Behaviour Support

Parent Workshops

5. Prompting & Fading

Prompts

* Years of research has demonstrated prompts to be an effective teaching tool.

* Prompts can be useful for helping people both with and without special needs.

    * Have you ever pointed your finger to direct a person's gaze in the right direction? If so, you've prompted someone. And have you ever used an alarm clock to wake up or set a timer to remind you to take something out of the oven? Consider yourself having been prompted!

Prompt Levels

AAC Prompting Hierarchy
(From Positive AACtion - Rocky Bay 2010; Senner 2010; YAACK 1999)

| #	Level	Description
1	Expectant Pause	Give the child time to respond or the opportunity to initiate communication.
2	Indirect Nonverbal Prompt	Use your body language to indicate to the child that something is expected (e.g. expectant facial expression, questioning hand motion with a shrug, etc).
3	Indirect Verbal Prompt	Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should we do next?").
4	Request a Response	If there is still no response, you can try to direct the child more specifically (e.g. "Tell me what you want." "You need to ask me.").
5	Gestural Cue	You can point to the symbol or leave/tap your finger there for several seconds to get the child started with his message.
6	Partial Verbal Prompt	If there is still no response, give them part of the expected response (e.g. "You went to the...").
7	Direct Model	If still no response, model on the student's device (e.g. "The bear is sad."). Pause and wait for the child to imitate or respond.
8	Physical Assistant	Provide hand-over-hand assistance to help the child to form the message using their device.

Rachael Langley 2015 ~ rlangley@eatonresa.org
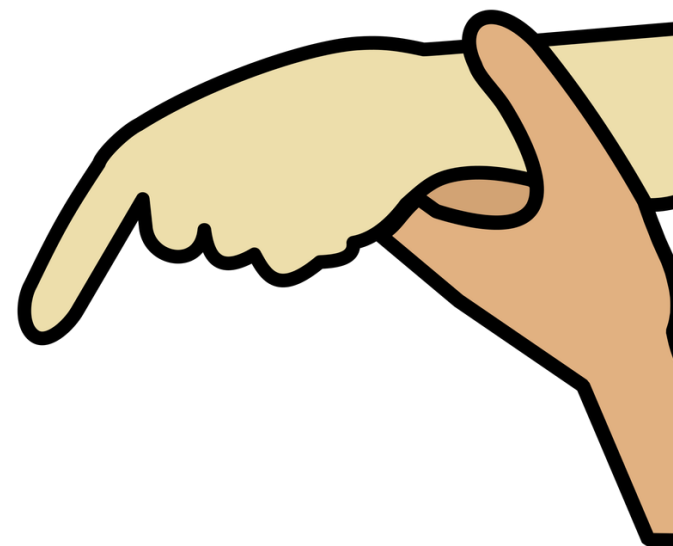
Prompt Dependency

>

FOR EVERY
PROMPT-DEPENDENT STUDENT
THERE HAS BEEN A
PROMPT-DEPENDENT TEACHER

JUDY ENDOW

olliBeaN

Prompt Dependency

* Prompt dependence is when a student needs a prompt in order to initiate a skill or activity that they have already mastered.

* Why is being prompt dependent bad? It's bad because we aren't going to be with our students forever. And as a parent you aren't going to be beside your child forever. We want them to be successful alone. We want them to not need us. I tell teachers and paraprofessionals all the time – ***It's your job to lose your job.*** This completely freaks people out half the time but it's true. We want our kids to be so dang independent that they don't need us!

Types of prompts

* ## 1. Gestural prompt

* A Gestural Prompt can include pointing, nodding or any other type of action the learner can watch his teacher do.

* **Example:** Teacher asks learner, "What is something you drink from?"
  Teacher prompts learner by pointing to a cup

Gestural prompt teaching.mp4

Types of prompts

* ## 2. Full physical prompt

* A physical prompt is where the teacher provides physical contact to guide the learner through the entire requested activity.
  Example: Teacher asks learner, "Clap your hands."
  Teacher prompts learner by holding each of the learner's hands in his and then moving the learners hands through the entire action of hand-clapping.

Physical Prompt.mp4

Types of prompts

* ## 3. Partial physical prompt

* The teacher provides some assistance to guide the learner through part of the requested activity.
Example: Teacher asks learner, "Clap your hands."
Teacher prompts learner by gently touching each of the learner's two hands and gently nudging the learner's hands toward each other.

partial physical prompt _show me bird_.mp4

Types of prompts

* **4. Full verbal prompt**

* The teacher provides the learner with a spoken, complete response to the question just asked.
  Example: Teacher asks learner, "What comes after Thursday?"
  Teacher prompts learner by stating "Friday."

verbal prompt teaching.mp4

Types of prompts

* **5. Textual or written prompt**
* This can be in the way of a list or some other type of written instruction.
  Example: Teacher asks learner, "Do your chores."
  Teacher prompts learner by presenting him with a written checklist of his chores.
* **6. Visual prompt**
* A visual prompt can include a video, photograph or drawing on a medium like paper, a whiteboard, or an electronic device.
  Example: Teacher asks learner, "Clap your hands."
  Teacher prompts learner by playing a video of a person clapping his hands

Types of prompts

* ## 7. Auditory prompt
* This can include any type of sound the learner can hear like an alarm or timer.
Example: Teacher asks learner, "Clean up your toys in 5 minutes." Teacher prompts learner by setting a timer to go off in 5 minutes.

