System of Least Prompts Example

There are a lot of activities in this kit that require chained tasks to be completed (e.g., worksheets, activities). This is an example of how to use SLP to teach an activity (this specific example will be for a student learning how to swaddle the baby):

1. Task analyze the skill (this has already been done for you on the Data Sheet and Visual Schedule).
2. Select prompts: auditory, model, full physical.
3. Gain attention: "Are you ready?" or "Show me you are ready by sitting in your chair."
4. Provide task direction: "Swaddle the baby."
5. Wait the pre-determined amount of time.
    a. 3 seconds to initiate.
    b. 10 seconds to complete.
6. Student initiates step 1 (gathers materials) within 3 seconds and completes it within 10 seconds; teacher lets student continue to step 2.
7. Student does not initiate step 2 (washing hands) within 3 seconds.
    a. Teacher provides an auditory prompt "Wash hands."
    b. Student complies and washes hands within 10 seconds.
    c. Teacher provides verbal praise "Great job washing your hands."
8. Student initiates step 3 (spread blanket on table) within 3 seconds and completes it within 10 seconds; teacher lets student continue to step 4.
9. Student does not initiate step 4 (Fold one corner down about 6").
    a. Teacher provides auditory prompt "Fold one corner down about 6".
    b. Student does nothing for 3 seconds.
    c. Teacher models folding one corner down.
    d. Student does nothing for 3 seconds.
    e. Teacher provides a full physical prompt of folding the corner of the blanket down (ensuring the student completes the step correctly).
    f. Teacher allows student to complete step 5 (Lay baby on blanket with head near folded corner).
10. This same procedure continues until all steps of swaddling the baby are complete.
11. Record data on level of prompt for each task in the task analysis.
12. Graph number of steps completed independently or points earned.
    a. for number of steps completed independently, count the number of steps with an "I" and graph that number.
    b. for points earned, assign each level of prompt chosen a point value. For this example, it would be I=3; A=2; M=1; FP=0.

Time Delay Example

There are several activities in this binder that require a discrete response (e.g., worksheets, vocabulary cards). This is an example of how to use time delay to teach vocabulary words (this specific example will be for a student who is nonverbal, learning the word pacifier):

1. Select prompt level: model (the teacher will need his or her own copy of the materials for this level of prompting).
2. Gain attention: "Are you ready?" or "Show me you are ready by sitting in your chair."
3. Provide task direction: "Touch pacifier."
4. Wait.
    a. Trials 1-3: teacher immediately models touching pacifier on his or her own vocabulary board.
    b. Trials 4+: teacher waits 5 seconds.
5. Student gets it correct *before* the prompt: "Great job, you touched the pacifier."
6. Student gets it incorrect *before* the prompt: "Remember, wait if you don't know. Touch Pacifier;" teacher models touching pacifier on his or her own vocabulary board.
7. The student waits; teacher models touching pacifier on his or her own vocabulary board.
8. The student gets it correct *after* the prompt: "Yes, that is the pacifier."
9. The student gets it incorrect *after* the prompt: "Touch Pacifier;" teacher models touching pacifier on his or her own vocabulary board.
10. Student does not provide an answer before or after the prompt: "Touch Pacifier;" teacher models touching pacifier on his or her own vocabulary board. (*if this does not result in an appropriate response, there is either a behavioral issue or the prompt selected is not appropriate and the teacher needs to move to a more intrusive (e.g., physical) prompt).*
11. Collect data on each trial.
12. Graph number *correct* before the prompt.

E. Introductory Activities - Background Knowledge

Students with more severe disabilities require more in-depth background knowledge and support to access concepts. After introducing the Vocabulary Boards and Cards and introductory worksheets 1-4, the teacher may wish to introduce additional background knowledge activities as outlined below. The hands-on format will be extremely appropriate for these learners, and the opportunities to repeat ideas, vocabulary, and actions are keys to their learning process.

Teachers working with this population will likely encounter students who are non-verbal or who are unable to produce a verbal response. Do not assume that these students