

BASIC PROMPT PRESENTATION AND ELIMINATION STRATEGIES

SIMULTANEOUS PROMPTING

During instruction the behavior is always immediately prompted. Unprompted probes or tests are conducted to assess independent performance.

- Three Basic Steps In Simultaneous Prompting**
1. Select a prompt that consistently elicits the behavior from the student
 2. Simultaneously present the cue to respond and the prompt
 If the student is not immediately successful
 * Try a different prompt and/ or
 * Try a different procedure for motivating the student
 3. Conduct unprompted probes or tests to assess skill acquisition.
 Eliminate the prompt when the student consistently performs the behavior correctly and unprompted during probe or test trials.

CONSTANT TIME-DELAY

During initial instruction the behavior is always immediately prompted. Once students consistently perform correctly with a prompt, a delay is inserted between the cue to respond and the prompt to provide opportunities for unprompted responses to occur. Students have acquired the skill when they consistently respond before the prompt. That is, without being prompted.

- Four Basic Steps In Time Delay**
1. Select a prompt that consistently elicits the behavior from the student
 2. Simultaneously present the cue to respond and the prompt
 If the student is not immediately successful
 * Try a different prompt and/ or
 * Try a different procedure for motivating the student
 3. After the students consistently performs correctly with simultaneous prompting insert a time delay in between the cue to respond and the prompt to provide an opportunity for independent responding.
 4. When the student consistently responds correctly before the prompt the skill has been acquired.

MOST- TO- LEAST PROMPT FADING

During initial instruction the behavior is always immediately prompted. Once students consistently perform correctly with the prompt less and less of the prompt is provided until the prompt has been gradually eliminated.

Sample Prompt Hierarchies

Physical Assistance	Gesture Prompt	Verbal Prompt
1. Hand Over Hand	1. Full Gesture	1. Loud Voice Volume
2. Hand over Wrist	2. 3/4 Gesture	2. Regular Voice Volume
3. Hand at Elbow	3. 1/2 Gesture	3. Whisper
4. Hand at Shoulder	4. Independent	4. Independent
5. Shadowing		
6. Independent		

- Five Basic Steps In Prompt Fading**
1. Select a prompt that elicits the behavior from the student
 2. Develop a prompt hierarchy
 3. Simultaneously present the cue to respond and the most intensive prompt level
 If the student is not immediately successful
 * Try a different prompt and/ or
 * Try a different procedure for motivating the student
 4. Decrease the level of prompt after correct responses
 5. Increase the level of prompt after error responses

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Example Simultaneous Prompting For Teaching Sight Words Example

Behavior: *Label Sight Words - Dog, Cat, Ball*

Antecedent	Correct Behavior	Consequence For Correct Behavior	Consequence For Incorrect Behavior
Hold up each sight word one at a time and ask, "What is this word?" Immediately model labeling the word.	Labels sight word	Praise After consistent correct responding test/ probe	After consistent errors try different prompts and reinforcers
Assessment/ Probe Procedure <u>Testing Protocol</u> - The teacher holds up an object and asks, "What is this color is this?"; waits three seconds for a response, and prompts the response if the student does not respond within three seconds or makes an error. <u>Scoring Procedure</u> - "+" if students perform correctly <u>before</u> the prompt; "P" if students perform correctly <u>after</u> the prompt; "-" for incorrect response <u>after</u> the prompt; "NR" for no response			

Constant Time-Delay Procedure For Labeling Sight Words Example

Behavior: *Label Sight Words - Dog, Cat, Ball*

Antecedent	Correct Behavior	Consequence For Correct Behavior	Consequence For Incorrect Behavior
Step 1- 0 Sec Delay Point to or hold up each word one at a time and ask, "What is this word?" Immediately model labeling the word.	Labels word	Praise After consistent correct responding move to next step	After consistent errors try different prompts and reinforcers
Step 2- 3 Sec Delay Point to or hold up each word one at a time and ask, "What is this word?" Wait three seconds before modeling labeling the word.	Labels before the model Labels after the model	Praise After consistent unprompted correct test/ probe Praise	After consistent errors move back to Step 1
Assessment/ Probe Procedure (Similar to simultaneous prompting)			

Most-To-Least Prompt Fading To Teach Put On Hat Example

Behavior: *Put on hat (Pick up, open, put on head, pull down)* **Controlling Prompt:** *Physical Guidance* **Prompt Hierarchy:** *Hand over hand, Hand at wrist, Hand at elbow, Shadow, No prompt*

Antecedent	Correct Behavior	Consequence For Correct Behavior	Consequence For Incorrect Behavior
Step 1 Say, "Put on hat". Immediately provide hand over hand guidance for all steps	Puts on hat	Praise After consistent correct responding go to next step	After consistent errors try different prompts and reinforcers
Step 2 Same but hand at wrist guidance	Same	Same	After consistent errors move back one step
Step 3 Same but hand at elbow guidance	Same	Same	Same
Step 4 Same but Shadow	Same	Same	Same
Step 5 Same but no prompt	Same	After consistent correct responding skill has been acquired	Same
Assessment/ Probe Procedure (Similar to simultaneous prompting)			

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Basic Steps In Simultaneous Prompting

1. Select a prompt that consistently elicits the behavior
2. Simultaneously present the cue to respond and the prompt
3. Conduct unprompted probes or tests to assess skill acquisition.

Basic Steps In Time Delay

1. Select a prompt that consistently elicits the behavior
2. Simultaneously present the cue to respond and the prompt
3. After the students consistently performs correctly insert a time delay between cue to respond and prompt to provide an opportunity for independent responding.
4. When the student consistently responds correctly before the prompt the skill has been acquired.

Basic Steps In Prompt Fading

1. Select a prompt that elicits the behavior from the student
2. Develop a prompt hierarchy
3. Simultaneously present the cue to respond and the prompt
4. Decrease the level of prompt after correct responses
5. Increase the level of prompt after error responses