# Session Three:

# Chaining and Prompting

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## Slide 1: “What Works for Work”

## Session 3: Chaining and Prompting

## Alt Text:

1. Logo for the Ohio Developmental Disabilities Council
2. Logo for the OCALI Lifespan Transitions Center

Slide Notes: In this session you will begin to explore the Evidence Based Practices (EBP) of Chaining and Prompting. Chaining requires the user to also understand and complete a task analysis. All three of these components will be discussed during this session.

## Slide 2: Complete Chaining Pre-Assessment First

* See Chaining Mini Assessment Handout #1.
* Answer the 6 questions in the pre-assessment column.
* At the end of this session the post assessment column of this handout will be completed. You will be prompted when to complete this.
* This activity has two purposes:
  1. To become aware of your change in knowledge after engaging in the content of this section.
  2. An opportunity to reflect on the value of baseline information, progress monitoring and classroom practices.

Slide Notes: Chaining Mini Assessment. See handout #1. At this point in the session, the facilitator should have the participants answer the 6 questions in the pre-assessment column of the handout #1. At the end of this session, the post assessment column of this handout is to be completed.

This activity has two purposes: To assist the participants to become aware of a change in knowledge after engaging in the content of this section. It also allows an opportunity for the participants to reflect on the value of base line information, progress monitoring and classroom practices. The sessions will reinforce these ideas as the learner goes through the materials. The facilitator should reinforce this at the end of the session with the post assessment.

**Slide 3: Chaining: Includes Task Analysis and Prompting**

Chaining Strategies teach a sequence of defined steps in order for the learner to perform a larger task/skill.

## Task analysis. The job coach, teacher or trainer analyzes the task to be performed, identifying each defined step necessary to complete the task.

## Instruct. The teacher or trainer then guides the youth to learn each step.

## Goal. The youth successfully/accurately completes the entire activity.

**Slide Notes**

### Begin to define what a “Chaining” strategy includes. Start to define this Evidence Based Practice (EBP) in connection to Prompting (another EBP) and the need for Task Analysis. Each of these items will be discussed in depth later in the session.

## Slide 4: Using Chaining to Teach

Backwards Chaining Approach

–Support person completes all the steps identified except for the

final step which the person learning completes and is reinforced.

–Then the next-to-last step or skill is introduced

Forward Chaining Approach

–Steps or skills taught in their naturally occurring order and

reinforcement is delivered when the person completes the first

step in the sequence

–Then the next time the skill is taught, the second step is reinforced step in the sequence

### –Then the next time the skill is taught, the second step is reinforced

**Slide Notes:** Chaining can be approached several different ways. One can start with the first step (forward chaining) and work through each step systematically until the last step. This allows the learner to build skill in each step the way that it will occur when the skill is used.

However, there are some people and tasks that might best be taught and learned by viewing the entire task and focusing on learning to do the last step as the initial target. Learners that do well with seeing the whole task completed may find this the best way to learn. Or the learner that is motivated by closure might respond well to doing the last step and experiencing completion.

## Slide 5: Example of a Task Analysis

Brushing Teeth (Matson et al., 1990)

1. Obtains materials

2. Takes cap off toothpaste

3. Puts paste on brush

4. Replaces toothpaste cap

5.Wets brush

6. Brushes left outer surfaces

7. Brushes front outer surfaces

8. Brushes right outer surfaces

9. Brushes lower right chewing surfaces

10.Brushes lower left chewing surfaces

11.Brushes upper left chewing surfaces

12.Brushes upper right chewing surfaces

13.Brushes upper right inside surfaces

14.Brushes upper front inside surfaces

15.Brushes upper left inside surfaces

16.Brushes lower left inside surfaces

17.Brushes lower front inside surfaces

18.Brushes lower right inside surfaces

19.Rinses toothbrush

20.Wipes mouth and hands

21.Returns materials

**Slide Notes:** This is an example of a complete task analysis, which shows groupings of sub steps needed to complete the entire task, e.g. as the slide is clicked, different groupings appear, steps 1-4 might be preparation for the task, steps 6-8 are all outer surfaces of teeth, steps 13-18 are all inside surfaces of teeth.

## Some people can learn by chaining these ‘chunks’ together. Other people will need these chunks broken into discrete and individualized steps. This is why it is important to know the learner and adapt to the individual need and learning style.

## Slide 6: Chaining Options-Forward

## Forward chaining

* Teach only the first step of the task analysis and do all the other steps of the task analysis for the student.
* After the student masters step 1, then only teach step 2, while maintaining step 1.
* Reinforcement for the targeted step

Slide Notes: This slide details / reviews forward chaining again. Although it may seem repetitive, often the novice learner needs to review concepts several times.

