SWWC
SOUTHWEST WEST CENTRAL SERVICE COOPERATIVE
Education & Administrative Resources

Prompting Hierarchy

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Two Different Procedures

- **Most to Least Prompting**

- **Least to Most Prompting**

Why Use Levels of Prompting?

- To make students independent in learning new skills. (To reduce dependency on adult and peer support.)

- To help students learn with the least amount of errors.

Most to Least Prompting Levels

- <u>**Full Physical Assist**</u>: Hand over Hand assistance to complete the targeted response.

Most to Least Prompting

- <u>**Partial Physical Assist**</u>: Less intense or intrusive than a full physical assist. Minimal supportive guidance…touching the wrist or elbow to help stabilize student.

Most to Least Prompting

- <u>**Modeling**</u>: Simply showing the student what you want him or her to do. You do not physically touch the student. A student must know how to imitate the actions of others for this level to be effective.

Most to Least Prompting

- **Visual/Picture**: A student refers to a picture or visual support to assist with the next step in a sequence or behavior.
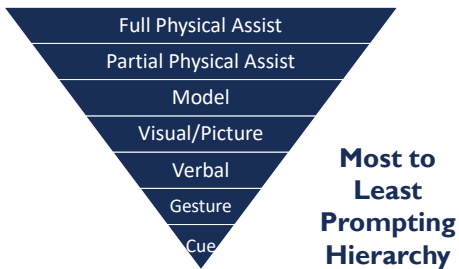
Most to Least Prompting

- **Direct Verbal**: A direct statement of what we expect the student to do. "Get out your library book," "Hands down."
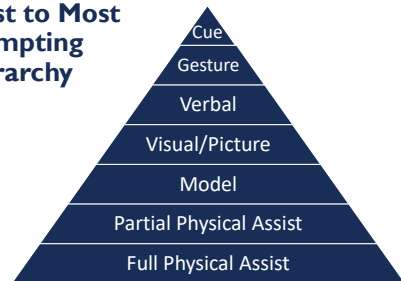
Most to Least Prompting

- **Gesture**: Pointing, facial expression, mouthing words silently or motioning what you want the student to do.

Most to Least Prompting

- **Indirect Verbal/Natural Cue**: Asking a question related to what is expected. Do not restate what the teacher or someone else just said. "What book do you need?" "What's next?"

Full Physical Assist
Partial Physical Assist
Model
Visual/Picture
Verbal
Gesture
Cue

Most to Least Prompting Hierarchy

Least to Most Prompting Hierarchy

Cue
Gesture
Verbal
Visual/Picture
Model
Partial Physical Assist
Full Physical Assist

When Can You Use Prompts?

- As a student is learning a new skill that involves a series of behaviors or steps.

- You will need to watch/observe the student to find out what part of the skill they aren't independent with. This is called completing a task analysis….breaking down a task into a sequence/chained behaviors.

  (ex. Writing in a planner, hand washing, writing a complete sentence, using utensils to eat, lining up, toileting, completing a multi-step math problem, getting ready to go home …)

- When you are teaching a discrete (short, single response) skill.

How to Implement …

- First gain the student's attention before delivering a cue.

- Wait for the student to respond if using Least to Most prompting.

- Allow 10-15 seconds for the student to respond between prompts.

- Do not repeat the same prompt

How To Implement, Continued

- Reinforce correct responses (verbal praise, thumbs up, token, M&M…)

- Gradually fade prompts as student becomes independent.

- Respond to incorrect responses by moving up the prompt hierarchy.

- Avoid repeating the same prompt. (Don't give 3 gestural prompts, instead give one gesture, if that doesn't work move to partial physical support).

- Avoid overusing verbal prompts. (If one verbal prompt doesn't help, move to pointing to a picture, model, or partial physical assist. Too much talking can frustrate/confuse the student.)

Deciding Where to Start

- Most to least (MTL) prompting is preferable if errors have been found to imped a student's learning or to increase problem behaviors (teach the correct way so bad habits don't form).

- MTL prompting is preferred when a child's history is unknown.

- Individualized to the learner (everyone is different).

Where to Start, Continued

- Use Least to Most (LTM) with students who make fewer errors and show rapid acquisition when using LTM.

- LTM would be the best option for students who don't like to be touched…model instead of providing a full physical assist.

- Consider the task, as the learner may readily answer questions with LTM but require MTL when learning to wash their hands.

Watch and Learn!

- https://www.ksdetasn.org/resources/932

- https://www.youtube.com/watch?v=zaDBaPzgiwo#action=share

Thank You!

- Practice Makes Perfect/accept constructive criticism on how you prompt others.
- Use less verbal prompts and remember to wait!
- A student's progress increases with the fading of prompts!

References

- Kansas Technical Assistance System Network (TASN) https://www.ksdetasn.org/resources/932

- Modules Addressing Special Education and Teacher Education (MAST). (2010). https://MAST.ECU.EDU