

Evidence Based Practice Training: Prompting (PP)

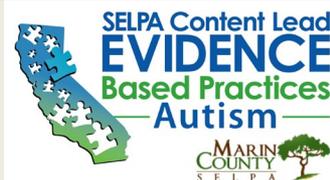
Adapted from Sam, A., & AFIRM Team. (2015). *Prompting*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina.

<https://afirm.fpg.unc.edu/prompting>



What is CAPTAIN

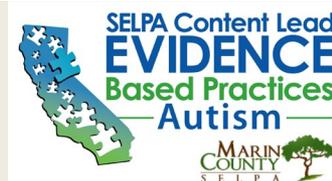
The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the state of California.



What is CAPTAIN?

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

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



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 Assessment:
Trainer must enter their Regional specific link to Pre-Training Assessment

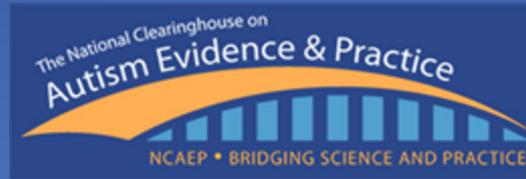


Learning Objectives

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.



Name of EBP		Prompting (PP)					
Definition of EBP		<p>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.</p>					
Outcome Areas		Age Ranges					
		0-2	3-5	6-11	12-14	15-18	19-22
		Toddlers	Preschoolers	Elementary School	Middle School	High School	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?

Evidence Base – Adapted From NPDC Report

Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/Pre-academic			Adaptive/Self-help			Challenging/Interleaving behavior			Cognitive			Communication			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						
ABI																																							
AAC																																							
BMI																																							
CBIS																																							
DR																																							
DI																																							
DTT																																							
EXM																																							
EXT																																							
FBA																																							
FCT																																							
MD																																							
MMI																																							
NI																																							
PII																																							
PBI																																							
PP																																							
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RIR																																							
SM																																							
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TD																																							
VM																																							
VS																																							

Evidence (Age and Domains)

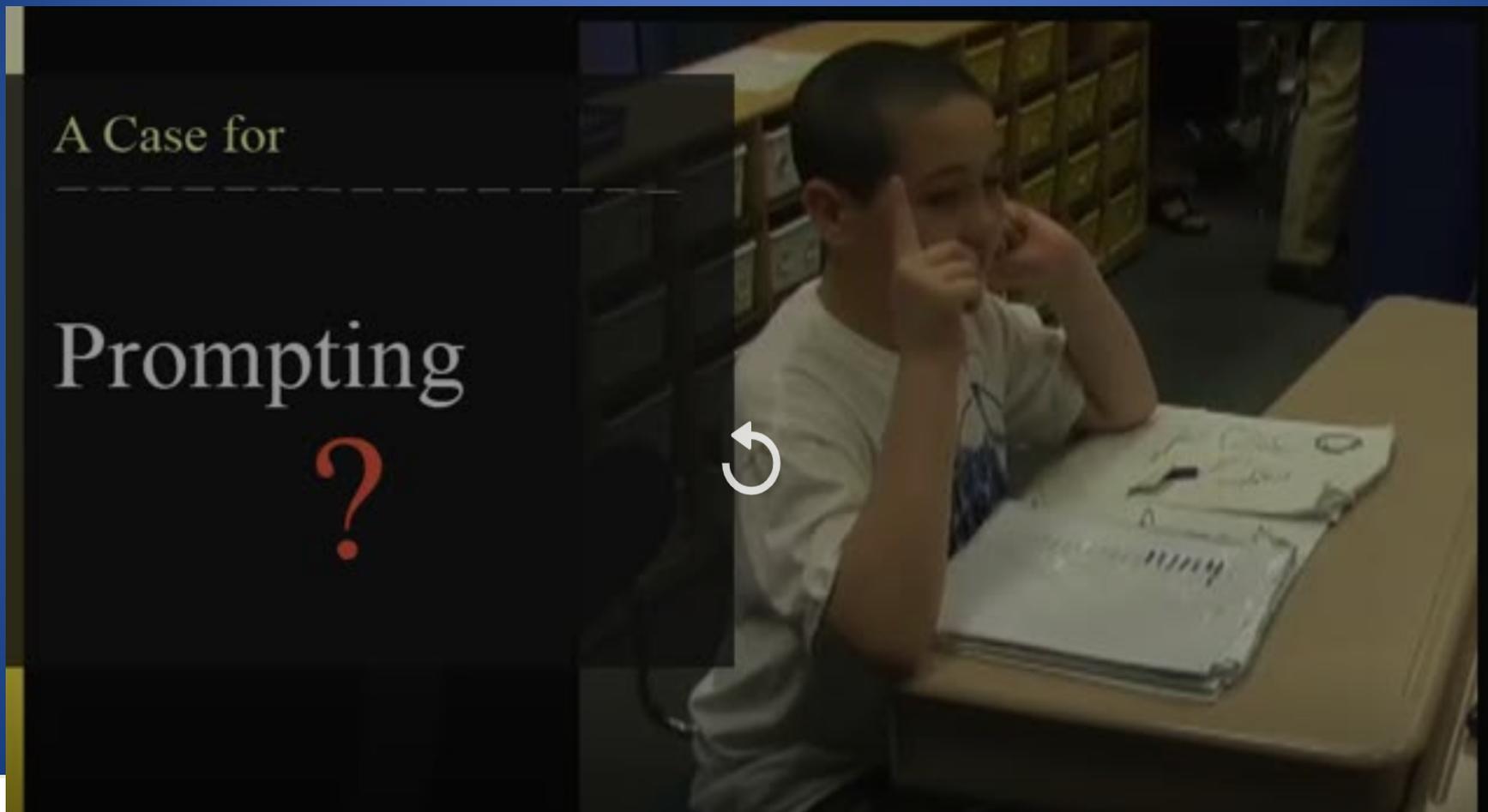
Outcome Areas		Age Ranges					
		0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
	Communication	✓	✓	✓	✓	✓	✓
	Social	✓	✓	✓	✓	✓	
	Joint attention	✓	✓	✓	✓		
	Play	✓	✓	✓	✓	✓	
	Cognitive						
	School readiness		✓	✓	✓		✓
	Academic/ Pre-academic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

