



MODULE 3

PROMPTING IN THE CLASSROOM



PROJECT ACCESS

JARGON DICTIONARY



STIMULUS: AN ENERGY CHANGE THAT AFFECTS AN ORGANISM THROUGH ITS RECEPTOR CELLS

ANTECEDENT: A STIMULUS THAT OCCURS BEFORE A BEHAVIOR

DISCRIMINATIVE STIMULI (SD): A STIMULUS THAT SIGNALS THE AVAILABILITY OF REINFORCEMENT FOR A PARTICULAR RESPONSE

WHAT IS PROMPTING?

Prompting is when supplementary antecedent stimuli are used to occasion a correct response in the presence of a natural SD that will eventually influence the behavior. Prompting includes two components: prompting and prompt fading.

EXAMPLE

A teacher shows a flashcard with a picture of a cat to help a student recognize the word "cat" in a book. Over time, the flashcard is faded, so the student can identify the word on their own.

SD

Prompt

Response

Reinforcement

The word
"cat" in a
book

Flashcard
with a
picture of
the cat

Student
says "Cat"

Teacher
says "yes!
you did it,
that's right"

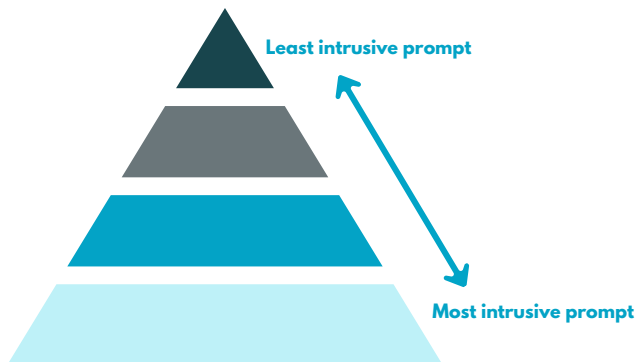
APPLYING PROMPTING IN THE CLASSROOM

TYPES OF PROMPTING

Response Prompts	Stimulus Prompts
Response prompts operate directly on the response to cue a correct response	Operate directly on the antecedent task stimuli to cue a correct response in conjunction with the critical SD
<ul style="list-style-type: none"> • Verbal Instruction • Modeling • Physical Guidance 	<ul style="list-style-type: none"> • Movement • Position • Redundancy

PROMPT FADING TECHNIQUES

- Most-to-least prompting
- Least-to-most prompting
- Time-delay
- Graduated Guidance
- Stimulus Shape Transformation
- Stimulus Fading



CONSIDERATIONS

- Physical guidance can be aversive
- Avoid prompt dependency by always incorporating prompt fading strategies into your plan
- Consider individual preferences for prompt types
- Assess for prerequisite skills necessary for responding to prompts
- Prompting hierarchies should be individualized

ADDITIONAL RESOURCES



Information gathered from Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis. Pearson Education.



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