

# EBP Learning Module: Prompting

## Introduction

Prompts are generally given by an adult before or as a toddler attempts to use a skill. With prompting procedures, parents, family members, early interventionists, child care providers, or other team member can use different types of prompts systematically to help toddlers with Autism Spectrum Disorder (ASD) acquire target skills.

The Prompting learning module describes how to develop, implement, and monitor the use of two prompting procedures: least-to-most and graduated guidance.

## Objectives

By the end of this instruction, you will be able to:

- Describe the evidence base for prompting
- Describe the key reasons to use prompting as a way to support positive outcomes for toddlers with ASD
- Describe two prompting procedures, least-to-most and graduated guidance, that are appropriate to use to teach toddlers and how to decide which procedure to use
- Determine what assessment information is required to use either a least-to-most or graduated guidance prompting procedure
- Plan and implement a least-to-most and a graduated guidance prompting procedure
- Develop strategies for monitoring progress of a toddler when using either a least-to-most or graduated guidance prompting procedure
- Identify some of the challenges of using least-to-most or graduated guidance prompting procedure and how to address them

## EBP OVERVIEW

### What is Prompting?

## Practice Scenarios

- ★ [Home-based Scenario](#)
- ★ [Center-based Scenario](#)

## Module Resources

- [Implementation Checklist](#)
- [Fact Sheet](#)
- [Sample Forms](#)
- [References](#)
- [Glossary of Terms](#)

Prompting procedures provide a way of systematically providing and removing prompts so that toddlers begin to perform skills independently. These procedures rely on reinforcing correct responses, both those that are prompted and those that are not. In addition to reinforcement, prompting procedures are often used in conjunction with other evidence-based practices including time delay and are an integral part of other evidence-based practices such as Visual Supports and Pivotal Response Training.

### Three Components of Prompting

- the antecedent,
- the behavior (target behavior or skill) and,
- the consequence.

## Why Use Prompting?

Prompting, sometimes referred to as errorless learning, includes a set of procedures designed to reduce incorrect responding as toddlers acquire new skills. It is an effective way to help toddlers with ASD by maximizing their success and minimize the negative effects toddlers may experience when target skills are not used successfully.

## Where Can Prompting Be Used and by Whom?

Any parent, family member, early interventionist, childcare provider, or other team member can use prompting procedures. Prompting procedures can be adapted for use in naturalistic settings such as during ongoing routines and activities in the home or in community-based settings.

Examples of everyday skills or behaviors

## What is the Evidence-Base for Prompting?

The National Professional Development Center on Autism Spectrum Disorders (NPDC) reviewed and updated the literature on evidence-based, focused intervention practices previously conducted by NPDC.

### Knowledge Check

A variety of prompting procedures support the learning and development of toddlers with autism spectrum disorders (ASD). This module covers two: Least-to-Most and Graduated Guidance.

### Least-to-Most

- This prompting procedure is also referred to as the system of least prompts. With this procedure, a prompt hierarchy is used to teach toddlers with ASD new skills. The hierarchy is comprised of at least three levels. The first level provides the toddler with the opportunity to respond without prompts. The remaining levels are sequence from the least amount to the most amount of help. The final prompt is a

controlling prompt that ensures that the toddler will complete the behavior or skill.

NOTES

### Graduated Guidance

- With graduated guidance prompting, practitioners provide a controlling prompt, a prompt that ensures the toddler will use the skill correctly, and then gradually remove the prompt during a learning activity or routine. This procedure differs from other prompting procedures because it requires practitioners to make judgments during the learning activity or routine about the type and amount of prompting to provide based upon the toddler's response.

## IMPLEMENTATION STEPS

### 1. Step 1 Plan for implementation of the prompting procedure

★ Practice Scenario

□ Knowledge Check

### 2. Step 2 Use the prompting procedure

★ Practice Scenario

□ Knowledge Check

### 3. Step 3 Monitor progress of the prompting procedure

★ Practice Scenario

□ Knowledge Check