Areas that can be addressed through prompting

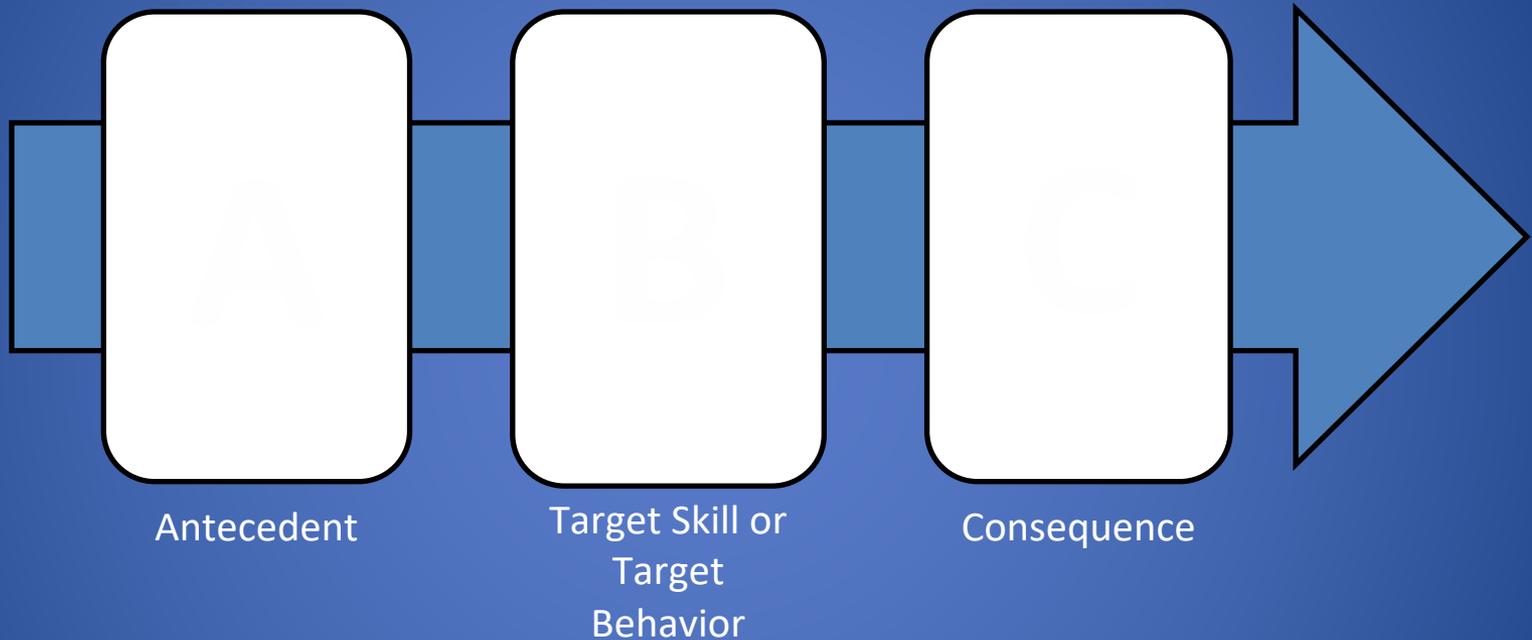
- Academic/Pre-academic
- Adaptive/Self-Help
- Challenging/Interfering behavior
- Communication
- Joint Attention
- Motor
- Play
- School Readiness
- Social
- Vocational

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

<https://hml.fpg.unc.edu/player?autostart=n&fullscreen=y&width=0&height=0&videoid=2501&quality=hi&captions=y&chapterId=0>



Components of Prompting



Types of Prompts

We will discuss 5 types of prompts

- Physical
- Model
- Gestural
- Visual
- Verbal

Physical Prompts

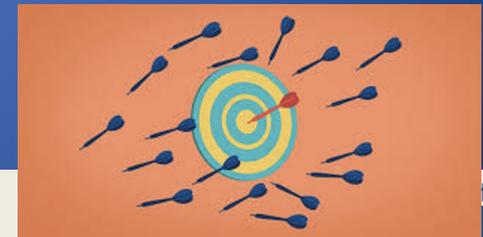
- Often the most intrusive form of prompting
- Typically used when completing activities with a motoric component
- Two types of Physical Prompts
 - Full Physical
 - Partial Physical



Modeling Prompt

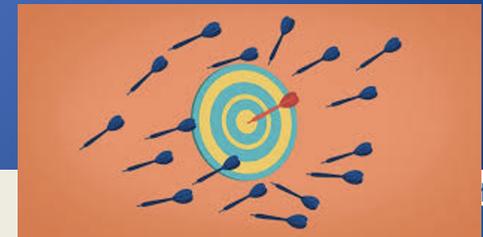
- Typically used after verbal or visual prompts are not enough
- Can be used for both discrete and chained skills
- Can be used for both verbal and motoric skills
- Types of Modeling Prompt
 - Full Model
 - Partial Model

