Time: 10/3/16

Observer(s): Mom

Classroom/Setting: Livingroom

Target Behavior(s): Open Book to Read

Instructional or Probe Session: Both

Simultaneous Prompting:

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

Trial	Stimulus	C	E	NR
1. Instruct	Given Book	X		
2. Instruct	Given Book	X		
3. Instruct	"	X		
4. Probe	"		X	
5. Instruct	"	X		
6. Instruct	"	X		
7. Probe	"	X		
8.				
9.				
10.				
Total #:		6	1	0
Total %:		86%	14%	0

Key: C = correct; E = error; 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.

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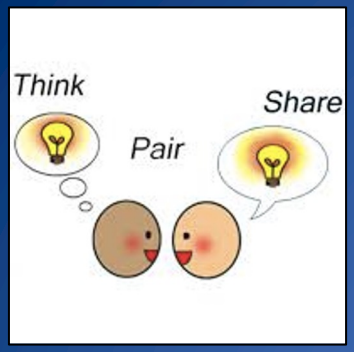
Troubleshooting Tips

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

- Is the target skill or behavior well defined?
- Is the skill or behavior measurable and observable?
- Is the skill too difficult and needs to be broken down into smaller steps?
- Has enough time been devoted to using this strategy?
- Was prompting used with fidelity? (Use the Prompting Implementation Checklist to determine fidelity.)
- Is the selected prompting procedure appropriate for addressing the target skill or behavior?
- Are reinforcers used that are motivating to the learner?
- Is the response interval an appropriate length?
- Are teachers and practitioners responding to the learner's attempts appropriately?



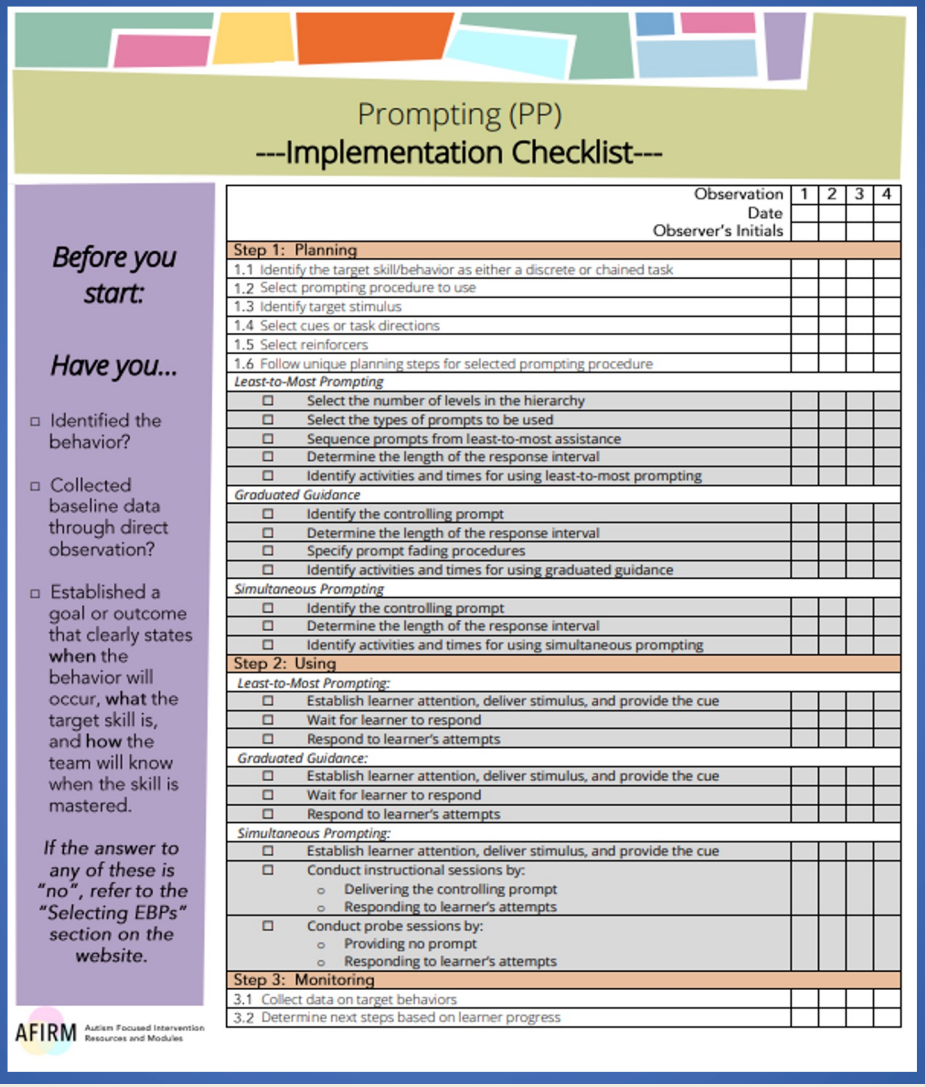
My Takeaways

1. What are 4 things you remember from today's training?

1. What are 2 things you see yourself doing?

1. What is the 1 thing you can implement tomorrow?

Next Steps



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

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.

AFIRM Autism Focused Intervention Resources and Modules

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

Please complete the **Post Training Survey** that will be sent to your email

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