

Prompting

Goals

- Identify the goals of prompting
- Describe different types of prompts
- Learn about prompting fading

What is learning?

- Learning is a change in _____ that's _____ over time.

What is shaping?

- Shaping involves differentially reinforcing the response that is _____ to the target. All other responses are placed on _____.

Examples of behaviors to shape (using prompting):

- Vocal behavior: sounds, _____, _____
- Self-care skills: brushing teeth, getting dressed, _____
- Leisure skills: playing ball, _____, _____
- Academics: writing letters, _____, _____

Starting to prompt:

- When first teaching a new skill, the child may not engage in the correct response
- Pay close attention to the child's baseline response to know which response to reinforce first
- Over successive trials _____ increase the expectations and only reinforce the _____ response.

Using differential reinforcement:

- Differential reinforcement is the process of changing what you choose to _____.
- Another way to shape is to change the _____ or the size of the reinforcer when the response is closer to the target.

When utilizing shaping, you can _____ the response to the child's behavior to strengthen the response closest to the target.

- For example:
 - Praise more for the _____ response
 - Provide the _____ reward for the best response

One can differentially reinforce the _____ response in multiple ways.

Differential reinforcement can be demonstrated by:

- Changing your affect or _____
- Being more _____
- Increasing physical interaction-if preferred
- Providing a _____ reinforcer
- Switching the task or providing a break

Be careful not to dilute reinforcement by _____ differential reinforcement.

A prompt is any kind of assistance I can provide to help the child to respond correctly.

Prompting (continued)

Types of Prompts

- Verbal: tell the child how to request for an item, tell the child the next step in a task
- Gestural: point to the correct answer, point to the correct place, _____
- Modeling: engage in the behavior yourself, provide a vocal model, _____
- Physical: guide hands to move correctly, slightly hold wrist, _____
- Positional: Move the correct response _____ (closer) to the child.
- Textual: provide written instruction or examples, provide a written cue to the answer
- Visual: provide a drawing or picture of the desired response

Observe which prompts is reliably followed. This will inform the teacher how to continue teaching or make changes to their prompting procedures.

- Use _____ prompt
- Match prompts to client's skill level

Use a consistent type of prompt for the same response to provide predictability and help with _____.

The goal of working with prompts is to _____ them so the client can perform _____.

Pairing within the three-term contingency

- Antecedent stimulus + prompt → behavior → Reinforcer
- "Stand up" + physical guidance → child stood up → praise and snack
- _____ + _____ → _____ → _____

Fading prompts

- A prompt is faded by using _____ assistance.
- When fading prompts (just like shaping), differentially reinforce responses that require less assistance.
 - Change your affect or _____ or be more _____.
 - Provide a _____ or a larger magnitude of reinforcement.