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



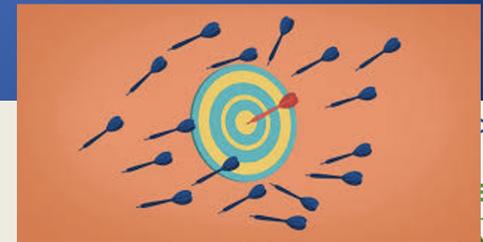
Gestural Prompt

- 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



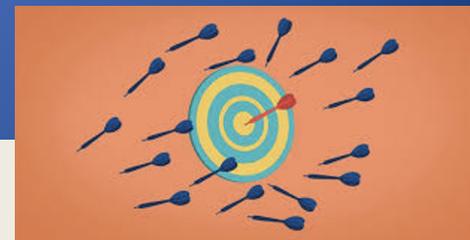
Visual Prompt

- 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

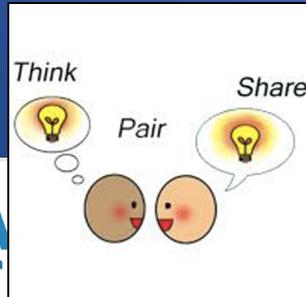


Activity

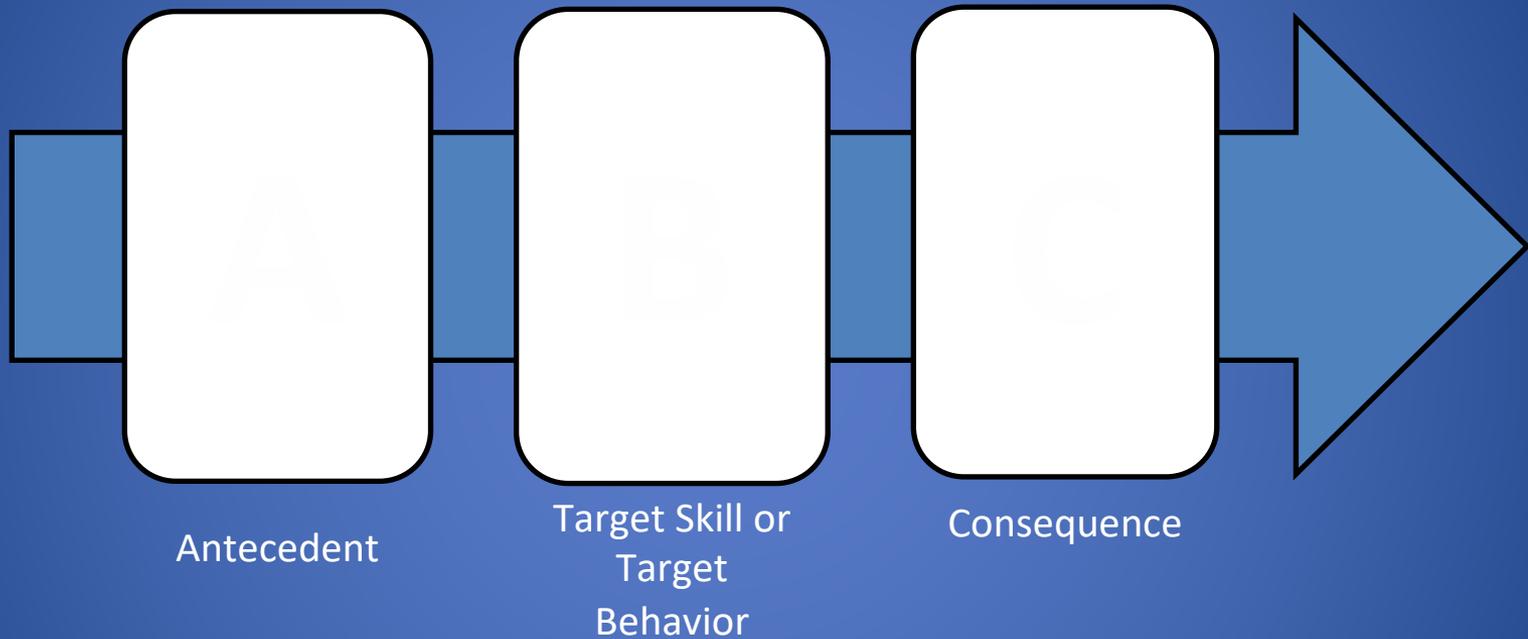
Match the description to the correct prompt type.