## Slide 7: Chaining Options-Backward

Backward chaining

* Teach only the last step of the task analysis.
* Do all the other steps of the task analysis for the student, until the student masters the last step.
* Then teach the second to last step only and expect the student to continue independently completing the last step of the task analysis.
* Reinforcement for the targeted step

Slide Notes: This slide details / reviews the backwards chaining . Although it may seem repetitive, often the novice learner needs to review concepts several times.

## Slide 8: How to Use a Recycle Machine

Forward Chaining? Start with Step One

Backwards Chaining? Start with Last Step.

Alt Text: Task Analysis of returning can and bottles-

Horizontal numbers in rows 1-6. With picture and text of the process for returning cans and bottles.

Detailed Description:

Horizontal numbers in rows 1-6.

1-Open Recycle bag.

2-Sort cans, the plastic bottle and the glass bottles.

3- At the right machine, wait for the green light each time you put in an item.

4-Continmue to insert the right items into the machine until they are all done.

5-After all items are in each machine, push the cash button and get a receipt.

6-Go to the clerk and trade the receipt for cash.

Slide Notes: This example demonstrates where to start in the task of using a recycle machine. Participants may consider and discuss which approach …forward or backwards chaining…Would be best for teaching this task.

**Slide 9: How to Use a Vending Machine**

**Alt Text:**

Task Analysis-

Worksheet for task analysis to complete buying a drink form the vending machine process broken down into 19 steps

**Detailed Description:**

Step 1-Find vending machine room.

Step 2-Indetify soda vending machines (SVMs) in vending machine room.

Step 3-Search SVM 1 for desired soda brand.

Step 4-Search SVM 2 for desired soda brand.

Step 5-Search SVM 3 for desired soda brand.

Step 6-Search SVM 3 for cost of Brand X.

Step 7-Search SVM 3 for money slot. Does it accept quarters only? Does it accept dollars and quarters?

Step 8-Find change in pocket.

Step 9-Get change from pocket.

Step 10-Examine change for quarters.

Step 11-Get wallet from pocket.

Step 12-Examine bills in wallet for $1.00 bill.

Step13-Get one $1.00 bill from wallet.

Step 14-Put wallet in pocket.

Step 15-Put un-needed change in pocket.

Step 16-Insert money into SVM 3.

Step 17-Select Brand X on SVN 3 button array.

Step 18-Get soda.

Step 19-Enjoy refreshing beverage.

**Slide Notes:** This example details the steps involved in using a vending machine.

Participants may consider and discuss which approach …forward or backwards chaining…. would be best for teaching this task and why.

**Slide 10: Visual Support: Chaining the Steps**

* Some students may find a visual support, similar to this example for handwashing, helpful in learning how to complete each step of the task in order

### Alt Text: Handwashing step-by-step in pictures

**Slides 11: Chaining Options**

Total Task Chaining

* Student is given opportunity to perform each step every time.
* For example: When putting on pants, the student has the opportunity to perform each step EVERY time he/she puts on pants.
* Reinforcement as needed

Slide Notes: Total Task may be the most common form of chaining used, although many would not realize they are using a specific type of process. Here, there is no specific step that is targeted for teaching or reinforcement. The student is given the opportunity to try each step.

**Slide 12: Forward Chaining/Total Task Example (1)**

* Crystal needs to learn to do a car oil change. She has no prior experience in this area and even though she has watched videos and others do it, she is concerned she will make a mistake that will ruin the car.
* The coach decides to use a combination of total task and forward chaining process to help Crystal be successful.
* Initially, the job coach prompts Crystal through each specific step, pausing for her to complete the step. This helps assess how well Crystal is able to do each step.

**Slide 13: Forward Chaining/Total Task Example (2)**

* Additionally, to motivate and build confidence, the coach praises her, provides an ‘elbow bump’, and other positive reinforcement for each step completed. Before she realizes it, Crystal has completed her first oil change and is ready to try again with fewer prompts.
* On her next try, Crystal completed the first 2 steps of the oil change before being given praise. On the next try… the job coach waited for Crystal to complete 3 steps and then gave the thumbs up.

## Slide 14: When to Choose Chaining

* For tasks with an established, predictable sequence of steps that do not change.
* For a person that learns best when presented with small chunks of information at one time to master a skill or concept.
* For a person that desires structured learning environments.
* After a Task Analysis is complete and the instructor/coach has tried it out herself.

Slide Notes: Not every person or task is best taught with chaining. Consider the learner and the type of task before choosing chaining as the EBP for the specific situation.

**Slide 15: Backward Chaining**

For a student who:

## needs to see the big picture.

## is anxious or gets flustered with a lot of steps.

## you want to get comfortable and productive early on.

## Backward chaining may be superior in developing speed, accuracy, fluency, and skill maintenance.

## Learning takes place faster, learners develop greater confidence, and performance is generally better on the job.

## Slide Notes: If chaining is selected, consider what type of chaining may be the best for the learner

## Slide 16: Backward Chaining Example (1)

## Connie is learning to make double-sided color copies on her job site.

## A task analysis is completed that identifies multiple steps that include loading paper in the correct drawer, loading staples, and putting in a password to access the copier.

