BUILDING INDEPENDENCE IN OUR STUDENTS

Prompting and Fading

“What can students do more independently today than they could yesterday?”

Learning Target

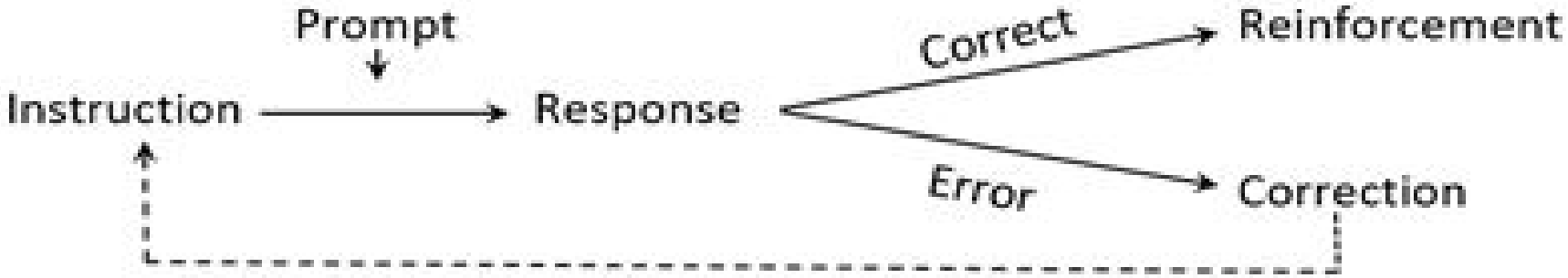
I know how to help my students build independence by using prompts particularly visual prompts.

Small Group Instruction

“It’s always the same kids”

- Re-teaching vs. “surrogate frontal lobe”
- Learned dependence
- Skills for academic help seeking

Prompting and Fading



WHAT IS A PROMPT

Increase the effectiveness of teaching by decreasing the likelihood of incorrect responses.

But when we do them too much…

Why do you need to know about Prompts:

To promote students independence and reduce staff dependency

Differentiating Prompts

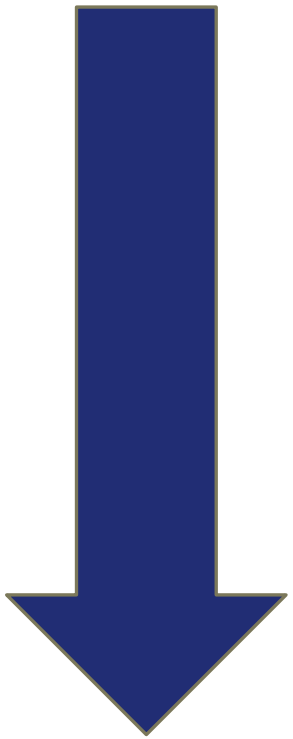
Not all prompts are equal.

Determine What Part of the Task Should Be Prompted...

Task Analysis:

Is the process of breaking a skill into smaller, more manageable steps in order to teach that skill. As the smaller steps are mastered, the learner becomes increasingly independent in their ability to perform the larger skill.

HIERARCHY OF PROMPTS



Full Physical

Partial Physical

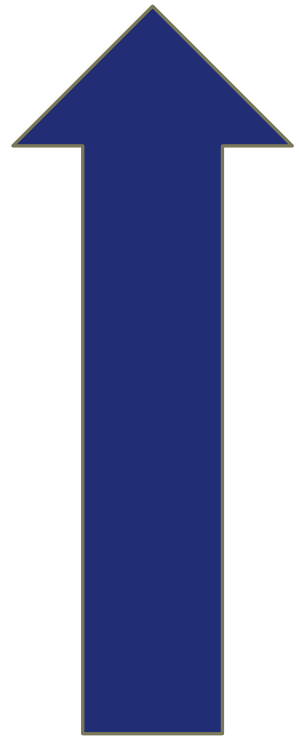
Verbal

Model

Gestural

Visual

Positional



PHYSICAL PROMPT

The most intrusive, restrictive type of prompt.

Ranges from full physical guidance to partial physical prompt

Full: Hand over Hand: person does the entire action with the child

Example: PE Instruction

Partial: guide hand to the object: physical prompt that directs the child toward the action.

Example: Teaching child to raise his/her hand, the person would tap the child on the elbow to prompt hand raising.

MODEL PROMPT

Demonstration of the behavior to be performed

Example:

Do the behavior you want to see.

