



## How to Track Use of Adult Prompts on Academic Tasks

When students acquire new academic skills, they often require a transitional phase of teacher prompts to successfully perform those skills. For example, a student completing a worksheet might initially need one or more of these prompts to start that worksheet:

1. Gestural prompt: The teacher points to the sheet as a signal for the student to begin;
2. Verbal prompt: The teacher says, "Angela, begin your worksheet.";
3. Modeling prompt: The teacher demonstrates the steps to completing the worksheet;
4. Manual prompt: The teacher physically guides the student's hand holding the pen to successfully complete an item on the worksheet.

Table 1 defines the types of teacher prompts most frequently used in classrooms. Those prompts are ranked bottom-to-top in ascending order of intensity. For example, a verbal prompt is considered to be less intensive than a modeling prompt.

Manual Prompt	The student is guided manually to complete the skill. Guiding the student's hand to write letters on a worksheet is an example of a manual ('hand-over-hand') prompt. A partial manual prompt (e.g., the teacher guiding the student manually through only part of the task) is counted as a manual prompt.
Modeling Prompt	The student views a demonstration of the skill (e.g., demonstrated in person or via a video recording). Partial modeling (e.g., the teacher demonstrating a single step of a multi-step task) is counted as a modeling prompt.
Verbal Prompt	The student is prompted via verbal communication to demonstrate the skill. Verbal prompts can consist of a single word or several consecutive sentences. Encouragement and praise whose goal is to get the student to begin the task are considered verbal prompts.
Gestural Prompt	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

Prompts are a valuable tool to transition students to task-independence. However, students can sometimes remain 'stuck' continually, requiring teacher prompts—while failing to master independence in the target skill. In this situation, an appropriate intervention goal would be to systematically fade use of prompts.

This document presents a process and accompanying forms that teachers can use monitor progress toward task-independence—by tracking the type and number of prompts required for student performance. For example, a teacher has a student, Rodney, who requires significant and consistent prompting before he will start independent work on a multiplication math-fact worksheet. Figure 1, below, displays a completed section of Rodney's *Student Prompts Recording Form*. (A blank version of the form appears later in this document.) The teacher observes Rodney and uses this form to keep a log of the number and kinds of prompts the student requires each session to start his math-fact work.

Figure 1: Sample *Student Prompts Recording Form Entry*

<b>1</b>	DATE: <u>MTWThF</u> <u>Oct 22, 2018</u> NOTES: <u>Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.</u>			
<input type="checkbox"/> No Prompt	<input type="text" value="1"/> Gestural	<input type="text" value="2"/> Verbal	<input type="text" value="1"/> Modeling	<input type="text"/> Manual

As Figure 1 shows, the teacher moves through a sequence of less-intensive to more-intensive prompts, until finding success with a modeling prompt. The instructor records comments to describe the prompting sequence that she uses. Just as importantly, the teacher tabulates the number of attempts she makes with each prompt type. For example, this instructor attempts 2 verbal prompts before resorting to a modeling prompt. This frequency data can be charted over time as a way to measure progress in fading teacher prompts.

Figure 2 displays an excerpt from the *Student Prompts Progress-Monitoring Chart*, a blank version of which appears later in this write-up. This chart allows teachers to summarize prompting data across multiple days to look for possible trends of improvement. In this example, the teacher has charted a week's worth of data on her use of prompts with Rodney.

Figure 2: Sample *Student Prompts Progress-Monitoring Chart Entries*

Prompt Chart: Series/ <u>Week 1</u> for Rodney						
↑	Manual	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Modeling	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Verbal	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
	Gestural	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>
	No Prompt	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
	<u>Oct 22</u> Date	<u>Oct 23</u> Date	<u>Oct 24</u> Date	<u>Oct 25</u> Date	<u>Oct 26</u> Date	

A look at the chart shows clear progress in fading use of prompts. By day 2, verbal prompts replace modeling; by day 4, a simple pointing (gestural) prompt is sufficient for Rodney to begin his math-fact worksheet; by day 5, Rodney initiates his independent work without needing any teacher prompts.

**Reference:** MacDuff, G. S., Krantz, P. J., & McClannahan, L. E. (2001). Prompts and prompt-fading strategies for people with autism. In C. Maurice, G. Green, & R. M. Foxx (Eds.), *Making a difference: Behavioral intervention for autism* (pp. 37-50). Austin, TX, US: PRO-ED.



# Student Prompts Recording Form

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Target Task/Behavior.** Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

\_\_\_\_\_

**Prompt Definitions.** Use these definitions to classify the types of prompts you use with your student.

Prompt Types. (MacDuff et al., 2001)	
Manual	The student is guided manually to complete the skill.
Modeling	The student views a demonstration of the skill (e.g., demonstrated in person, via a video recording).
Verbal	The student is prompted via verbal communication to demonstrate the skill.
Gestural	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

**Prompt Recording.** In the sections below, record your use of task-initiation prompts to initiate the identified task/behavior. Write observation dates, number and type of prompts used, and notes explaining your prompt use.

<b>1</b>	DATE: M T W Th F _____ NOTES: _____
<input type="text"/> No Prompt <input type="text"/> Gestural <input type="text"/> Verbal <input type="text"/> Modeling <input type="text"/> Manual	
<b>2</b>	DATE: M T W Th F _____ NOTES: _____
<input type="text"/> No Prompt <input type="text"/> Gestural <input type="text"/> Verbal <input type="text"/> Modeling <input type="text"/> Manual	
<b>3</b>	DATE: M T W Th F _____ NOTES: _____
<input type="text"/> No Prompt <input type="text"/> Gestural <input type="text"/> Verbal <input type="text"/> Modeling <input type="text"/> Manual	
<b>4</b>	DATE: M T W Th F _____ NOTES: _____
<input type="text"/> No Prompt <input type="text"/> Gestural <input type="text"/> Verbal <input type="text"/> Modeling <input type="text"/> Manual	
<b>5</b>	DATE: M T W Th F _____ NOTES: _____
<input type="text"/> No Prompt <input type="text"/> Gestural <input type="text"/> Verbal <input type="text"/> Modeling <input type="text"/> Manual	



# Student Prompts Progress-Monitoring Chart

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Directions. Use this chart to record/summarize entries from the *Student Prompts Recording Form*.

Prompt Chart: Series/Week _____						
↑	Manual	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Modeling	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Verbal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Gestural	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	No Prompt	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		_____	_____	_____	_____	_____
		Date	Date	Date	Date	Date

Prompt Chart: Series/Week _____						
↑	Manual	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Modeling	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Verbal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Gestural	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	No Prompt	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		_____	_____	_____	_____	_____
		Date	Date	Date	Date	Date

Prompt Chart: Series/Week _____						
↑	Manual	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Modeling	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Verbal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Gestural	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	No Prompt	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		_____	_____	_____	_____	_____
		Date	Date	Date	Date	Date