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

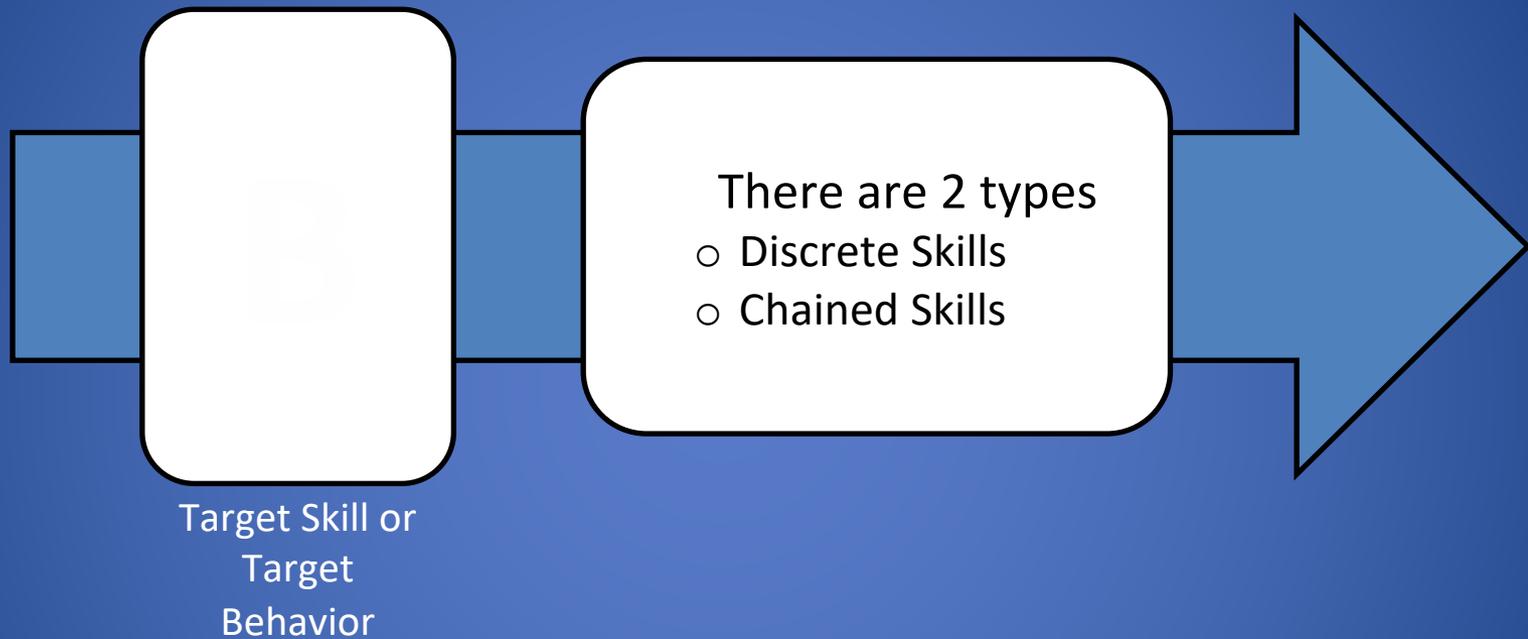
- a) Using a picture that shows someone sitting down
- b) Pointing to the chair
- c) Saying sit down
- d) Nudging the individual when close to the chair
- e) Demonstrating the act of sitting in a chair



Understanding the ABCs



Components of Prompting



Target 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?

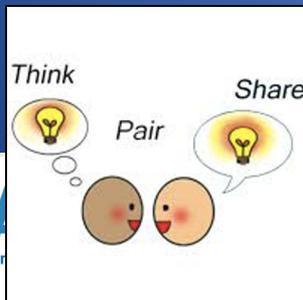
Activity

You decide.

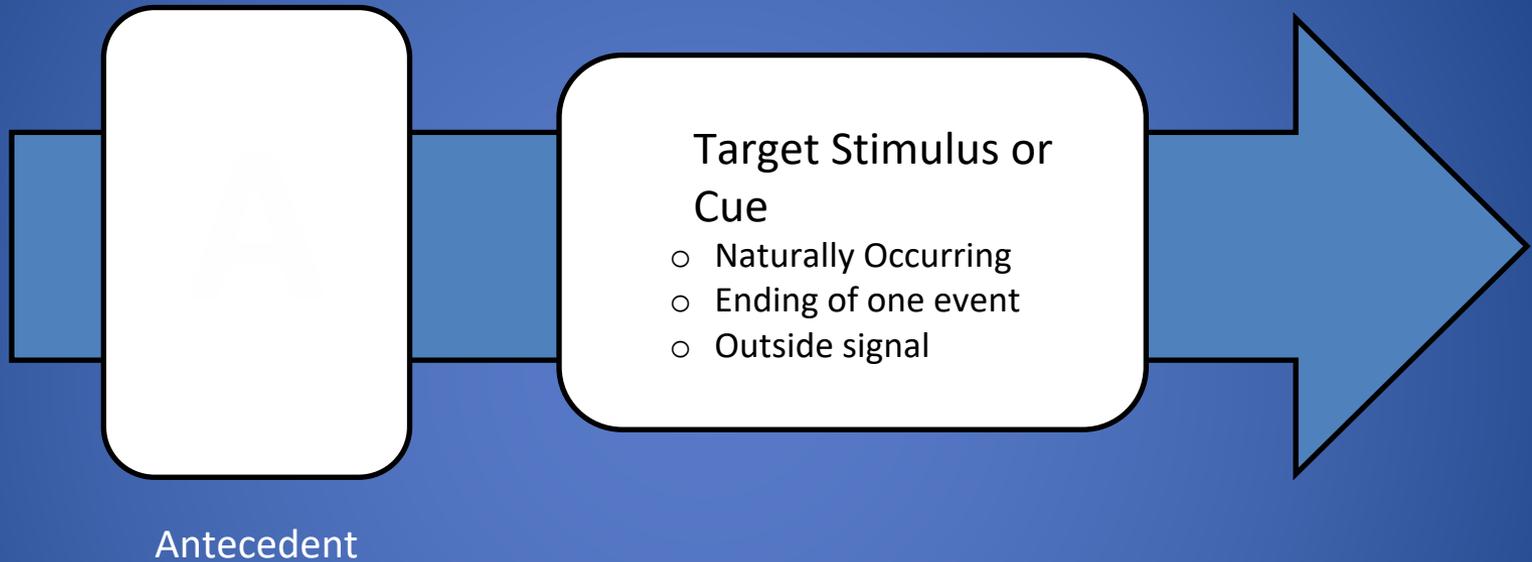
Identify the type of skill.

