Research Recap: Prompting and Task Analysis Glossary

Wong, et al. (2015) conducted a comprehensive review of research about focused intervention practices to support individuals with autism. This comprehensive review is considered a landmark article because it identifies those strategies that are most effective to use with autistic people. This glossary is designed to support the community in understanding terms commonly associated with these practices.

TERM	DEFINITION
A-B-C model	Series of events used to describe and understand a behavior. It includes what happens immediately before the behavior (antecedent), a description of the behavior itself (behavior) and what happens directly after the behavior (consequence).
Antecedent	The activities or specific events that immediately precede a behavior.
Behavior	An observable and measurable act of an individual in response to their environment.
Chained Task	A task that requires several individual behaviors to be sequenced together to form a more complex skill.
Controlling Prompt	The least restrictive prompt that ensures the learner will perform the target skill.
Cue	Word and/or action to let the learner know to perform the target skill or behavior (e.g., asking "What word?" when you want a student to read a word or placing a block in a student's hand during a color matching activity).
Discrete Task	A task that requires a single response and is of a relatively short duration.
Fading	Decreasing the level of assistance needed to complete a task or activity.
Graduated Guidance	Teachers and practitioners provide a controlling prompt which ensures the learner will do the skill correctly and then gradually remove the prompt during a teaching activity. As learners begin to use the skill, prompts are withdrawn, but quickly reinstated if learners regress.
Latency	Determines the amount of time that occurs between an antecedent and when the student begins to perform a specified behavior.

Research Recap:
Prompting and Task Analysis Glossary

TERM	DEFINITION
Least-to-most Prompting	A prompt hierarchy with at least three levels used to teach new skills. At the first level, the learner is given the opportunity to respond without prompts. The remaining levels include prompts that proceed from the least to most amounts of assistance. The last level is the controlling prompt.
Most-to-least Prompting	A prompt hierarchy with at least three levels used to teach new skills. At the first level, the learner is provided with the controlling prompt. The remaining levels include prompts that proceed from the most to least amounts of assistance.
Prompt	Any help provided that will assist the learner in using specific skills.
Prompting Hierarchy	The order and types of prompts to give a learner to assist with performing the target skill or behavior. The hierarchy can be different depending on the needs of the student and the type of goal.
Stimulus Prompt	Any type of prompt in which we change the materials in a way to help the learner give the correct response. For example, positional prompts are a type of stimulus prompt.
Simultaneous Prompting	Consists of instructional and probe sessions. In the instructional session, the cue and controlling prompt are delivered simultaneously. In the probe sessions, the cue or task direction is delivered without the controlling prompt to determine if learning is occurring.
Systematic Instruction	Teaching a specific concept or procedure in a highly structured and carefully sequenced manner.
Reinforcement	A stimulus change that occurs contingent on a behavior that increases the likelihood that a person will engage in that behavior again.
Response Prompt	Presented in addition to the instruction or cue to evoke a correct response.
Task Analysis	Breaks down complex target skills or behaviors into smaller steps.

These definitions were adopted from the work of:

Sam, A., & AFIRM Team. (2015). *Prompting*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/prompting

Sam, A., & AFIRM Team. (2015). *Task analysis*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/task-analysis