* ## 8. Positional prompt
* This type or prompt involves the teacher putting the correct response closest to the learner.
Example: Teacher shows the learner three objects… a ball, a shoe and an apple and asks learner, "Point to the one that you eat." Teacher places the apple closest to the learner.

How to get started

How do you get started using prompting and fading?

* **Define target behaviour (action, skill, or partial steps).** .
* **Identify suitable prompts.** Go through the steps of the task analysis with the child and determine the most amount of prompting (cues, assistance) needed to get through each step. It may be that different steps of the skill need different levels of prompting. Prompts will change as your child begins to learn the steps.

How do you get started using prompting and fading?

* **Prompt, reinforce, and fade.** The reason for prompting behaviour is so that you can reinforce it using praise or any other reward that will motivate learning. Give your child time to respond. Unless you are using direct hand-over-hand assistance, after presenting a lesser prompt (e.g., Modeling), it is best to wait a few seconds before prompting again. The reason for waiting is to see whether he will attempt a correct response. That will let you know what prompt level to use. As your child begins to demonstrate the action you want, begin to fade the prompt by being less "hands on" with your assistance and provide more subtle cues such as gestures etc

How do you get started using prompting and fading?

* **Monitor results.** This is essential to know if you are progressing satisfactorily. Keep a log of which prompts are being used at each step of the task analysis so that you don't accidentally provide too little or too much prompting the next time you instruct your child on that skill.

How do you get started using prompting and fading?

* **Return to a stronger prompt when necessary.** Sometimes you might think that a step has been learned and then discover the next day that your child is struggling. At these times, it is OK to give a previous, stronger level of prompting until your child is showing that he can do that step proficiently again. Remember to quickly move to a lesser prompt as soon as possible.

Important Prompting Tips

Important Prompting Tips

Always **use the least amount of prompting necessary** to get the job done. This is important in order to avoid having your learner become "prompt-dependent," meaning that he relies on prompts too much. When this happens, prompting becomes counterproductive as it diminishes a learner's independence by making him only respond with the assistance of a prompt. For example, If you feel that he/she knows a word but just needs a bit of help, use a phonemic prompt instead of a full verbal prompt.

Important Prompting Tips

For this same reason of avoiding prompt dependency **use prompts that are the least intrusive** whenever possible. A gestural prompt, for example, is much less intrusive than a physical prompt so if you feel that a gestural prompt will do the trick, use it. Resort to the more intrusive prompts only when absolutely necessary.

Important Prompting Tips

Be sure to **fade prompts** as quickly as possible to try to reduce prompt-dependency. For example, if you make a request for your learner to clap his hands and need to follow it up with a full physical prompt, the next time you ask him to clap his hands, go with a partial physical prompt. Hopefully the time after, you'll need no prompt at all. The situation will vary from learner to learner in terms of just how quickly you can fade your prompts but just keep in mind the basic rule that your goal should always to be reduce and ultimately eliminate the need for prompts.

Important Prompting Tips

* **Avoid saying "no."**
* If your learner errs or makes a mistake, get in there with a prompt and assist him, and then repeat the request while fading your prompts as much as possible until they become unnecessary.
* Whenever possible, **try using mechanical prompts instead of human prompts**. Research has demonstrated that for individuals with Autism, mechanical prompts are easier to fade and are less likely to create prompt dependency than those that are delivered by a person. An example would be to choose an alarm instead of your own voice as a reminder to clean up.

How do you get started using prompting and fading?

* It sometimes takes a little practice to feel comfortable using these techniques, but making prompting and fading part of your daily teaching toolkit is a useful way to help all children learn new skills.

Questions

Behaviour Support
Workshops

Week 1	**Introduction**	**A brief overview of the workshops**
Week 2	**Autism**	**Understanding a diagnosis**
Week 3	**Sleep**	**Issues around Bedtime Routines**
Week 4	**Visuals**	**How to make them and use them**
Week 5	**Prompting**	**When to step in and when to step back**
Week 6	**Rewards**	**A look at maximising the effect of reinforcers**
Week 7	**ABC**	**How to record and interpret your child's behaviour**
Week 8	**Toileting**	**Advice and Guidance on when and how to start**