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

Instruction → Prompt → Response

Correct → Reinforcement
Error → Correction
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

<table>
<thead>
<tr>
<th>To Do:</th>
<th>I did It!</th>
<th>My Teacher Agrees!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Math Materials out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 2 #1-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 3 # 6-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check in with teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Task: Math**

<table>
<thead>
<tr>
<th>Task Steps</th>
<th>I agree</th>
<th>My teacher agrees</th>
</tr>
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<tbody>
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<td></td>
</tr>
<tr>
<td>reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Math 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

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

Usually part of a visual prompt.

Examples: text (larger/colored)
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 $\rightarrow$ Verbal $\rightarrow$ 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

Instruction → Prompt → Response

Correct → Reinforcement
Error → Correction
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

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