

## **UNM CDD/NMPED Educator Voices Podcast Evidence Based Practices – Prompting**

Prompting is an evidence-based practice that covers a lot of ground! As teachers, we do a lot of it without even thinking about it. Prompting is an essential tool but must be used thoughtfully. Prompting refers to providing assistance or cues to encourage the use of a specific skill. One of the difficulties with prompting is that some students become so used to the prompt that they wait for the prompt before performing the skill or following the direction. In other words, it is easy for students to become prompt dependent. It is as important to plan how to fade the prompt as how to give the prompt. The end goal is always independence!

In behavior analysis we talk about response prompts (things that are added to help the student respond correctly). Physical or verbal guidance, modeling, gestures etc. are response prompts. They are usually given along with an instruction. Stimulus prompts involve changing the materials in some way to help the student respond correctly. You might make the correct response bigger or move it closer to the student. You might also slowly change the stimulus until the student responds to what is typically presented. For example, if you are teaching the student to read the word “blue” you might present it written on a blue card and then slowly fade the color in the background.

### **Response prompts:**

- Full Physical
  - Hand over Hand (HOH), leading a child by the hand, or physically moving a child
- Partial Physical
  - Touching the student to help get them started
- Verbal
  - Can be partial verbal (a sound) or full verbal
  - Verbal prompts are often very difficult to fade
- Model
  - Demonstrating for the child what you want them to do
  - Video modeling is also quite effective
- Gestural
  - Gesturing, pointing, making a nonverbal motion to show the child what to do (a gestural prompt is not combined with a verbal prompt as that is 2 prompts and hard to fade).

### **Stimulus prompts:**

- Visual
  - Larger stimuli, brightly colored stimuli
  - Spatial (proximity) - Putting the correct choice nearer to the child than the incorrect choice
  - Using dots to guide writing
- Textual (written) - Writing out the steps of the task

- **Resource**

[https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/Prompting\\_Steps-Least.pdf](https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/Prompting_Steps-Least.pdf)