ASD toddler initiative

Selecting a Prompting Procedure

Prompting Procedure/Type of Skills	Type of Prompts	Advantages	Disadvantages
Least to Most: Discrete and Chained Skills/behaviors that can be easily acquired or that are almost mastered**. For example, the** *toddler may be using the target skill, but not consistently* (e.g., uses the skill during free play, but not at snack; uses the skill correctly once during an activity, but does not use it during the rest of the activity).	Multiple, individually determined prompts sequenced in a hierarchy from independent use of skill to increasing assistance.	**Toddler can respond using natural cues.** *Easily embedded within ongoing routines and activities* (e.g., working on requesting at snack time, putting on coat to go outside, asking for help during an activity or routine) Waiting time built in to the prompting procedure allows toddler to respond to cues before prompting at next level. Increasing assistance given if needed.	Toddlers may make errors at every prompt level and may inadvertently be reinforced**.** Toddlers may become prompt dependent (does not respond until the prompt is given). May take more trials to learn skill/behavior.
Graduated Guidance: Used only with chained skills/behaviors with a physical component.	Physical prompts: Level of intensity and location of physical prompt based on response of toddler; physical prompt is systematically and gradually faded.	Toddler receives immediate feedback and makes fewer errors because he/she is prompted to use the correct skill/behavior.	Requires adult to make decisions quickly, based on the toddler's responses, as they are teaching and prompting, Can lead to prompt dependence if it is reinforcing to use physical prompts or if systematic fading procedures are not used.