## The job coach begins by showing Connie how to do all the steps of the task using a checklist.

## The coach then completes each step until the last step, which is pushing the print button. The job coach prompts Connie to complete the chain by pointing to the print button, which she then pushes.

## Slide 17: Backward Chaining Example (2)

## The coach provides verbal praise for Connie’s success and then begins the process again, only this time, the coach does not do the last two steps.

## Connie successful completes both and is again reinforced. The backwards-chaining process continues in this manner until Connie is completing all of the steps independently, accurately and consistently.

**Slide 18: Backward Chaining Example: Shoe Tying**

* Watch the [Backward chaining: Tying a shoe](https://www.youtube.com/watch?v=FI1cu2u1eXk) the video.
  + (Note: there is no sound)
* The steps shown on the video include:
  + Cross Laces
  + Put one lace under the other lace and pull tight
  + Make a loop in one hand
  + Using the opposite hand, wrap the free lace around the loop
  + Using the index finger, push the lace through the hole
  + Hold both loops and pull tight.

**Slide Notes:** Discussion: How are teachers using Task Analysis. How often? What about time constraints and task analysis?

<https://www.youtube.com/watch?v=FI1cu2u1eXk>

**Slide 19: Start with the Task Analysis**

**Alt Text:** Word Cloud. Task Analysis word cloud

**Slide 20: Remember the Brushing Teeth Task Analysis?**

1. Obtains materials

2. Takes cap off toothpaste

3. Puts paste on brush

4. Replaces toothpaste cap

5.Wets brush

6. Brushes left outer surfaces

7. Brushes front outer surfaces

8. Brushes right outer surfaces

9. Brushes lower right chewing surfaces

10.Brushes lower left chewing surfaces

11.Brushes upper left chewing surfaces

12.Brushes upper right chewing surfaces

13.Brushes upper right inside surfaces

14.Brushes upper front inside surfaces

15.Brushes upper left inside surfaces

16.Brushes lower left inside surfaces

17.Brushes lower front inside surfaces

18.Brushes lower right inside surfaces

19.Rinses toothbrush

20.Wipes mouth and hands

21.Returns materials

**Slide Notes:** Revisit the detailed task analysis of teeth brushing.

Some people can learn by chaining these ‘chunks’ together. Other people will need these chunks broken into discrete and individualized steps. This is why it is important to know the learner and adapt to the individual need and learning style. Illustrates that in complete task analysis, consider if student has the precursor skills (steps1-4) to complete the task. Take brief comments on the need for pre-cursor skills.

**Slide 21: Considerations Beyond the Specific Steps**

* Steps for preparation. Example: gathering materials
* Location. Does the location of the task change the steps?
* Prerequisite Skills. Is there a set of precursor-skills/ knowledge that are required to be able to complete the target task/ activity? *Examples:* 
  + Oil Change. Do I know how to pick the correct oil?
  + Greeting co-workers. Do I know who is my co-worker?
  + Completing an Academic Assignment. Do I know how to remain focused on the assignment?
  + What if things do not go as planned? Do I know how to ask for help when I find myself unsure about part of the process?

**Slide Notes**

In many cases there are specific and important prerequisite skills or knowledge that must be learned in order to attempt and complete the task. For some individuals these skills and knowledge do not come naturally and must be directly taught. In a complete task analysis, it will be important to identify these items or additional steps.

**Slide 22: Task Analysis Recording Form**

* Use this form when for site visits and when observing potential job tasks
* Make notes about the tasks that will need to be taught or supported for the students to complete
* Use the same form to collect progress data. How much prompting needed and level of prompt needed to complete each step with complete independence.

**Alt Text:**

Task Analysis Protocol-

Worksheet for task analysis to complete a new task. Space to write date & type of prompt for how individual completed task

**Slide Notes:** This form is available as a download from the Session 3 web page.

**Slide 23: Example of a task analysis**

Student learning to prepare pots at a greenhouse

* What other steps might you include?

**Alt Text:**

Task Analysis Protocol-

Worksheet provide data collection by date for student learning to prepare pots at a greenhouse

**Slide Notes:** The facilitator of a group can use this time to generate small or whole group discussions. What precursor skills or knowledge might be important to consider? What additional or expanded steps might be important to specify or address within the example task analysis? What steps might be broken into two or more individual steps?

**Slide 24: *Activity*: Hands on with Chaining**

1. Do a Task Analysis for one of the five skills on this slide
   * Use Handout #2, the task analysis form.
2. Choose Forward or Backward Chaining
3. Practice teaching with a partner on your team.

SELECT ONE OF THE FOLLOWING:

1. Cleaning table after a meal
2. Setting table
3. Academic-your choice or--Teach multiplication of 2 digit numbers (the process). Assume knowledge of multiplication tables
4. Packing/Bag groceries
5. Academic--Write sentence with an article, noun, action verb and punctuation

**Slide Notes:**

Activity, hands-on with Chaining. 10-15 min. Use handout #2 Task Analysis Protocol.