1. Discrete Skill

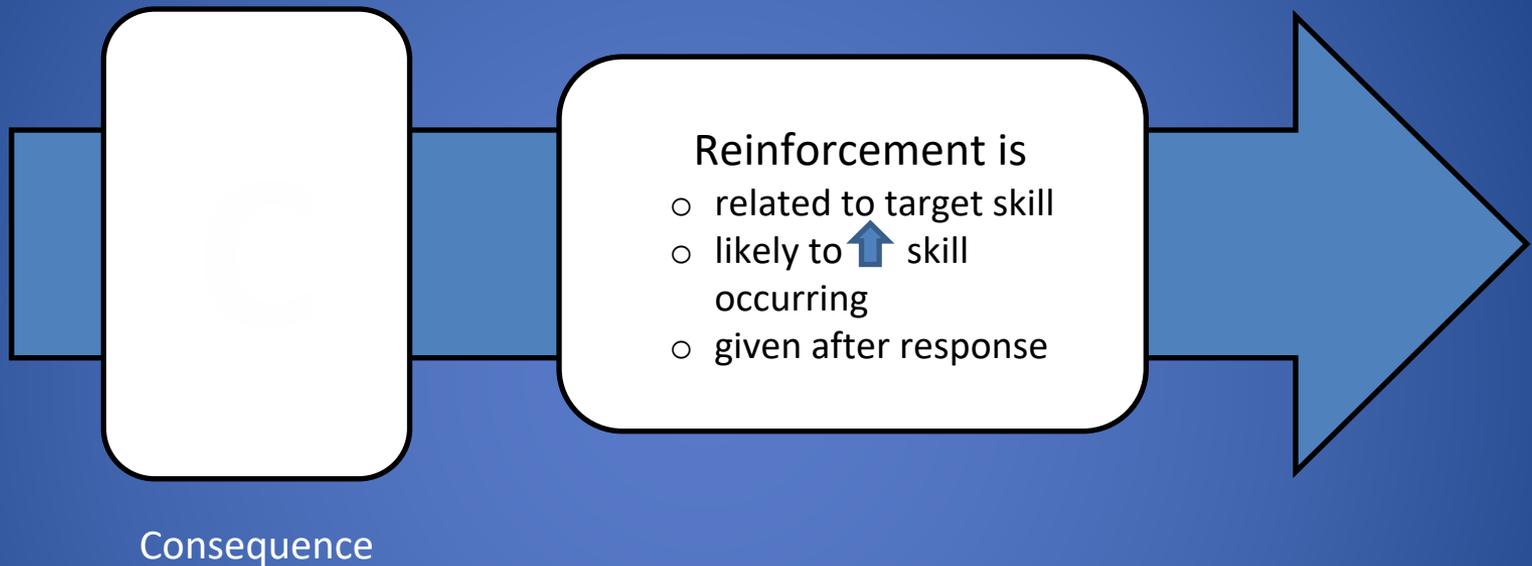
2. Chained Skill



Target Stimulus



Reinforcement



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

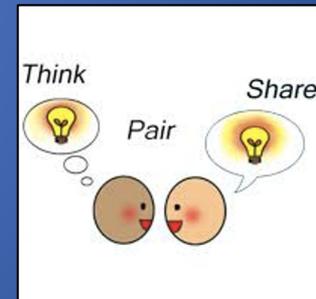
Activity

You decide.

Watch the video
and identify:



1. Target Stimulus
2. Prompt Given
3. Reinforcement



Choosing a Prompt

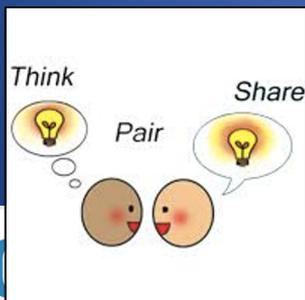
- How do you know which prompt to use?
- Consider the characteristics of the individual
 - ie. level of imitation skills
 - what prompts have worked before (individual & others)
- Consider the characteristics of the skill
 - ie. reading task may require verbal
 - what prompts have worked before

Activity

You decide.

Which prompt should be used?

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



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3 Prompting Procedures

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

<https://hml.fpg.unc.edu/player?autostart=n&fullscreen=y&width=0&height=0&videoid=2546&quality=hi&captions=y&chapterId=0>



Use PP:
Using Least-to-Most
Prompting

Does the adult provide a response
interval?

Does the adult use various levels of
prompts?



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

<https://hml.fpg.unc.edu/player?autostart=n&fullscreen=y&width=0&height=0&videoid=2545&quality=hi&captions=y&chapterId=0>



Plan for PP: Identify Controlling Prompt

A controlling prompt should be the least restrictive prompt that ensures the learner will perform the target skill.



<https://hml.fpg.unc.edu/player?autostart=n&fullscreen=y&width=0&height=0&videoid=2547&quality=hi&captions=y&chapterId=0>



Use PP:
Using Graduated
Guidance

How does the adult use shadowing?



