



The Essential Ingredients of Prompting

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Developing Competence

- ▶ Teach systematically
- ▶ Use effective teaching strategies
- ▶ Use effective consequences

▶ Prompt

- *Prompting* is the assistance we give in order to ensure the student learns the response

The Directions

- ✓ Assistance given to ensure the student will learn a response
- ✓ Help avoid prolonged failure
- ✓ Should accompany or immediately follow the instruction

The Directions cont...

- ✓ Avoid inadvertent prompts:
 - location
 - new item in field
 - looking at item
 - mouthing item
 - instruction order
 - facial expression

The Directions cont....

- ✓ Use the least intrusive level required
- ✓ Follow prompted trials with unprompted trials

Its that easy.....right???

The Directions cont.

Not so quickly..... there is more to it than just following the directions

Need to include the right ingredients and make judgements about how its all coming together
(BE IN THE MOMENT!!!)

Considerations

Know what your cooking!
Is it a prompt?

- Turning students head to attend?
- Covering the mirror
- Holding students hand to stay with you
- "Do you need to use the toilet?"

The Ingredients

Types of prompts:

- **Physical:** guiding hands or body
- **Gestural:** a non verbal cue
- **Verbal:** a spoken clue
- **Visual:** a clue the student can see

The Ingredients cont.

- **Positional:** closer to the student
- **Observational:** watching 3rd party
- **Prime:** reminder at time of trigger
- **Vicarious:** learning through others consequences

Considerations

Just because the directions say to bake for 20mins, doesn't mean you can't take it out earlier if its looks done, or leave it in longer if it still looks raw!

Direction

✓ Follow prompted trials with unprompted trials:

- Be sure to fade systematically
- Time frame can vary
- Probe fading sooner rather than later
- Data is your friend!

Consideration

- ▶ Can you reinforce a prompted trial?

YES!!!!!!

- Creates momentum
- Shows student what they are meant to do!

Considerations

- ✓ Should immediately follow the instruction: *NOT ALWAYS!!!*

- Student has been really trying
- Learning to Learn acquisition
- Out of chair instruction
- Finishing off the trial

Considerations

- ✓ Use the least intrusive level required:

- Type of error being made
- Type of skill being taught
- Within stimulus
- Hierarchy should be developed

Considerations

- To get just the right consistency you have to keep stirring!



Considerations

- ✓ **Momentum:** *keeping things going!*

- To interrupt interfering behaviour
- Reinforce a child for de-escalation
- A multi-step instruction
- Shaping Compliance

Considerations

- To interrupt with interfering behaviour:

- Verbal stim, inattention, fiddly hands
- Want student to be practicing the right behaviour
- Go fast!
- Reinforce responses with lower levels of interfering behaviour

Considerations

Shaping Compliance:

- Non responding to instructions
- Make task happen!
- Go fast!
- Don't allow student to fail

Considerations

Effort Level: *reinforce being with you!*

Student is really trying:

- staying calm
- giving it a go
- keeping hands back
- attention is high

Considerations

Different appliances require different time to get the job done!



Considerations

► Different prompts suit different locations:

- 1:1
- playdates
- school



Playdates

Use prompts that cue student into peer:

- Observational
- Gestural
- Verbal
- Vicarious



Allow peer to prompt the student:

- Gestural
- Verbal

School

Use prompts which direct students attention to his peers, the teacher and what is happening around him:

- Verbal
- Observational
- Vicarious
- Priming



Considerations

Different prompts suit different skills:

- attending
- phonics
- packing up



Considerations

And some recipes just don't work out!

Considerations

No-No-Prompt:

- Follows regimented pattern
- Can ignore effort
- Doesn't allow staff to be in the moment
- *Ignores everything we've been talking about!!!*



Considerations

▶ Antecedent Manipulation:

- change the A (antecedent)
- Works for a while
- Doesn't create independence
- Need a plan to fade

Lets start cooking!!!

Break into groups:

- ▶ Teach a new skill using the best prompting strategies
- ▶ Develop a plan to fade



Thanks for coming!!!!

Far and away the best prize life
offers is the chance to work
hard at work worth doing!