This activity is time for the participants to experience how to do a task analysis and how to teach a skill using chaining. Although some in a group may have done this already, the value in this activity comes from working as a group. Different people will have different ideas how to teach these tasks. Some people will be extremely detail oriented and some may take a casual approach. Also, chaining may not be the best approach for teaching some of these skills. They were included intentionally. If chaining is found not to be the best approach, encourage the participants to explain why.

Facilitators ask each team to demonstrate their task analysis, with one member of the team being the teacher and one the student. With multiple teams, there will be different approaches and steps for the task analysis. Highlight that there will be different ways to do the task analysis based on the student’s needs and learning style. Adjustments can be made after the teacher observes the student doing the task. An important point is that all team members should be using the same chaining steps to teach a task and should discuss as a team the types of prompts that are used and when to combine steps or add new ones. Facilitators may want to observe what prompts were used when teaching the task for every demonstration. This will be an introduction to the next section on prompting and also show how chaining, task analysis and prompting are all woven together.

**Slide 25: Prompting**

* Prompt Hierarchy
* Most to Least
* Least to Most
* Types of Prompts
* How to Use Prompts
* Fading Prompts

**Alt Text:**

Seven layers of prompts-

Pyramid of prompts with 7 levels, most intrusive prompt at base of pyramid to least intrusive prompt at top of pyramid.

**Detailed Description:** Picture of Pyramid with types of prompts stacked. Bottom to Top: Full Physical, Physical, Model, Visual/Picture, Verbal, Gesture, Natural Cue. Arrow pointing from bottom to top says "Most to Least". Arrow Pointing Top to Bottom says, "Least to Most".

**Slide Notes:** Divider slide. These are the topics covered in the remaining slides

**Slide 26: Prompting… An (EBP) Evidence Based Practice**

**Alt Text:**

1. Prompting Strategies-

Page 17 content covering prompting strategies, from Evidence Based Practices for Transition Youth Document.

1. Page 18 prompting strategies-

Content covering prompting strategies, from Evidence Based Practices for Transition Youth Document.

**Slide Notes:** Reference the Evidence Based Practices document that is being used throughout the session. Encourage participants to find the pages on Prompting.

PDF file: https://ohioemploymentfirst.org/up\_doc/evidence\_based\_practices\_for\_transition\_youth\_-\_accessible.pdf

**Slide 27: Prompting is a Teaching Strategy**

Prompting. Any assistance given that supports learning or initiates the use of a specific skill

**Slide Notes:** Ask for any comments on this statement. If there is any disagreement to the statement, ask the learner to explain what is confusing or misleading. Respond that there is more information in the next slides that may help clarify. At times, a learner may feel prompting is not specifically for instruction. Or may not quite agree that it initiates a skill. Some of this misunderstanding could be a difference in language that will be clarified with more information in the next several slides.

**Slide 28: Prompting**

Used by Everyone!

All the Time!

Very Effective!

But often issues or concerns arise.

*What issue/concerns have you seen related to prompting?*

**Slide Notes:** Ask for a few ‘shout-outs’ from the group in response to this question. If there is time, short discussions may be held and points from each discussion group de-briefed. In most sessions there is only time enough to take a few thoughts before moving to the next slide. See next slide for some common issues after participants have had a chance to raise their own concerns. These will include:

* over prompting,
* different prompts used by different staff may be confusing,
* not needing the prompt and being used anyway,
* prompts that don’t fit with the learning style of the student e.g. using an auditory prompt for a student who is an identified visual learner,
* not fading prompt or using baseline data to determine the best type of prompt to use (gesture vs visual support) or when step has been completed independently so the prompt can be eliminated.

**Slide 29: Prompting Errors**

* Over prompting… student does not try
* Inconsistent prompting… team not on the same page
* Lack of fading …..poor planning of the level of prompts to use and how to fade
* Lack of data …..collected or reviewed

**Slide Notes:** Consider how the prompt will be shaped or faded before deciding to use a stimulus prompt.(Carnahan). Pause after each line to allow for consideration by the group

**Slide 30: Two Considerations**

* What TYPE of Prompt to use
* HOW to use the Prompt

**Alt Text:**

Arrow Prompt considerations-

Arrow going both directions, typing in image. Left arrow: what type of prompt to use. Right arrow: How to use the prompt.

**Slide Notes:** While there are many aspects of planning and using prompts effectively. Two that are important to consider are: 1) deciding what type of prompt or prompts should used for the individual and 2) determining how to use the prompts effectively to encourage independence with the skills.

