





## Response Prompting to Teach Employment Skills


Dawn A. Rowe, Ph.D.  
Research Assistant Professor/Technical Assistance Provider  
University of Oregon  
National Technical Assistance Center on Transition



## Stimulus and Response


Remember that every behavior is preceded by a stimulus and followed by a consequence.

Stimulus	Response
Bus stops, driver opens door, people get up.	Get out of the bus.
See school door.	Open door and walk through.
See boss or fellow employee (hear/see greeting).	Greet boss or fellow employee by waving.
See list of work tasks for the day.	Start completing task on list.




## Prompting

- Response prompting is a valuable strategy in which a prompt follows the stimulus to increase the likelihood of a correct response.
- Initially prompts are given to obtain a students response, but then faded to shift control of the students response to the natural stimuli.



Brown, McDonnell, & Snell, 2016



## General Classes of Prompt Procedures

### Stimulus Prompts

- Embedded in the materials
  - Color coding correct answer
  - Position cue
  - Making correct answer more salient

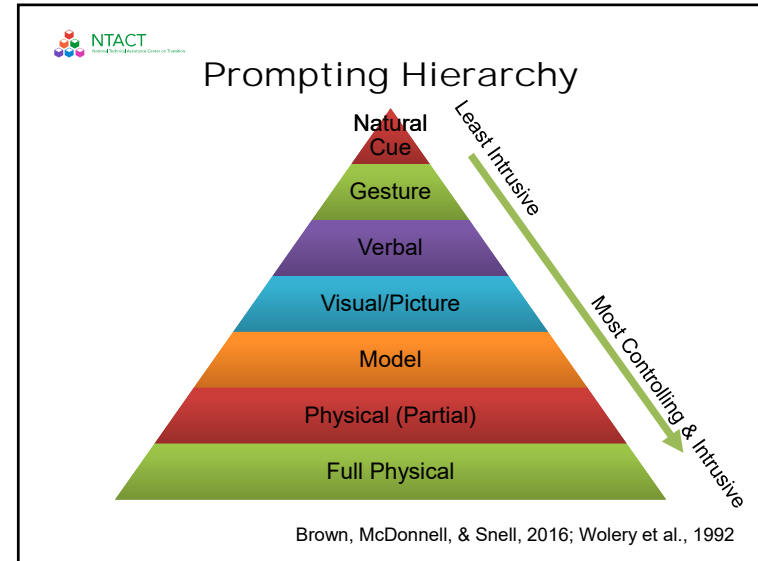
### Response Prompts

- Provided by the teacher
  - Tell student how to respond
    - Verbal prompt
  - Show the student how to respond
    - Model prompt
  - Guide the student to make the motor response
    - Physical prompt

## Overview of Prompting Continued

There are all different types of prompts.

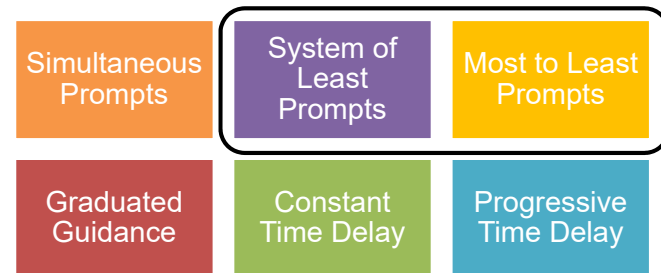
Sample Instructional prompts	Example
<b>Gesture prompts</b> • Nonverbal prompts	<ul style="list-style-type: none"> <li>Pointing</li> <li>head nods</li> <li>hand motions</li> </ul>
<b>Verbal prompts</b> • Specific verbal prompts • Nonspecific verbal prompts	<ul style="list-style-type: none"> <li>Read the word restroom.</li> <li>Pick up the spoon.</li> <li>Turn the page.</li> <li>How do we keep the story going?</li> </ul>
<b>Pictorial prompts</b> • Words, symbols, signs • Match to sample	<ul style="list-style-type: none"> <li>Picture schedule of the events of the day</li> <li>Picture and word instructions for a task (e.g., picture of student at community-based employment training site)</li> </ul>
<b>Model prompts</b>	<ul style="list-style-type: none"> <li>Peer demonstrates turning a page.</li> <li>Teacher demonstrates using a paper towel to dry hands.</li> </ul>
<b>Physical prompts</b> • Partial • Full	<ul style="list-style-type: none"> <li>A tap to the elbow to encourage a choice for lunch</li> <li>Hand over hand assistance for writing the first letter of name</li> </ul>



