

Decision Guide for Planning Systematic Prompting

Decision	Least Intrusive Prompting	Time Delay of a Response Prompt	Most to Least Prompting	Stimulus Prompts
Will more than one prompt be used?	Yes	Probably not	Yes	No
What types of prompts will be used?	A hierarchy from less to more assistance (e.g., verbal, model, physical)	One prompt that is effective for student and target response (e.g., model)	A hierarchy of prompts from more to less assistance (e.g., physical, partial physical, gesture)	Some modification of the discriminative stimulus (e.g., color coding; use of picture)
How much time will I wait between the discriminative stimulus and the first prompt?	Wait about 3 seconds; then if no response, verbal; wait 3 more seconds, if no response, give model; wait 3 more seconds, if no response, give physical guidance.	On the first trial there is no time (zero delay) because prompt is given with the discriminative stimulus.	Wait about 3 seconds for student to respond, then use physical guidance. After a set number of days, fade to partial physical guidance.	Stimulus prompt is used concurrent with discriminative stimulus. Usually this requires some modification of materials in advance of teaching.
How will I fade the prompt?	This method is “self fading.” The teacher reinforces responses with least assistance student needs (e.g., if can do it with model, does not praise physical guidance).	The prompt is faded using increments of time. After the zero trials, the teacher uses some delay (e.g., 4 seconds). If progressive delay is chosen, this may increase across trials (e.g., 2’, 4’, 6’, 8’).	The prompt is faded by following a schedule to move to the lesser prompt (e.g., 2 days at each prompt level).	The prompt may be faded by reducing its salience (stimulus fading). In stimulus shaping, the discrimination is made more difficult on subsequent trials. Note: time delay can also be used e.g., The picture can be introduced after 4 seconds delay).

<p>What do I do to discourage errors?</p>	<p>If an error begins, try to block it and give the next level of prompt. Praise correct responses.</p>	<p>Tell student “not to guess.” Repeat zero delay trials. If an error occurs after the prompt, a different type of prompt may be needed or change in reinforcement for correct responses.</p>	<p>If an error occurs after moving to a less intrusive prompt, block the error and give a more intrusive prompt (e.g., if an error occurs on the physical assistance level, give full physical).</p>	<p>No error should occur at first. If they do, the choice of stimulus prompt may need to be changed or some pretraining may be needed (e.g., to name the pictures). On subsequent trials, go back to the easier trials if errors occur (e.g., to less faded picture or easier discrimination).</p>
<p>How do I promote independence (transfer of stimulus control)?</p>	<p>Reinforce when student performs step correctly with less assistance. Give strong praise or other reinforce for unprompted responses.</p>	<p>Only praise correct responses. As begins to anticipate correct responses, only praise unprompted corrects.</p>	<p>Praise correct prompted performance until the last level of fading. Then only praise correct unprompted responses.</p>	<p>Praise correct responses. As fading progresses, only praise responding at levels equal to or better than, prior day.</p>

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