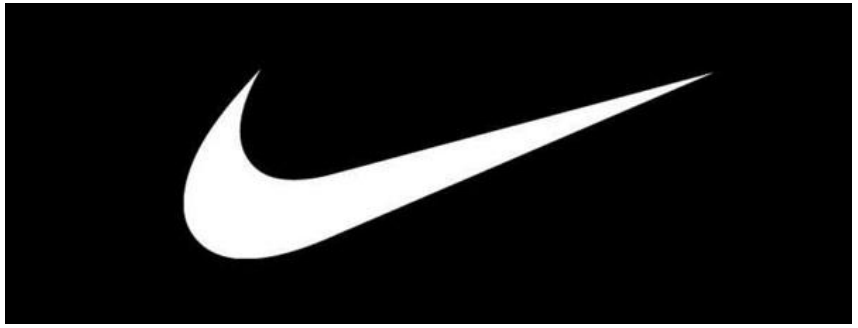
Simon Says ☺

Art Class

Model a math example

Videos

JUST DO IT



VERBAL

Verbal cues which give information to help the student to respond correctly.

Examples:

Teacher gives the direction (verbal prompt)

Kid sits down, looks at the staff and says “what do I do”

Staff then restates the direction.

2nd Example: teaching an independent skill

You verbally prompt the student “get something out of your bag”

GESTURAL PROMPT

- Can include pointing, nodding, or any other type of action the learner can watch his teacher do

- Example: Teacher asks the student “what is something you drink from?” Teacher then “prompts” the student by pointing to the cup

- Example: What is the next step in solving the problem?” Teacher then “prompts” the student by pointing to the next step.

VISUAL/PICTURE PROMPT

A visual prompt can include a video, photograph or drawing on a medium like paper, a whiteboard, or an electronic device.

Examples:

Task Lists:

Classroom expectations poster in the front of the room

Visual Schedule

Take a picture of what the kiddos desk will look like when they are ready for math.

Task List

Math

To Do:	I did It!	My Teacher Agrees!
Get Math Materials out		
Page 2 #1-7		
Page 3 # 6-10		
Check in with teacher		

Name:
Date:

First:

Task Steps:	I did it!
Get Math materials out: Pencil book Ruler	
Pg 13 # 1-7	
Have teacher check #1-7	
Pg 13 # 8-12	
Have teacher check #8-12	

Then:

Task: Math

Task Steps:	I agree	My teacher agrees
Get math materials		
Pg 13 #1-12		
Check in with teacher		

Math is finished.

Task: Math

Task Steps:	I agree	My teacher agrees
Math		
reading		
Snack		

_____ is finished.

Behavior Momentum

Compliance of 3 high probability requests prior to asking a low probability request

=

High rate of Compliance.

Task Analysis

- Assessment Tool
- Visual Prompt

Example: double didget multiplication problem.

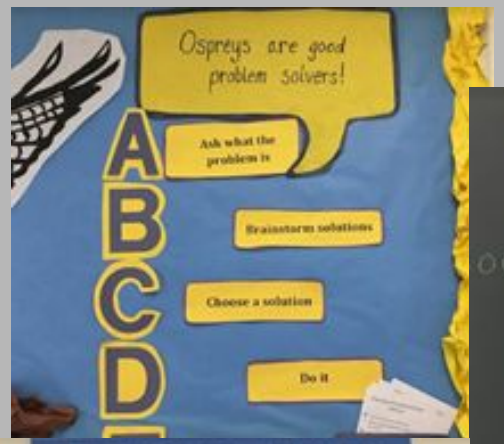
Task Analysis for 2 Digit by 2 Digit Multiplication

