Using Evidence Based, Systematic Instruction: Prompts for Learning

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Session Outcomes

• Describe antecedent (prompt and test or fade), stimulus prompts, and response prompts as important components of systematic instruction

• Discuss critical factors for successful implementation of prompting systems

• Provide at least two concrete examples of how you might use these prompts at work or home
What is Systematic Instruction?

- Assess
- Plan
- Teach

Implementing specific evidence based practices
Ongoing data collection
What’s the difference between a prompt and a direction?

It’s Electric
If you know what to do, do it...
It’s time to do the electric slide.
Stand up.

It’s time to do the electric slide.

Begin dancing when you hear the music.

http://www.youtube.com/watch?v=vAwpTva9ERk
Why are prompts important?
“...Sloppy implementation of prompt delivery results in slower learning for some children and ineffective instruction for others” (Wolery, 1998)
Systematically planning to use prompts requires systematic planning to fade prompts.
Critical Considerations: The Learner

Output (what we see)

- Cognition and memory
- Attention
- Other processing
- Needs
- Prereq skills
- Learning Preference
- Strengths
Critical Considerations: The Target

- What does the target look like?
- How will it look for this learner?

- How will the learner know to use the target or under what conditions?

- To what degree must the learner independently complete the skill?
- Why will the learner use the target?

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- To what degree must the learner independently complete the skill?
Before we begin...

• Think of a concept, skill, or routine you will need to teach this school year

• What are the critical features of the concept, skill, or routine?

• What might be confusing about the concept, skill, or routine?
Successfully Implementing Prompts

• **Link** the prompt and the skill
  – The prompt should teach the skill and promote independence
  – **Parsimony**
  – Ample learning **opportunities**

• We’re all on the same page!
  – **Teaching protocols**

• Two additional considerations
  – The issue of language when we talk about prompts
  – Types of prompts versus prompting systems
Successfully Implementing Prompts

• **Reinforce**, reinforce, reinforce

• Stages of learning
  – Skill acquisition → Mastery (i.e., fluent)
  – Generalization
  – Maintenance
Successfully Implementing Prompts

• **DATA** collection and analysis
  – What does the behavior look like?
  – What do I need to know about student performance (frequency, topography, duration, independence)?
  – How frequently will we collect data?
  – How frequently will we analyze data?
  – What decision rule will we follow?
Types of Prompts

- Gesture
- Verbal
- Visual or material
- Model
- Partial physical
- Full physical

Combining or Mixing Prompts
<table>
<thead>
<tr>
<th>Three Prompting Procedures</th>
<th>Antecedent Prompt and Test or Fade</th>
<th>Stimulus Prompting</th>
<th>Response Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematically providing a prompt (e.g., model) and then probing learner skill OR providing the prompt and gradually fading to independence</td>
<td>Systematically change the stimulus to elicit a response</td>
<td>Systematically applying a prompt after or during the direction or stimulus</td>
<td></td>
</tr>
</tbody>
</table>
Antecedent Prompting: Overview

• What is it?
  – Antecedent interventions versus prompts
  – Prompt and test vs Prompt and fade

• Why is it important?
  – Define your setting
  – Why might this strategy be important?
  – One example
Antecedent Prompting: Essential Features

- Prompt and test
- Prompt and fade

Why are these important?
## Examples

<table>
<thead>
<tr>
<th>Following a routine in PE</th>
<th>Dropping off dry cleaning at the cleaners</th>
<th>Solving an algebraic equation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of children running" /></td>
<td><img src="image2.png" alt="Image of cleaners hanging clothes" /></td>
<td><img src="image3.png" alt="Image of algebraic equations" /></td>
</tr>
</tbody>
</table>

1. Choose a scenario
2. How might you apply one of these prompting systems to teach the skill or concept?
   - Define the target
   - Complete a brief task analysis of how you might apply the prompting system to the skill or concept
3. Identify two benefits and two drawbacks to using this type of prompting to teach the skill or concept
Keys for Successful Implementation

• The learner typically has an opportunity to demonstrate the target before the teaching session begins (brief assessment).

• During the teaching session, the instructor prompts until judging that the learner is ready for an independent trial.
Application

• Consider the skill, activity, routine, or concept you identified at the start of the session. Would this type of prompting be an effective instructional tool?

• Describe one concept and one routine in your setting in which antecedent prompting may be an effective instructional technique
Stimulus Prompting: Overview

• What is it?
  – Stimulus versus stimulus prompting
  – Two general categories of stimulus prompting

• Why is it important?
  – Define your setting
  – Why might this strategy be important?
  – One example
Stimulus Prompting: Essential Features

Shaping

Red  black  green
Yellow red  blue
Purple orange red

Fading

red*  black
green  red*
blue  red
Purple  orange  red
### Examples

<table>
<thead>
<tr>
<th>Greeting a peer at a football game</th>
<th>Organizing bills to be paid versus those already paid</th>
<th>Spelling words from a list</th>
</tr>
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</table>

1. Choose a scenario
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Keys for Successful Implementation

- Determine the type of prompt to use
- Systematically preparing materials is important when using stimulus modifications (material prompts)
- It may be helpful to consider exactly how the prompt will be shaped or faded BEFORE deciding to use a stimulus prompt
Application

• Consider the skill, activity, routine, or concept you identified at the start of the session. Would this type of prompting be an effective instructional tool?

• Describe one concept and one routine in your setting in which antecedent prompting may be an effective instructional technique
Response Prompting

• Types of response prompts
  – Prompting systems versus specific prompts

• Why is it important?
Response Prompting: Essential Features

- Timing
- Intensity
- Type
# Selected Strategies for Prompt Fading

<table>
<thead>
<tr>
<th>Least to Most</th>
<th>Most to Least</th>
<th>Simultaneous Prompting</th>
<th>Time Delay</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Yellow Triangle" /></td>
<td><img src="image2.png" alt="Purple Triangle" /></td>
<td><img src="image3.png" alt="Arrows" /></td>
<td><img src="image4.png" alt="Stopwatch" /></td>
</tr>
</tbody>
</table>

And the list goes on...
## Examples

<table>
<thead>
<tr>
<th>Ordering a pound of turkey at a deli counter</th>
<th>Sending a text</th>
<th>Writing a paragraph email or an essay</th>
</tr>
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</table>

1. **Choose a scenario**
2. **How might you apply one of these prompting systems to teach the skill or concept?**
   - Define the target
   - Complete a brief task analysis of how you might apply the prompting system to the skill or concept
3. **Identify two benefits and two drawbacks to using this type of prompting to teach the skill or concept**
Keys for Successful Implementation

• Frequently, combing two or three types of prompts can lead to the most natural prompting systems.

• Technology is changing the face of response prompting... less teacher involvement means more independence while still being prompted.

• What’s least intrusive for one may be most intrusive for another.
Application

• Consider the skill, activity, routine, or concept you identified at the start of the session. Would this type of prompting be an effective instructional tool?

• Describe one concept and one routine in your setting in which response prompting may be an effective instructional technique
So, what’s the big idea?

Types of Prompts
Don’t forget about...

• Alternate prompting modes
  – Video prompts
  – Audio prompts
  – And the list goes on...

• That can be delivered via many levels of technology
  – Audiotapes with headsets
  – Cell phones
  – Pocket buzzers
  – iPods
  – iPads
Examples

• As you watch, consider the following
  – What types of prompts do you see?
  – What’s working?
  – How might you modify the prompts or otherwise do different?
    • If you had access to different technology, what changes would you make?
Wrap Up

• One big take away

• Questions