**Slide 31: What Type of Prompt?(1)**

* Verbal Prompts:
  + **Statements** that help a person acquire target skills (e.g. “You might need to try it a different way” “Write your name”)
* Physical Prompts:
  + Coaches **touch person** to help them use the target behavior or skill (e.g. tapping a youth’s hand to cue her to begin writing her name)

**Slide Notes:** Review the types of prompts found on slides 31 and 32

**Slide 32 What Type of Prompt?(2)**

* **Gestural Prompts:** 
  + Coaches make **movements** that cue the person to use a particular behavior/skill (e.g. pointing to the top of the paper for them to write name)
* **Model Prompts:**
  + Coaches **perform** the target skill or behavior.
* **Visual Prompts:** 
  + Coaches **show pictures** of events that provide information about how to use the target skills or behavior (e.g. task analysis checklist, picture card)

**Slide 33: Visual Prompt**

Use Visual Prompts Instead of a Person in order to increase independence

**Alt Text:**

Visual prompt recycling task-

Visual prompt worksheet for Casey to complete recycling task with picture of recycling bin and four steps to complete task.

**Detailed Description:** Casey's Recycle Job-

Picture of a recycle box with direction of what to do at each step. 1-Please check all desks for recycle paper.

2-It is OK to say, "Excuse me...Do you have recycle?"

3-It is OK to skip a desk if you cannot find it and no one is at the desk.

4. Thank you so much!

**Slide Notes:** Offer an example of a visual prompt. Many will call this a ‘visual support’. However, it is also a prompt.

**Slide 34: Defining Verbal Prompt**

* Review the short [verbal prompt video](https://autismcertificationcenter.org/video-gallery/3) at the link below
* Defines and provides video examples
* Video modules available at the Autism Certification Center

**Alt Text: Hyperlink**

No audio description, 2 minute video

**Slide Notes:** Short video from the Autism Certification center on verbal prompts. Comment on the source. Autism Certification Center. These are video based modules available free to anyone. These modules cover some evidence-based practices for youth with Autism Spectrum Disorder. <https://autismcertificationcenter.org/>

The video does have sound.

**Slide 35: Which Prompt to Use and When**

* *“How do I determine which prompt is the right prompt for the person?”*
* *“Does the task make a difference on which prompt I should use?”*
* *“When do I change prompts?”*
* Consider defining a **‘prompt hierarchy’** as you develop the instructional plan

**Slide Notes:** As you learn about prompts and the use of prompts to teach new skills, many of the questions on the slide may go through the learner’s thoughts. Use this slide to introduce the idea of a Prompt Hierarchy.

**Slide 36: Prompt Hierarchy**

Considerations

* Identify which prompts are the most intrusive, obvious or require the most assistance from another person.
* Identify which prompts are the least intrusive and provide the most opportunity for independence.
* This will not be the same for everyone nor every situation.

**Alt Text**

Seven layers of prompts-

Pyramid of prompts with 7 levels, most intrusive prompt at base of pyramid to least intrusive prompt at top of pyramid.

**Detailed Description:** Picture of Pyramid with types of prompts stacked. Bottom to Top: Full Physical, Physical, Model, Visual/Picture, Verbal, Gesture, Natural Cue. Arrow pointing from bottom to top says "Most to Least". Arrow Pointing Top to Bottom says, "Least to Most".

**Slide Notes:** Lead a discussion about the difference in prompts and how some are considered ‘heavier’ prompts. These heavy or most intrusive prompts are generally the ones in the picture on the slide at the bottom of the pyramid. The prompts at the top of the pyramid are generally considered less intrusive and may lead to more independence. These less intrusive prompts can more likely be used in community settings and employment settings in a natural and subtle sense. Therefore, over time, the plan should focus on using the prompts near the top of the pyramid with the plan to fade the prompts totally if possible.

Discussion: Would anyone in the group change the order of the prompts on the slide? For example: Often the use of visual prompts could be considered LESS intrusive than verbal prompts. Any other thoughts from the group ? One must also consider the situation. For example, although verbal prompts can be rather intrusive, if the the task or activity requires a response to verbal prompting as part of the task, it may not be intrusive at all.

**Slide 37: Using a Prompt Hierarchy**

Most-to-Least

* Prompts given to complete each step of the task correctly
* Gradually the assistance provided is reduced as the person makes progress towards independence.
* **Used when teaching new skill**

Least-to-Most

* Person has opportunity to perform each step independently or with the least amount of assistance
* Greater degrees of assistance are provided when the person is unable to perform the steps correctly
* **Use when person has already been taught skills**

**Slide 38:** **Teaching Skills and Promoting Independence**

Most-to-Least

USE WHEN TEACHING THE NEW SKILL

Least-to-Most

USE WHEN GAINING INDEPENDENCE

**Slide Notes:** Emphasizes the time to use most to least vs. least to most

**Slide 39: Examples of Hierarchy: Using a Copier**

**Most-to-Least**

*Teaching Correct Button Usage*

* Partial Physical
  + Gentle pressure to elbow to push hand to correct buttons
* Model
  + Show how to push correct button. No words.
* Gesture
  + Point or nod to correct button

**Least-to-Most**

*Promoting Independence to Gather Completed Copies*

* Gesture
  + Nod head towards completed copies
* Model
  + Show how to remove completed copies from tray
* Partial Physical
  + Gentle pressure to elbow to pick up completed copies

**Slide Notes:**

This slide offers an example of a hierarchy for the task of making copies in an office setting.