## Video Examples



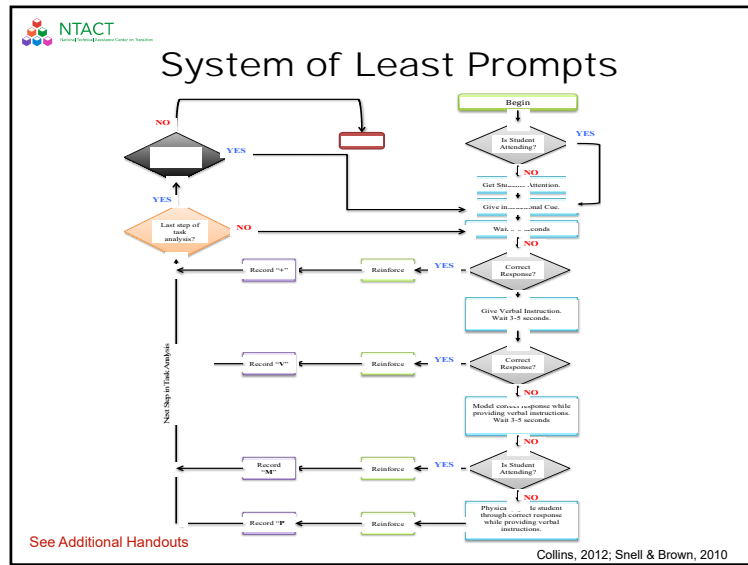
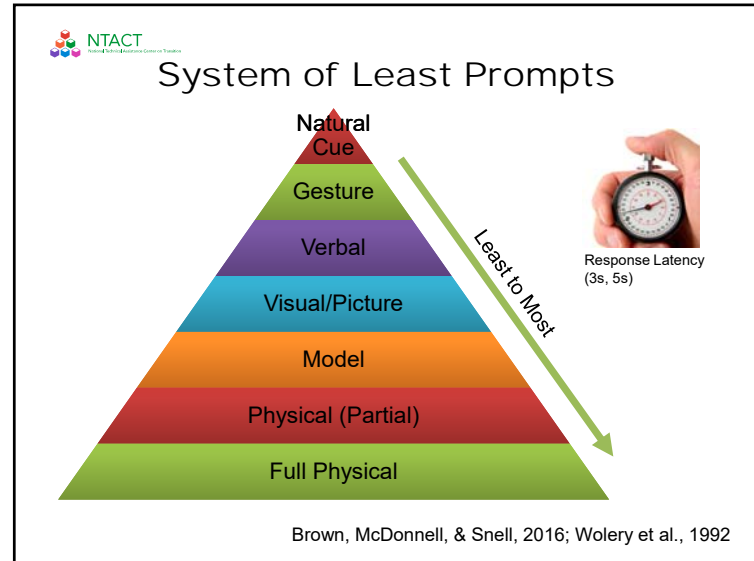
## Commonly Used Response Prompts Systems



Brown, McDonnell, & Snell, 2016

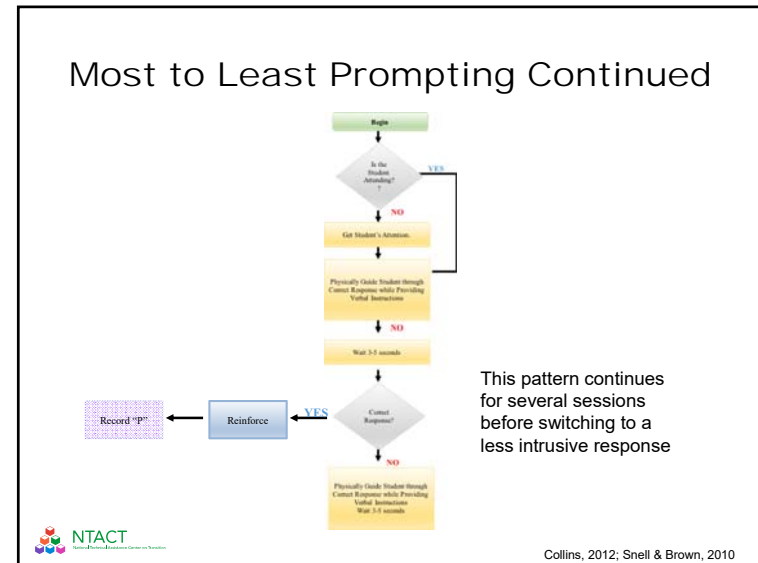
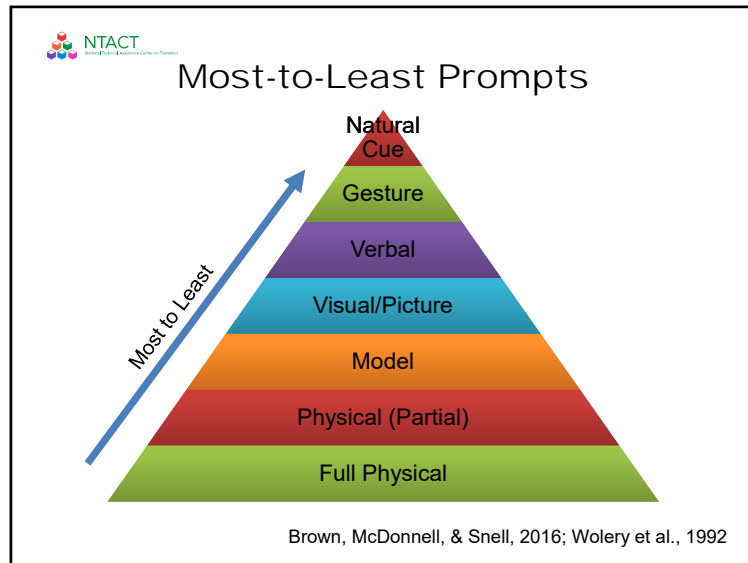
## General Guidelines for Using Prompts

1. Select the least intrusive prompt(s) that is effective for the student and the task (combine prompts if necessary).
2. Highlight the natural stimuli.
3. Generally wait a brief period of time before and after the prompt so that learners have a chance to respond without assistance.
4. Avoid repeating a prompt for the same response.
5. Prompt only when the student is attending.
6. Develop a plan to fade prompts as soon as possible.
7. Do not introduce prompts unnecessarily.
8. Reinforce a student for responding correctly to a prompt during early acquisition.



## System of Least Response Examples





- If you need more information about Response Prompting...
- ADEPT Module, Lesson 7, 8: <http://media.mindinstitute.org/education/ADEPT/Module1Menu.html>
  - Autism Internet Modules: [http://www.autisminternetmodules.org/mod\\_intro.php?mod\\_id=43](http://www.autisminternetmodules.org/mod_intro.php?mod_id=43)
  - NTACT : <http://transitionta.org/effectivepractices>
- The NTACT logo is in the bottom left corner.