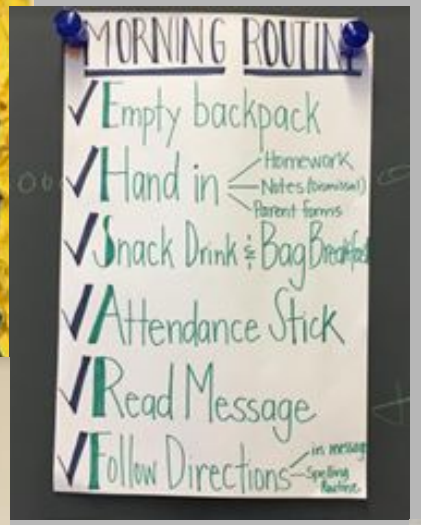
Strategies	Skills Required
☐ Multiply 1s column	☐ Knowledge of place value ☐ How to multiply 1 digit numbers
☐ Bring down the 1s digit part of the answer	☐ Knowledge of place value ☐ Where to write answers to vertically written math problems
☐ Carry the 10's digit part of the answer	☐ Knowledge of place value ☐ How to carry numbers
☐ Multiply across, the bottom 1's digit to the top 10's digit	☐ Knowledge of place value ☐ How to multiply 1 digit numbers
☐ To that answer add the number that you carried and write that down	☐ How to add ☐ Where to write answers to vertically written math problems
☐ Under that answer write a 0 in the 1s column	☐ Knowledge of place value
☐ Multiply the bottom 10's digit to the top 1's digit	☐ Knowledge of place value ☐ How to multiply
☐ Bring down the 1s digit part of the answer put it in the 10s column	☐ Knowledge of place value ☐ Where to write answers to vertically written math problems
☐ Carry the 10s digit part of the answer	☐ Knowledge of place value ☐ How to carry numbers
☐ Multiply the 10's digit column	☐ Knowledge of place value ☐ How to multiply
☐ To that answer add the number that you carried and write that down	☐ How to add ☐ Where to write answers to vertically written math problems
☐ Add your two answers; the number that you get is the ANSWER	☐ How to add
☐ Write it down	☐ Where to write answers to vertically written math problems

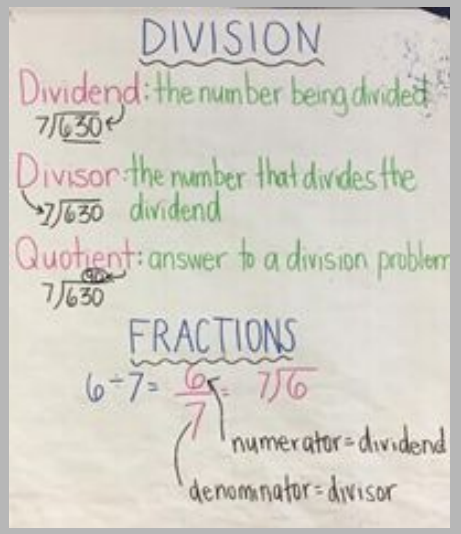
Within Stimulus Prompts

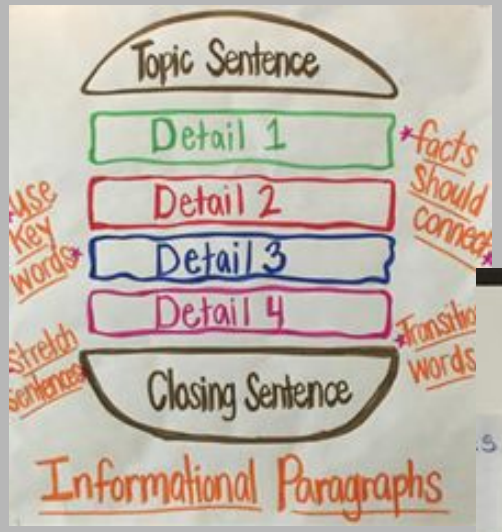
Usually part of a visual prompt.

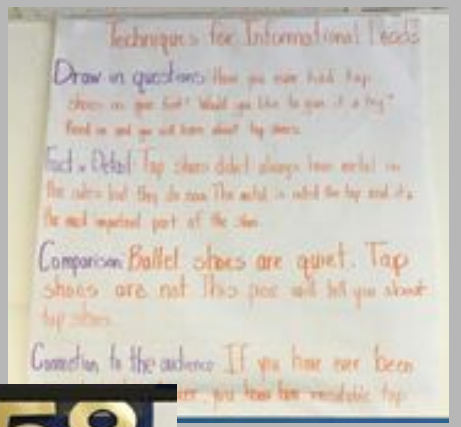
Examples: text (larger/colored)


Ospreys are good problem solvers!
A
B
C
D
Ask what the problem is
Brainstorm solutions
Choose a solution
Do it


MORNING ROUTINE
✓Empty backpack
✓Hand in
Homework
Notes (homework)
Parent forms
✓Snack Drink & Bag Breakfast
✓Attendance Stick
✓Read Message
✓Follow Directions
in writing
Spelling Packet

