Graduated Guidance

Relies on a **physical prompt** only. This strategy is appropriate for teaching behaviors that need physical assistance (e.g., using utensils, walking, writing). Physical prompt is delivered and then the teacher uses professional judgement to determine amount of physical assistance to provide to student.

Steps for each trial:
1. Secure the student's attention.
2. Deliver the task direction.
3. Use a physical prompt, as needed, shadowing the student's movements.
4. Immediately use a more intrusive physical prompt if student begins to make an error.
5. Praise prompted and unprompted behaviors performed by students.
6. Fade the physical prompt over time as student becomes more independent.

Most-to-Least Prompting

Relies on a hierarchy of prompts beginning with the controlling prompt or the **most intrusive prompt**. This strategy is generally used when teaching a new skill (skill acquisition). Prompts are delivered systematically gradually fading to a less intrusive prompt either at pre-determined intervals or as students begin responding without the prompt with a less intrusive prompt. In this procedure prompts are changed across sessions not within a session.

Steps for each trial:
1. Secure the student's attention.
2. Deliver the task direction.
3. Immediately use the most intrusive prompt necessary for a student to perform the correct response (e.g., physical), praising all correct responses.
4. After several sessions, move to the next less intrusive prompt level in the hierarchy (e.g., model), praising all correct responses.
5. After several sessions, move to the next less intrusive prompt level in the hierarchy (e.g., verbal), praising all correct responses.
6. Continue until the student can perform the response independently across several sessions.

Note: Adapted from Collins, B.C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore, MD: Brookes Publishing.

System of Least Prompt
(otherwise known as least-to-most)

Relies on a hierarchy of prompts beginning with allowing the student to perform the behavior independently. This strategy is generally used when a skill has already been learned to build fluency. Prompts are delivered systematically gradually fading to a less intrusive prompt either at pre-determined intervals or as students begin responding without the prompt with a less intrusive prompt.

Steps for each trial:
1. Secure the student's attention.
2. Deliver the task direction.
3. Wait a set number of seconds (i.e., response interval) for the student to respond independently.
4. If the student responds correctly give praise, if no response or an error, give the least intrusive prompt in the hierarchy (e.g., verbal) and wait the same set number of seconds for a response.
5. If the student responds correctly give praise, if no response or an error, give the least intrusive prompt in the hierarchy (e.g., model) and wait the same set number of seconds for a response.
6. If the student responds correctly give praise, if no response or an error, give the least intrusive prompt in the hierarchy (e.g., physical) and wait the same set number of seconds for a response.
7. Praise the correct response before going to the next trial for a discrete behavior or to the next step in the task analysis for a chained task.

Constant Time Delay

Relies on a single identified prompt (i.e., least intrusive). This strategy is generally used to build fluency. Prompts are delivered systematically gradually fading prompts by increasing the response interval.

Steps for each trial:
1. Secure the student's attention.
2. Deliver the task direction.
3. Wait a predetermined set of seconds for the student to respond (e.g., 0-sec delay the first session, 3 sec delay interval during subsequent sessions).
4. Deliver the controlling prompt.
5. Wait the pre-determined response interval (e.g., 3 sec)
6. Praise correct responses or repeat the prompt for incorrect responses or failures to respond.

Note: Adapted from Collins, B.C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore, MD: Brookes Publishing.

Progressive Time Delay

Relies on a single identified prompt (i.e., least intrusive). This strategy is generally used to teach a new skill that is not in the student's repertoire. Initial instructional sessions does not allow the student to respond independently. Prompts are delivered systematically gradually fading prompts by increasing the response interval.

Steps for each trial:
1. Secure the student's attention.
2. Deliver the task direction.
3. Wait a predetermined set of seconds for the student to respond (e.g., 0-sec delay the first session, 1 sec delay during second session, 2 sec delay during third session, and 3 sec delay during all subsequent sessions).
4. Deliver the controlling prompt.
5. Wait the pre-determined response interval (e.g., 3 sec)
6. Praise correct responses or repeat the prompt for incorrect responses or failures to respond.

[note: strategy is particularly effective with students who are young, have significant intellectual disabilities, or who exhibit impulsive behaviors.]

Simultaneous Prompting

Relies on a single identified prompt (i.e., least intrusive). This strategy is generally used to teach a new skill that is not in the student's repertoire. Uses a 0 second delay during instruction until a student meets criteria for mastery.

Steps for Probe trial:
1. Deliver attentional cue.
2. Deliver the task direction.
3. Wait a predetermined set of seconds for the student to respond (e.g., response interval) for the student to perform the correct behavior.
4. Whether response is correct or incorrect, go to the next trial without prompting or correcting errors.

Steps for Training trials:
1. Deliver attentional cue.
2. Deliver the task direction.
3. Immediately use the least intrusive prompt necessary for the student to perform the correct response (i.e., controlling prompt), praising all correct responses and correcting all errors.
4. Go to the next trial and repeat.

[note: strategy is particularly effective with students who are young, have significant intellectual disabilities, or who exhibit impulsive behaviors.]

Note: Adapted from Collins, B.C. (2012). *Systematic instruction for students with moderate and severe disabilities*. Baltimore, MD: Brookes Publishing.