Graduated Guidance (Most-to-Least)

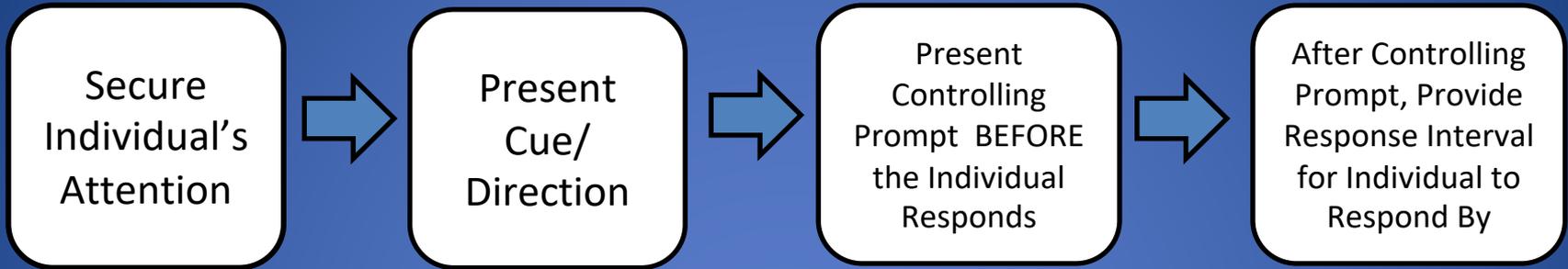
- Used for chained skills as well as those that have a physical component
- Controlling prompt is provided from beginning
- Prompt level is lessened as individual becomes more capable of performing skill
- Prompt is reinserted when individual is not being successful in attempts
- Staff judgement is used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

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

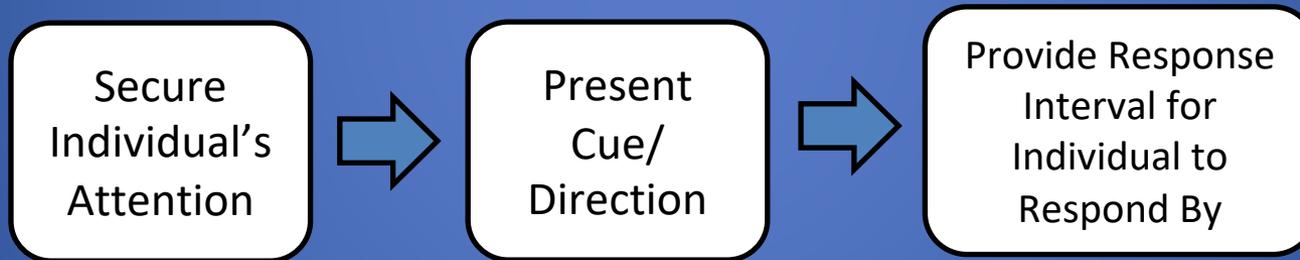
Simultaneous Prompting (Errorless Learning)

- 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)	<p>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</p>
PROGRESSIVE TIME DELAY (PTD)	<p>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.</p>

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



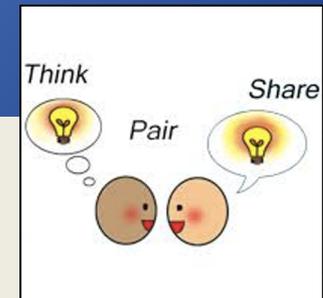
Activity

You decide

Which prompting procedure is being used?

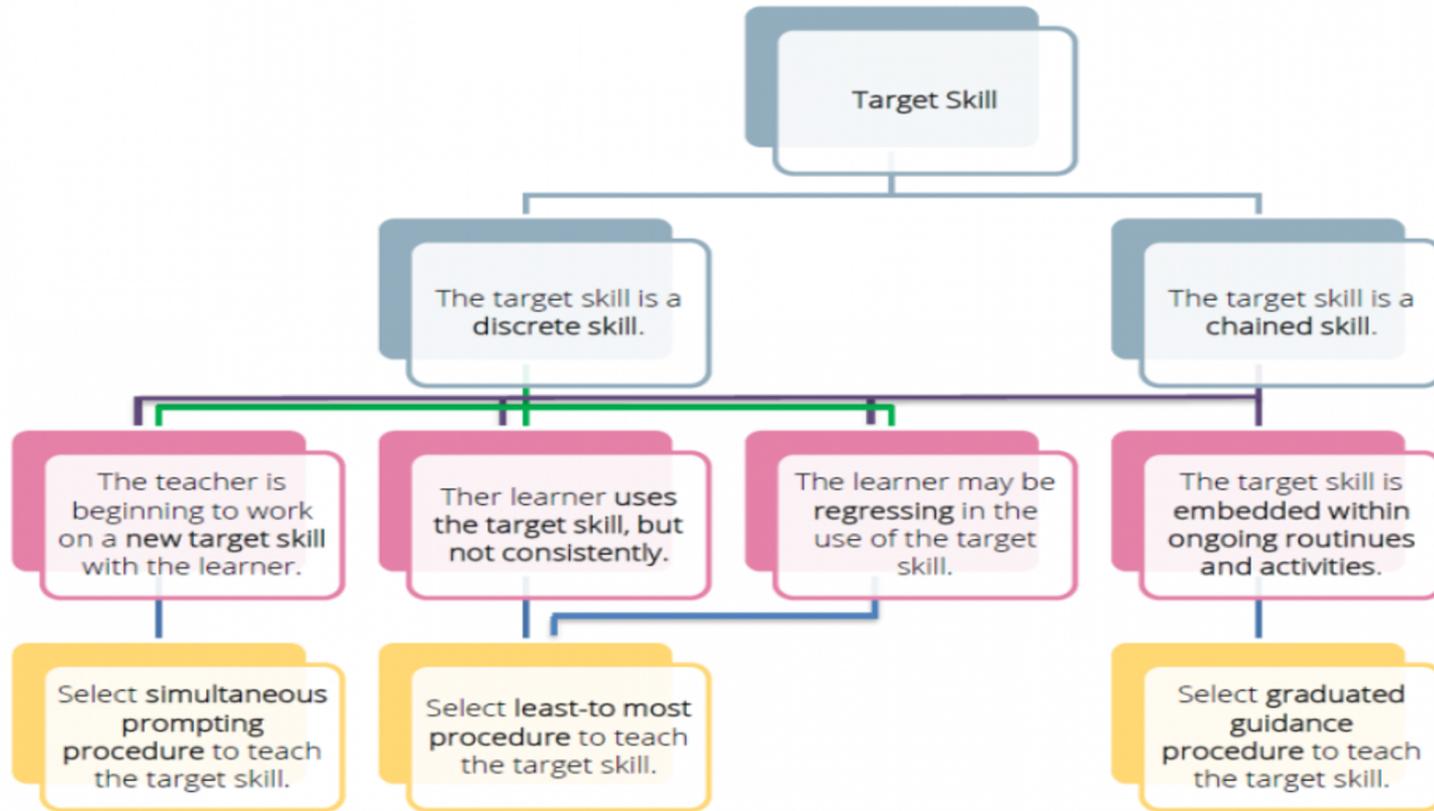
1. Least to Most Prompting
2. Graduated Guidance
3. Simultaneous Prompting