Hierarchy of Prompts selected for this task:

* Gesture
* Model
* Partial Physical Prompt

The example shows:

* When teaching the correct button to push on the copier you might use these steps that go from Partial Physical à Model à to Gesture
* When promoting independence, the step related to picking up completed copies might flow from Gestureà Model à Partial Physical

**Slide 40: Handout #4: Implementation Checklist from NPDC on Autism**

**Alt Text:**

1. Module prompting Worksheet-

Implementation Checklist for least to most prompts area to collect data in step 1 of 9 step process. Fill in the box format.

1. Page two worksheet module prompting-

Implementation Checklist for least to most prompts area to collect data for steps 2 through 9. Fill in the box format.

**Slide Notes:** Handout #4 from National Professional Development Center for Autism on Checklist Least to Most Prompts.

Have the group review the implementation checklist to gain an awareness of the detail that may be needed when using least to most prompting. Ask for comments from the group.

**Slide 41: Handout #4: Implementation Checklist from NPDC on Autism**

**Alt Text:**

1. Page three worksheet module prompting-

Implementation Checklist for least to most prompts area to collect data in step 5 of 9 step process. Fill in the box format.

1. Page four worksheet module prompting-

Implementation Checklist for least to most prompts area to collect data in step 7 of 9 step process. Fill in the box format.

**Slide Notes:** Pages 3 and 4

**Slide 42: Example: Prompting Least to Most**

**Alt Text:**

Making chocolate milk-

Step by step process for making chocolate milk with multiple prompt examples, audio, no audio descriptions available.

**Slide Notes:** This video has sound.

While this video is staged, the value of this video is to have the learners watch for the use of various prompts and how the ‘teacher’ is using a prompt hierarchy. Facilitate a brief discussion on how planful this must be in order to implement this in a daily routine. Ask for ideas about how the prompts could occur more naturally in the natural setting. Ask learners: For this task/skill (making chocolate milk), what 3 prompts would you select to make part of your prompt hierarchy and why?

**Slide 43:** **Example: Prompting Most to Least**

**Alt Text:**

Hand washing with prompts-

Step by step process for washing hands with multiple prompt examples, audio, no audio descriptions available.

**Slide Notes:** This video has sound.

While this video is staged, the value of this video is to have the learners watch for the use of various prompts and how the ‘teacher’ is using a prompt hierarchy. Facilitate a brief discussion on how planful this must be in order to implement this in a daily routine. Ask for ideas about how the prompts could occur more naturally in the natural setting. Ask learners: For this task/skill (washing hands), what 3 prompts would you select to make part of your prompt hierarchy and why?

**Slide 44: Tips for Fading Prompts**

* **PLAN.** Create the fading plan early
* **GRADUAL.** Fade prompts gradually
* **REINFORCE INDEPENDENCE**
  + Reinforce more **independent** responses during fading
  + Provide heavier reinforcement for unprompted (independent) skill responses
* **REPLACE VERBAL.** Verbal prompts are one of the most difficult prompts to fade. Replace verbal cues with a different type of prompt (visual, gestural, positional), so the verbal prompts can be removed more easily

**Slide Notes:**

PLAN. Create the fading plan early. This implies that the team should review the prompt hierarchy and decide which prompts are the ones to use for teaching (‘heaviest’) and which are to be use as the person has some mastery of the step. A light prompt.

GRADUAL. Fade prompts gradually. This suggests that it is best to move gradually to a lesser prompt or a less frequent prompt. Keep the success level high and avoid extensive frustration when the task appears too hard to complete or the individual is making multiple mistakes.

REINFORCE INDEPENDENCE. In fading the focus becomes the independence and how well the individual is able to accurately complete the step with little or no prompts.

REPLCE VERBAL. This is generally very difficult for the job coach, aide or teacher. Help each other to remember to use other types of prompts and to give some wait time for the person to respond.

**Slide 45: Activity: Selecting and Using Prompts**

* Review the hands on chaining activity completed earlier in this session
* Consider
  + the task analysis you developed in the activity
  + a student you know
* What three types of prompts would you use in the chaining activity with the selected student?
* Where would you embed the prompts?
* How would you fade these prompts over time for more independence?

**Alt Text:**

Task Analysis Protocol-

Worksheet for task analysis to complete a new task. Space to write date & style of prompt for how individual completed task.

**Slide Notes:** Use the forms available in the handout downloads to complete the activity. Have the groups or individuals select their own prompts for the task.