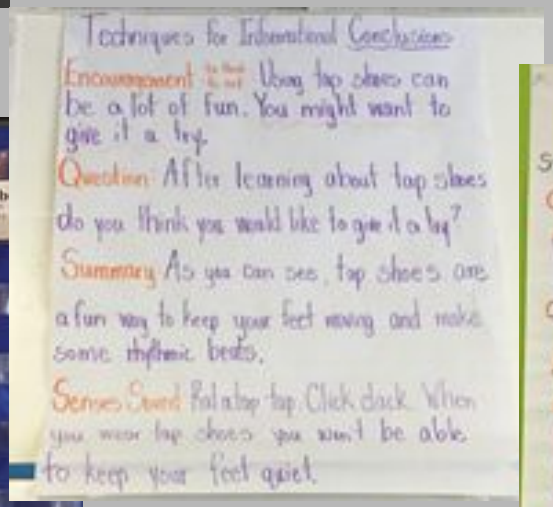

DIVISION
Dividend: the number being divided
7)630
Divisor: the number that divides the dividend
7)630
Quotient: answer to a division problem
90
7)630
FRACTIONS
6 ÷ 7 = 6/7 = 7)6
numerator = dividend
denominator = divisor

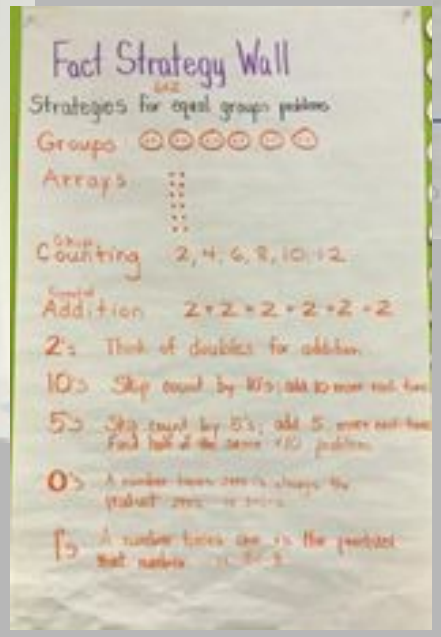

Topic Sentence
Detail 1
Detail 2
Detail 3
Detail 4
Closing Sentence
Use key words
Stretch sentences
Facts should connect
Transition words
Informational Paragraphs

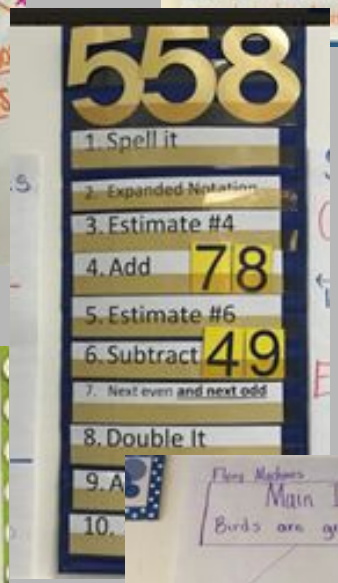

Techniques for Informational Texts
Draw on questions
Fact + Detail
Comparison
Connection to the audience

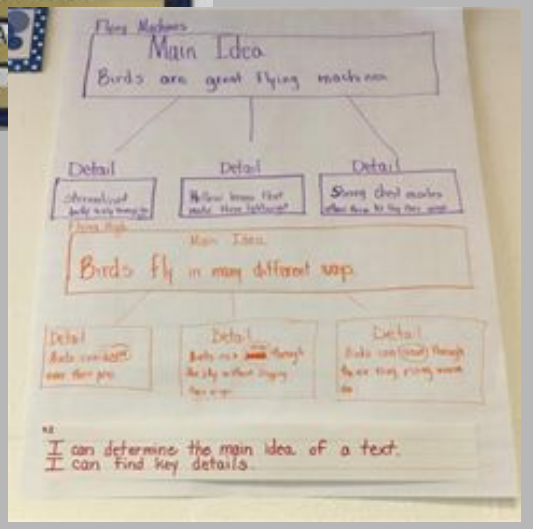

OUR SPACE SHOULD LOOK LIKE THIS...