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

Prompting Decision Tree



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

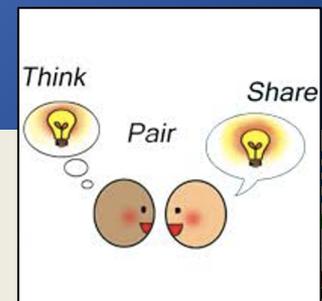
Activity

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.

Observation Date	1	2	3	4
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				
<input type="checkbox"/> Select the number of levels in the hierarchy				
<input type="checkbox"/> Select the types of prompts to be used				
<input type="checkbox"/> Sequence prompts from least-to-most assistance				
<input type="checkbox"/> Determine the length of the response interval				
<input type="checkbox"/> Identify activities and times for using least-to-most prompting				
Graduated Guidance				
<input type="checkbox"/> Identify the controlling prompt				
<input type="checkbox"/> Determine the length of the response interval				
<input type="checkbox"/> Specify prompt fading procedures				
<input type="checkbox"/> Identify activities and times for using graduated guidance				
Simultaneous Prompting				
<input type="checkbox"/> Identify the controlling prompt				
<input type="checkbox"/> Determine the length of the response interval				
<input type="checkbox"/> Identify activities and times for using simultaneous prompting				
Step 2: Using				
Least-to-Most Prompting:				
<input type="checkbox"/> Establish learner attention, deliver stimulus, and provide the cue				
<input type="checkbox"/> Wait for learner to respond				
<input type="checkbox"/> Respond to learner's attempts				
Graduated Guidance:				
<input type="checkbox"/> Establish learner attention, deliver stimulus, and provide the cue				
<input type="checkbox"/> Wait for learner to respond				
<input type="checkbox"/> Respond to learner's attempts				
Simultaneous Prompting:				
<input type="checkbox"/> Establish learner attention, deliver stimulus, and provide the cue				
<input type="checkbox"/> Conduct instructional sessions by:				
o Delivering the controlling prompt				
o Responding to learner's attempts				
<input type="checkbox"/> Conduct probe sessions by:				
o Providing no prompt				
o Responding to learner's attempts				
Step 3: Monitoring				
3.1 Collect data on target behaviors				
3.2 Determine next steps based on learner progress				

AFIRM Autism Focused Intervention Resources and Modules

Prompting

National Professional Development Center on ASD

2015

1



Implementing Prompting

- What prompt(s) will you use?
- Get the student's attention
- Give directive followed by prompt
- Wait for student to respond – Response Interval
- Determine the Control Prompt
- How will you fade the prompts – Fading Process

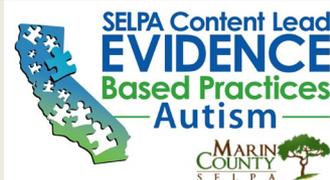
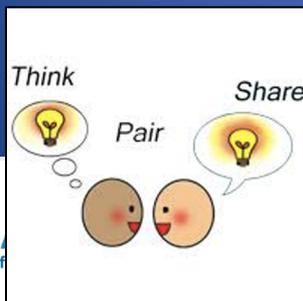
- How does this vary depending on the prompting procedure being used??

Activity

You decide.

1. What should staff do in the following situation?
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 successful for 4 days now.



Data Collection

- What do we collect data on?
 - Least-to-most: responses to prompts
 - Graduated Guidance: chains completed
 - Simultaneous Prompting: effectiveness of prompt & reinforcer
- How are we collecting data?
 - Who's doing it, where are the sheets located, how taught what to collect?
- Where can we get data collection forms?
 - <http://afirm.fpg.unc.edu/>

Data Collection: Least-to-Most Chained Skills



AFIRM
Autism Focused Intervention
Resources & Modules

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

Chained Skills

Learner's Name: Tori Date/Time: 10/3/16
 Observer(s): MDM
 Target Behavior(s): Prepare lunch for school
 1: Indep. 2: Gesture 3: model

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

Trial	Prompt Level: Type			
	Level 1: Independent	Level 2:	Level 3:	Level 4:
1. 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 yogurt Put in lunchbox	-	+	+	
10. Clean Up	-	-	+	
Summary Data	Correct	6 = correct 60%	9 = correct 90%	10 = correct 100%
	Incorrect	2 = incorrect 20%	1 = incorrect 10%	0 = incorrect 0%
	No response	2 = no response 20%	0 = no response 0%	0 = no response 0%

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.