Another version of the activity would be to assign different prompts to each group and have them complete the activity with the assigned prompts. For example, assign verbal and visual to one group, physical and modeling to next group, and so on. Discussion: ask participants to give examples of specific prompts they might use and describe the type of students they were thinking of when using these prompts.

**Slide 46: What if a Prompt is an Ongoing Need for a Person?**

**Slide Notes:** Brief discussion based on participants’ experiences, then move on to the next two slides for examples of when a prompt may need to be an ongoing support.

**Slide 47: Is it a Prompt or Support?**

* Prompt may be needed for student to learn and complete a task
* Some prompts may eventually become a support to be independent as they are not able to be totally faded
* Use the least intrusive prompt
  + Example: verbal prompt replaced with a visual schedule as an ongoing support.

**Slide 48: Compare: Prompts and Support**

Prompt

* For Instruction
* When a person is learning or increasing independence
* Are meant to be faded
* Some “prompts” may eventually become “supports” for some people

Support

* Ongoing
* Assists a person to be successful
* Is not faded- always available
* Use those that are least intrusive and allow for the most independence

**Slide Notes:** Ask the group for examples. Sometimes a visual **prompt** can become a visual **support** that the person uses independently to complete tasks and activities. Review Casey’s Recycle Prompt on slide 33 as an example.

**Slide 49:Collecting and Recording Data**

* Components necessary when planning and implementing include a way to collect and record data on prompting, independence and progress
  + Complete task analysis of skill to be taught
  + Identify the prompts that will be used
  + Create the prompt hierarchy
  + Collect baseline data of current skills
  + Identify which prompts are necessary and when

**Slide Notes:** This slide suggests that careful consideration of what to record and how to record is necessary. These issues prime the learners for the follow up slides that introduce the recording form for task analysis and data collection.

**Slide 50: Explore the Task Analysis Protocol Form**

* Download this form from the Session 3 webpage
* Review each element of the form on the following slides

**Alt Text:**

Task Analysis Protocol-

Worksheet for task analysis to complete a new task. Space to write date & style of prompt for how individual completed task.

**Slide 51: Record the Steps**

* Record the steps of the task analysis necessary to complete the targeted task
  + Record steps in the far left hand column of the Task Analysis Protocol Form.

**Alt Text:**

Task Analysis Protocol-

Worksheet for task analysis to complete a new task. First column of 9 highlighted in blue to complete

**Slide 52: Collect the Data**

1. Observe the student completing the task
2. Record level of success for each step and any prompting that was necessary in the columns labeled “Baseline”.
3. Review the coding for the type of prompts at the bottom of the page. Use these codes to indicate any prompts needed.

**Alt Text:**

Task Analysis Protocol-

Worksheet for task analysis to complete a new task. Columns 3-5 of 9 highlighted in blue to complete for baseline data.

**Slide 53: Prompting Plan**

1. Based on the information that emerged from the observations for Baseline Data, identify the prompting plan.
2. For steps that required frequent prompting, determine which type of prompt from the prompting hierarchy should be used.
3. Record those in the column labeled “Prompting Plan”

**Alt Text:**

Task Analysis Protocol-

Worksheet for task analysis to complete a new task. Column 2 of 9 highlighted in blue to complete prompting plan.

**Slide 54: Teach the Skill**

1. Using the outlined plan steps, begin teaching the skill
2. Use prompts as you have planned.
   * Heavy prompts for teaching
   * Minimal prompting for promoting independence
3. Implement plan and record progress at least 3 separate times
4. Review the student progress and refine plan as necessary

**Alt Text:**

Task Analysis Protocol Worksheet-

Columns 6-9 of 9 highlighted in blue to complete date of when new task is being taught and by what prompt

**Slide 55: Example Task Analysis and Baseline Data**

**Alt Text:** Task Analysis Protocol Worksheet-

Completed worksheet for job task: fill multiple pots with potting soil to prepare for plants.

**Slide Notes:** This slide as well as the next several slides offer examples on using the task analysis form to collect baseline data, recording data for progress monitoring and modifying or fading prompts based on how the student completes the steps of the task. This slide shows very simple steps with very basic recording

One of the frequent comments participants make about using the task analysis and completing the form when instructing a student on a task, is the importance of the data in showing the student’s progress. This is not obvious without documentation. Also the importance of a record of what they have tried with students especially with prompts and what has been most effective. Finally this document is important so that all team members who work with the student are following the same protocol when teaching the student a task and following the same prompting plan. A system of rewards is often used to motivate students when they make progress.

**Slide 56: Example: Using Evidence Based Practices with Prompt Plan**

**Alt Text:**

Task Analysis Protocol Worksheet-

Completed worksheet for job task: fill multiple pots with potting soil to prepare for plants.

**Slide Notes:** After baseline data was collected, the plan became more detailed

**Slide 57: EXAMPLE**

Uses baseline data for progress monitoring and modification of the prompting plan based on steps completed independently.