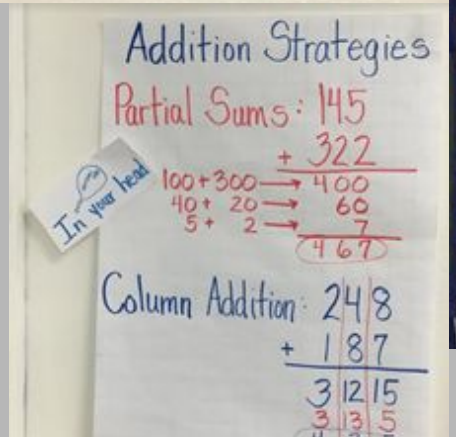

Math Vocabulary
Numerator
Denominator
Mixed Numb
Equivalent Fraction Rule
Whole - One - Unit
Decimal
13.7
$4.35
Prime Number
Composite Number
Multiples
Perimeter
Formula
Factor Pair


Techniques for Informational Conclusions
Encouragement
Using tap shoes can be a lot of fun. You might want to give it a try.
Question
After learning about tap shoes do you think you would like to give it a try?
Summary
As you can see, tap shoes are a fun way to keep your feet moving and make some rhythmic beats.
Senses
Sound
Rat-a-tap-tap. Click clack. When you wear tap shoes you won't be able to keep your feet quiet.

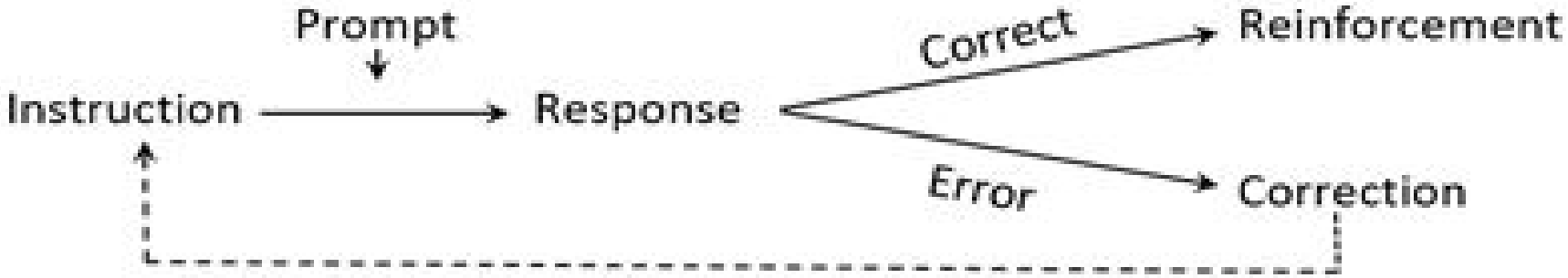

Fact Strategy Wall
Strategies for equal groups problems
Groups
Arrays
Counting
2, 4, 6, 8, 10, 12
Addition
2 + 2 + 2 + 2 + 2 + 2
2's
Think of doubles for addition.
10's
5's
0's
1's


558
1. Spell it
2. Expanded Notation
3. Estimate #4
4. Add
78
5. Estimate #6
6. Subtract
49
7. Next even and next odd
8. Double It
9. A
10.


Main Idea
Birds are great flying machines
Detail
Detail
Detail
Main Idea
Birds fly in many different ways
I can determine the main idea of a text.
I can find key details.


Addition Strategies
Partial Sums: 145 + 322
In your head
100 + 300 → 400
40 + 20 → 60
5 + 2 → 7
467
Column Addition: 248 + 187
3 12 15
3 13 5

Prompting and Fading



VISUAL SCHEDULE

VISUAL PROMPT IDEAS

WHAT a clean desk looks like?


A clean desk looks like···

Pairing Verbal and Visual Prompts

Verbal = More Verbal Talking

Verbal + Visual Prompts → Verbal — Visual Prompts = Visual Prompts

POSITIONAL PROMPT

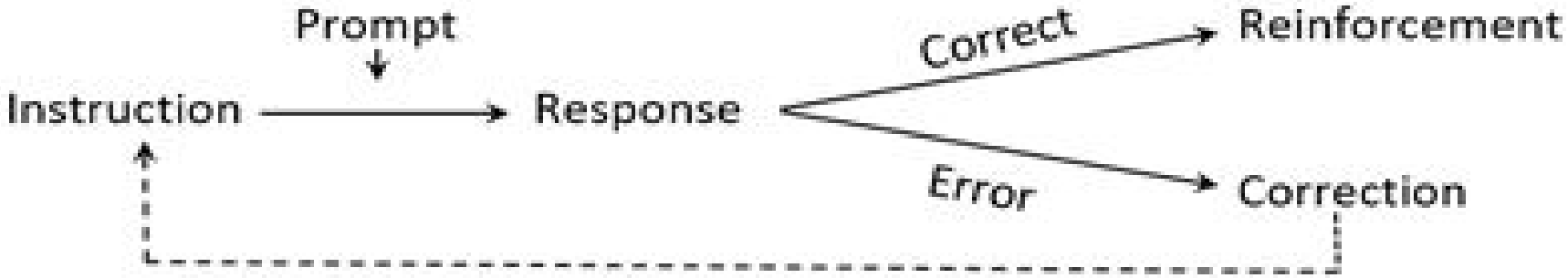
Placing materials in a location or sequence that ensures successful completion of an activity.

