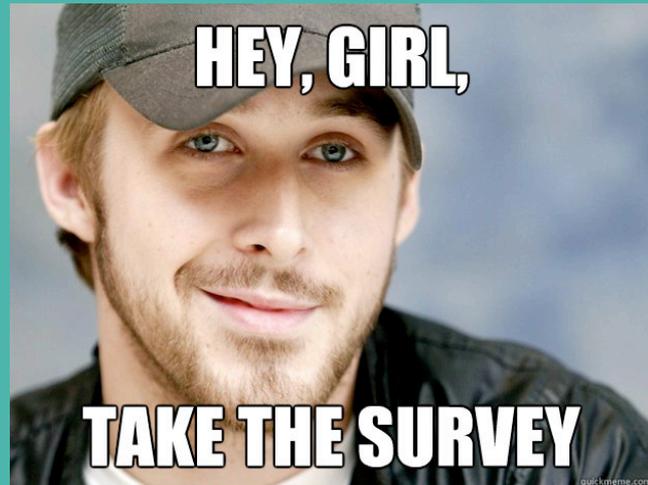


# Data and Prompting Procedures





# Data! Data! Data!

Qualtrics Survey:

Employment

Independent Living

Social Skills

Academics

Incident Report

Password (in caps): **CPP**

[SURVEY](#)



# Prompting

Provides students with assistance to increase probability that desired behavior will occur

Cue or support to encourage occurrence of behavior

Categorized in hierarchy of least to most intrusive or most to least intrusive

Independent	Indirect Verbal Prompt	Direct Verbal Prompt	Model or Picture Cue	Physical Prompt or Gesture	Hand-Over- Hand
-------------	------------------------------	----------------------------	-------------------------	----------------------------------	--------------------

# When to use prompts

When student is about to perform step or task incorrectly

*Example: Student is cleaning the bathroom but reaches for oven cleaner.*

When student performs step or task incorrectly

*Student is supposed to fold towels at work but instead bunches them up into a ball.*

When student doesn't respond at all

*Student is suppose to swipe a gym guest's card but is not paying attention.*



# Independent

Individual completes task with no verbal or physical assistance

**Employment:** Student stacks chairs correctly in the Bryant Conference Center as part of his job tasks without needing to be reminded.

**Independent Living:** Student sets alarm clock for correct time prior to going to bed without needed to be reminded.

# Indirect Verbal Prompt

A spoken cue that alludes to the desired response but does not tell them directly.

**Employment:** Student does not move on to the next step on his picture schedule for cleaning the dining hall.

The mentor asks, “what do we need to do next?”

**Independent Living:** The student is loading the washing machine but pours too much detergent in the measuring cup.

The mentor asks, “are we washing a large load or a small load?”

# Direct Verbal Prompt

A spoken direction providing specific instructions for what the individual should do.

**Employment:** Student does not sweep under the table at their job site.

The mentor says, “you need to sweep under the table.”

**Independent Living:** Student does not know which measuring cup reads  $\frac{1}{4}$  cup.

The mentor states, “this is the  $\frac{1}{4}$  measuring cup you will need.”

# Model or Picture

Demonstration of or providing a visual for completing any step of the task sequence.

**Employment:** Student working at Lakeside Dining and is provided a picture of how each table should be set up.

**Independent Living:** A recipe requires the student to stir the mix. The student dips the spoon in and out of the batter, so the mentor demonstrates how to stir the mix correctly.

# Physical Prompt or Gesture

Making slight physical contact with the student to prompt the desired response or gesturing (pointing, eye gazing, nodding) to prompt the student to complete the desired response

**Employment:** Mentor taps place on window where student forgot to clean.

**Independent Living:** Mentor guides student's arm to turn the knob on the dryer.

# Hand-Over-Hand

Mentor places hands over the student's in order to complete the task or step in a sequence.

**Employment:** Mentor places hand over student's to wipe down tables correctly.

**Independently living:** Mentor places hand over student's to assist in scrubbing toilet correctly.

# Consistency

Prompts for completing steps or tasks should be consistent across all staff members and within different environments

For data collection purposes, we will be using least intrusive to most intrusive prompts.

## Use least to most prompting

Students can become prompt-dependent.

# Prompting in Employment

## Task Steps-BCC-Backpack Vacuum

	Independent	Indirect Verbal Prompt	Direct Verbal Prompt	Model or Picture	Physical Prompt or Gesture	Hand-Over-Hand
Get vacuum from closet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Check bag to see if it needs to be replaced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If so, replace bag	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put vacuum on back (adjust straps)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacuum assigned area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspect work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For stairs, do steps one at a time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put supplies up when completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Text  
Text



# Example:

Roger is cooking but walks away from the stove to retrieve his phone from his bedroom. His mentor quickly follows him and tells him, “You have to stir the noodles or they will burn.

What level of prompt was used?

Independent	Indirect Verbal Prompt	Direct Verbal Prompt	Model or Picture Cue	Physical Prompt or Gesture	Hand-Over- Hand
-------------	------------------------------	----------------------------	-------------------------	----------------------------------	--------------------

# Example:

You are attending a class with a student who is daydreaming instead of paying attention. Use the chain of prompting to redirect their attention back to the professor.

Independent	Indirect Verbal Prompt	Direct Verbal Prompt	Model or Picture Cue	Physical Prompt or Gesture	Hand-Over- Hand
-------------	------------------------------	----------------------------	-------------------------	----------------------------------	--------------------

# Example:

You are a job coach working at Bama Dining. Your student is following a visual schedule to complete his assigned tasks. It is time to wipe down the tables, but the student is distracted. Use the chain of prompts to get the student back on track!

Independent	Indirect Verbal Prompt	Direct Verbal Prompt	Model or Picture Cue	Physical Prompt or Gesture	Hand-Over- Hand
-------------	------------------------------	----------------------------	-------------------------	----------------------------------	--------------------

WE ARE READY FOR AN  
AWESOME SUMMER WITH  
YOU!!!!