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

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Data Collection: Least-to-Most Discrete Skills



Prompting

---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.

Trial	Target stimulus	Prompt Level: (Type)			
		Level 1:	Level 2:	Level 3:	Level 4:
1	presented doll, told French braid her hair	-	-	-	+
2	//	-	-	-	+
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: Graduated Guidance



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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 Session Date	8:00 am			10:00 am			1:00 pm		
		1			2			3		
		10/3			10/3			10/3		
1. Stand Up		P			P			I		
2. Turn toward center		P			P			I		
3. walk to center		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: Simultaneous Prompting



AFIRM
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		C	E	NR
1. Instruct	<u>Given book</u>	X		
2. Instruct	<u>Given Book</u>	X		
3. Instruct	"	X		
4. Probe	"		X	
5. Instruct	"	X		
6. Instruct	"	X		
7. Probe	"	X		
8.				
9.				
10.				
Total #:		<u>6</u>	<u>1</u>	<u>0</u>
Total %:		<u>86%</u>	<u>14%</u>	<u>0</u>

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.

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

$\frac{6}{7} = .856$
 $\frac{1}{7} = .14$

Created by the NPDC for the AFIRM Online Modules

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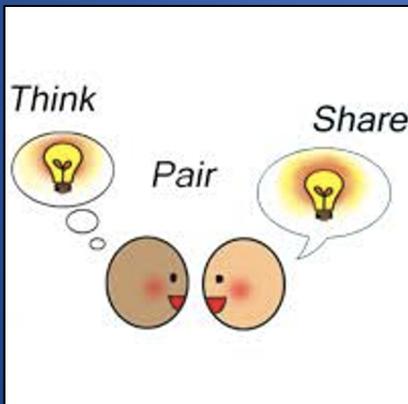
If the learner with ASD is *not* showing progress with prompting, ask yourself the following questions:

- 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?

Activity

You decide.

What to do
when...

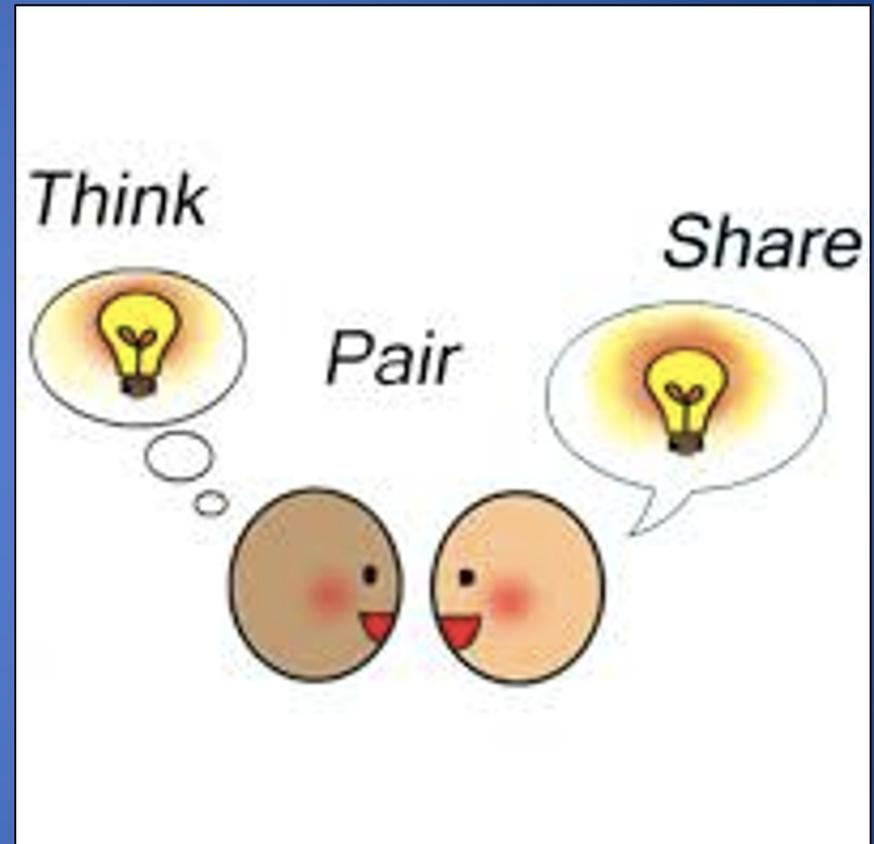


1. A learner's not responding to a prompt
2. A learner fails to respond to any prompt
3. A learner becomes prompt dependent

Next Steps – Write It Down!

4 – 2 – 1

1. What are 4 things you remember from today's training?
2. What are 2 things you see yourself doing?
3. What is the 1 thing you can implement tomorrow?

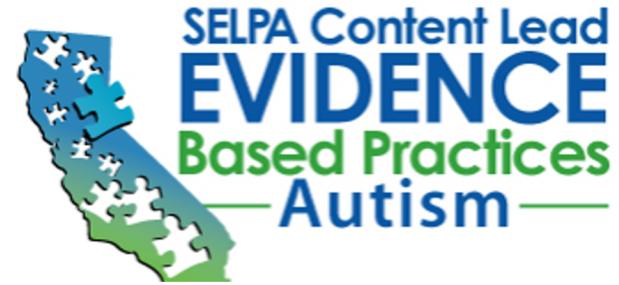


Post Training

- Please complete the Post Training Assessment:

Trainer must enter their Regional specific link to Post-Training Assessment





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