**Alt Text:**

Completed task analysis protocol for labels on an envelope-

Rows and columns sheet to collect data on task with dates and types of prompts used to complete task.

**Slide Notes:** Note that on the step that required centering the label, it was determined that the best way to complete this step was to have the individual use a jig or template to improve accuracy and independence. See next slide

**Slide 58: PROMPT BECOMES SUPPORT**

* Note that on one step the student was unsuccessful without assistance.
* A Jig was used to prompt the successful completion of the step.
* This then became an ongoing support for the student to use to complete the task.

**Alt Text:**

Section of completed task analysis protocol-

Record of dates and prompts used by student completing a single step of a task while placing a label on an envelope.

**Slide 59: Participant Practice Activity (1)**

1. **Select Student.** Choose two different students (with different profiles) who need instruction to introduce self and shake hands for a job interview.
2. **Task Analysis.** Do a step-by-step task analysis (TA) of the targeted task (Respond to a person introducing himself in an interview and engage in hand-shaking). Record the steps on the TA Form provided (Form TA Protocol).
3. **Try It.** After detailing the task analysis, try the steps with another person (friend or colleague) to assure that the steps are accurate and complete. Revise if needed.

**Slide Notes:** Give teams time to discuss assignment and do a little planning. All can do the same activity. Start Task Analysis in class on something like shaking hands.

1. Using chaining for this student—(remember one of your students will eventually be your target student for this project). Which are most effective and will move the student to the next level of independence?
2. Use the TA as a pre assessment to determine if steps need to be added or clarified and what the student’s level of independence is.
3. Record your observations on the task analysis sheet you just created for this activity. Is visual working? Verbal? What types of prompts need to change? You may need to do this more than once.
4. Record any thoughts on fading prompts.

**Slide 60: Participant Practice Activity (2)**

1. Student Baseline.
   * Using the designated Form ‘TA Protocol’, observe the student in 3-4 natural situations where other students or adults introduce themselves and attempt to complete the intro and handshaking routine or TA.
   * Identify the first 3-4 columns of data from TA Protocol as ‘Baseline Data”
   * Observe and record the types of prompts being used. Identify how each step was completed. ‘Independent’, or if prompted, record the type of prompt the student required to complete each step. If the student does not complete the step, use an “x” to signify that it was not completed.
   * This same form will be used later to continue the progress monitoring

**Slide Notes:** Give teams time to discuss assignment and do a little planning. All can do the same activity. Start task Analysis in class on something like shaking hands.

1. Using chaining for this student—(remember one of your students will eventually be your target student for this project). Which are most effective and will move the student to the next level of independence.
2. Use the TA as a pre assessment to determine if steps need to be added or clarified and what the student’s level of independence is.
3. Record your observations on the task analysis sheet you just created for this activity. Is visual working? Verbal? What types of prompts need to change? You may need to do this more than once.
4. Record any thoughts on fading prompts.

**Slide 61: Participant Practice Activity (3)**

1. **Teach Using Chaining and Prompting**.

* Using the baseline data and task analysis, create the ***prompting*** ***plan*** that will be used to ***chain the steps*** of the TA together so the student is able to complete the task.
* Determine how the student will be taught each step of the task where he/she is not independent.
  + What prompts will be used on which steps?
  + Which prompts will be used first?
    - Is this an new task? Does the student require ‘most to least’ prompting?
    - Or is the task familiar, but the student needs support to complete using ‘least to most’ prompts?

*The goal is to have the student complete the task independently, however you may not reach that goal depending on your time constraints.*

**Slide Notes:**

Give teams time to discuss assignment and do a little planning. All can do the same activity. Start task Analysis in class on something like shaking hands.

1. *Using chaining for this student—(remember one of your students will eventually be your target student for this project). Which are most effective and will move the student to the next level of independence.*
2. *Use the TA as a pre assessment to determine if steps need to be added or clarified and what the student’s level of independence is.*
3. *Record your observations on the task analysis sheet you just created for this activity. Is* visual working? Verbal? What types of prompts need to change? *You may need to do this more than once.*
4. *Record any thoughts on fading prompts.*

**Slide 62: Complete Chaining post assessment now**

* Put your answers in the post assessment column of Handout #1.
* Open handout #3 Chaining Pre and Post Answers. Correct your answers in the pre and post columns.
* Did your scores improve from pre and post tests? Were you surprised by your results from either pre or post?
* Any reflections on the value of this activity in terms of collecting baseline information, its role in progress monitoring and your practice in the classroom?

**Slide Notes:** Facilitators may wish to discuss the results and any connections with baseline data, progress monitoring and their classroom practices. Single viewers may want to reflect on some of the questions on this slide.

Slide 63: Survey

* Please take a few minutes to complete a short survey and provide feedback on the What Works for Work session information and resources.
* Need CEUs? Complete an eight-question survey with 75% accuracy to receive a certificate of attendance
* Link