Errorless Teaching and Prompting

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Errorless Teaching and Prompts

➢ Errorless teaching is a strategy that <u>minimizes the possibility of errors</u> by using prompts and prompt fading procedures so that the child will be <u>successful</u>.

➢ Prompts are <u>supplementary</u> stimuli (supports) used to increase the likelihood that a correct response will be given after an instruction/question has been delivered.

➢ Prompts are delivered with or immediately after the presentation of the instruction/question (within 1-2 seconds).

  ▪ The child must give you the correct response within 3-5 seconds

$$S^D \quad \rightarrow \quad R \quad \leftarrow \quad S^R$$
+ prompt

Video Insert

- Insert Clip of Milena with Donald

Types of Prompts

➢ Verbal Prompts:
  ▪ Vocal (V) = Vocal prompt
  ▪ Non-Vocal (Vis) = Visual prompt or textual prompt
➢ Physical Guidance (PH)
➢ Modeling (M)
➢ Movement Cues:
  ▪ Gestural (G)
  ▪ Look (L)
➢ Position (P)

Prompts

➢ Verbal Prompts: Vocal

  ▪ Vocal prompt (V) = you provide the exact vocal model of the desired response or give the child additional information to help them achieve the desired/correct response

$$S^D \quad \rightarrow \quad R \quad \leftarrow \quad S^R$$

"Spell cat…C, A, T" → "C, A, T" ← "that's right!"

"Say cookie, kkkooo" → "cookie" ← tickles the consumer

"Get your shoes on, + → gets shoes ← plays outside

"they are in the closet"

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Prompts

➢ Verbal Instructions: Non-Vocal

  ▪ Visual prompt or textual prompt (Vis)= you provide a picture cue, written word, script, or checklist to help them achieve the desired/correct response

$$S^D \quad \rightarrow \quad R \quad \leftarrow \quad S^R$$

"Spell cat" → "C, A, T" ← "you are so smart!"

+ shows a card C-A-T

"Clean your room" → "cleans room" ← delivers a movie

+ shows a visual

bed, toys and clothing

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Prompts

- Physical (PH) = you physically guide the child through all movements of the response, or partially guide their movements

$$S^D \quad \rightarrow \quad R \quad \leftarrow \quad S^R$$

"touch nose" → touches nose ← delivers a piece of cookie

+ physically assists

consumer to touch his nose

"Clean your room" → cleans room ← "you rock"

+ physically assists

consumer to clean his room

Prompts

- Modeling (M)= you demonstrate the behavior/correct response

$$S^D \quad \rightarrow \quad R \quad \leftarrow \quad S^R$$

"touch nose" → touches nose ← delivers a high 5

\+ points to own nose

"Clean your room" → cleans room ← delivers a movie

models cleaning up the room

Prompts

➤ Movement Cues:

- Gestural (G)= as you point to, tap, or touch the item, the child should be attending to you and identify it

$$S^D \quad \rightarrow \quad R \quad \leftarrow \quad S^R$$

"touch cat" → touches the picture of cat ← "that is a cat"

+ points to picture of cat

"take off shirt" → takes off shirt ← tickles belly

+ points to consumer's shirt

Prompts

➤ Movement Cues:

- Looking (L)= by looking directly at or in the direction of the item, the child should be attending to you and identify it

$$S^D \quad \rightarrow \quad R \quad \leftarrow \quad S^R$$

"touch cat" → touches the picture of cat ← "that is a cat"

+ looks at picture of cat

"brush teeth" → gets toothbrush ← "you are the best"

+ looks at the toothbrush

Prompts

➢ Position

▪ Positional (P)= you place the item closer to the child to cue the correct response

$$S^D \rightarrow R \leftarrow S^R$$

"touch cat" → touches the picture of cat ← "that is a cat"

+ moves picture of cat

close to child

"brush teeth" → gets toothbrush ← "you are the best"

+ moves toothbrush

and toothpaste

next to child

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Prompting Strategy

➢ Use the <u>most effective prompt</u> to ensure the response is correct and then, remember to systematically fade out the prompts *(this may require the initial use of a more intrusive prompt).*

Ex. <u>Receptive Response</u>s -child is required to perform an action

<div align="center">

Physical (intrusive prompt)

↓

Modeling

↓

Gestural/Positional

↓

Looking

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Ex. <u>Vocal Responses</u> –child is required to vocalize

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Vocal prompt (intrusive prompt)

↓

Visual

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Fading Prompts

$$S^D \rightarrow R \leftarrow S^R$$

"touch cat" → touches the picture of cat ← "that's right"

+physically guides

hand to touch picture of cat

"touch cat" → touches the picture of cat ← "good job!"

+ points to the picture

of the cat

"touch cat" → touches the picture of cat ← "you are so smart!!"

+ looks at the picture

of the cat

"touch cat" → touches the picture of cat ← "you did it!!!" and tickles

Review: Prompting

➢ Prompts are delivered with or immediately after the presentation of the instruction (within 1-2 seconds).

➢ Start with least intrusive but most effective prompt and provide continuous reinforcement.

➢ Gradually fade your prompts so that way your child does not become prompt dependent. You want to ensure that when you deliver an instruction or a directive, your child responds independently versus waiting for you to guide him.

    ▪ Use Differential Reinforcement –this means that you want to provide mildly reinforcing rewards (ex. high "5") for trials that you prompted but, then remember to use the more powerful rewards (ex. M & M's) for the trials your child completes independently.

References

➢ Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). *Applied Behavior Analysis*. New Jersey: Prentice-Hall, Inc.

➢ Sundberg M. L, Partington J. W. Teaching language to children with autism or other developmental disabilities. Pleasant Hill, CA: Behavior Analysts, Inc; 1998.

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