Ex: Place all the chairs in the room facing the screen

Learning Target

I know how to fade prompts effectively.

Prompting and Fading



Prompting=Feedback

Where am I going? (Learning Target)

Where am I now? (what have I completed?)

How can I close the gap? (what is next?)

“When students are doing assignments to comply with teacher directions, feedback becomes just more directions to follow.”

- Susan Brookhart

Prompting=Feedback

- Describe the strength (I notice that you…)
- Remind student of the learning target
- Ask focused question (find out what the child is thinking)
- Make ONE positive suggestion to move the learning forward. Use models or examples to scaffold.

When feedback is effective, student AND teacher both learn something.

Pairing Verbal and Visual Prompts

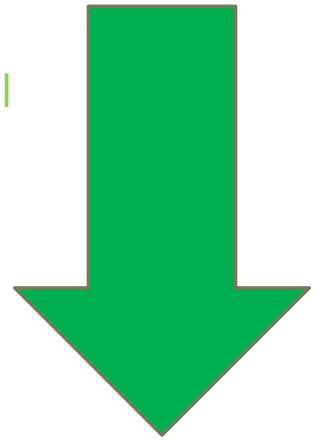
Verbal = More Verbal Talking

Verbal + Visual Prompts → Verbal — Visual Prompts = Visual Prompts

MOST TO LEAST PROMPTING

- Use when the student has minimum influence over one behavior (adult maintains maximum control over behavior)
- Minimizes error (errorless learning)
- When used with physical prompting: Referred to as Graduated Guidance
- High risk of prompt dependency
- Majority of Kids start at needing Verbal

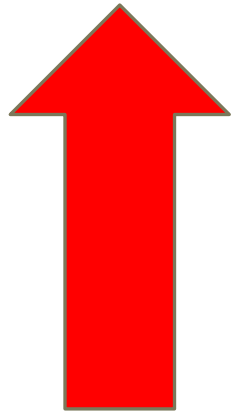
Full Physical
Partial Physical
Verbal
Model
Gestural
Visual
Positional



LEAST TO MOST PROMPTING

- Allows the student maximum influence over behavior
- Student may experience more errors
- May need to increase level of prompting if errors continue
- Lower risk of prompt dependency

Positional
Visual
Gestural
Model
Verbal
Partial Physical
Full Physical



SOME RULES FOR PROMPTING

- Highly reinforce all unprompted, correct responses
- Do not allow students to fail repeatedly
- Fade prompts gradually (this should be part of the instruction plan)

PROMPT DEPENDENCY

What is it:

Occurs when too many prompts are in place or are not being faded quickly enough.

How do you know:

When the student is able to do the skill 80% of the time with the prompt then it's time to fade

Important to monitor the student's performance when fading to determine whether supports are being withdrawn too quickly or not quickly enough.

WHAT IT LOOKS LIKE TO FADE TOO QUICKLY

Student may begin to make errors.

Go back to the last prompt level the student was successful with and continue to support the success.

STEPS IN FADING

1.Force

2.Time

3.Space

FORCE

The magnitude of what the prompt looks like (how intrusive is the prompt)

- Hand over hand, tap their elbow
- Escorting the student to the time away space
- Holding the student's hand to the time away space
- Giving the verbal prompt to walk to the time away space

TIME

The time between instruction and prompt.

Example:

You may immediately prompt the student to prompt correctly

As he learns the task, you wait for gradually longer periods of time before prompting

Instruction is given by the teacher, student says “what am I supposed to do”, After student is successful following the prompt so you would give more time before giving the prompt as success is built.

SPACE

The space between the student and the educator

Example:

- Sitting right next to the student at his desk.
- Kids lining up at the teacher’s table or desk to ask for help
- Over time as the student is successful then you move away from the student over time.

Force: Low ← High

Timing: Delayed ← Immediate

Spatial Distance: Behind & Away ← Beside

Next...

- Make a Goal for yourself: Pick a case study OR choose one area for your own practice
- Make a Goal for a student
  - Pick one area
  - make sure they are ready
  - Go slow
- Ask Jayme for help