Most-to-Least Prompting

What is it?

Most-to-Least Prompting is an evidence-based prompting strategy that systematically provides predetermined prompts from most to least intrusive by systematically fading them over time.

When do I use it?

Most-to-Least prompting can be used to teach discrete or chained behaviors/skills. It is good for learners who are non-responsive to less intrusive prompts or for skills that are risky. A fading procedure is needed to prevent prompt dependency.
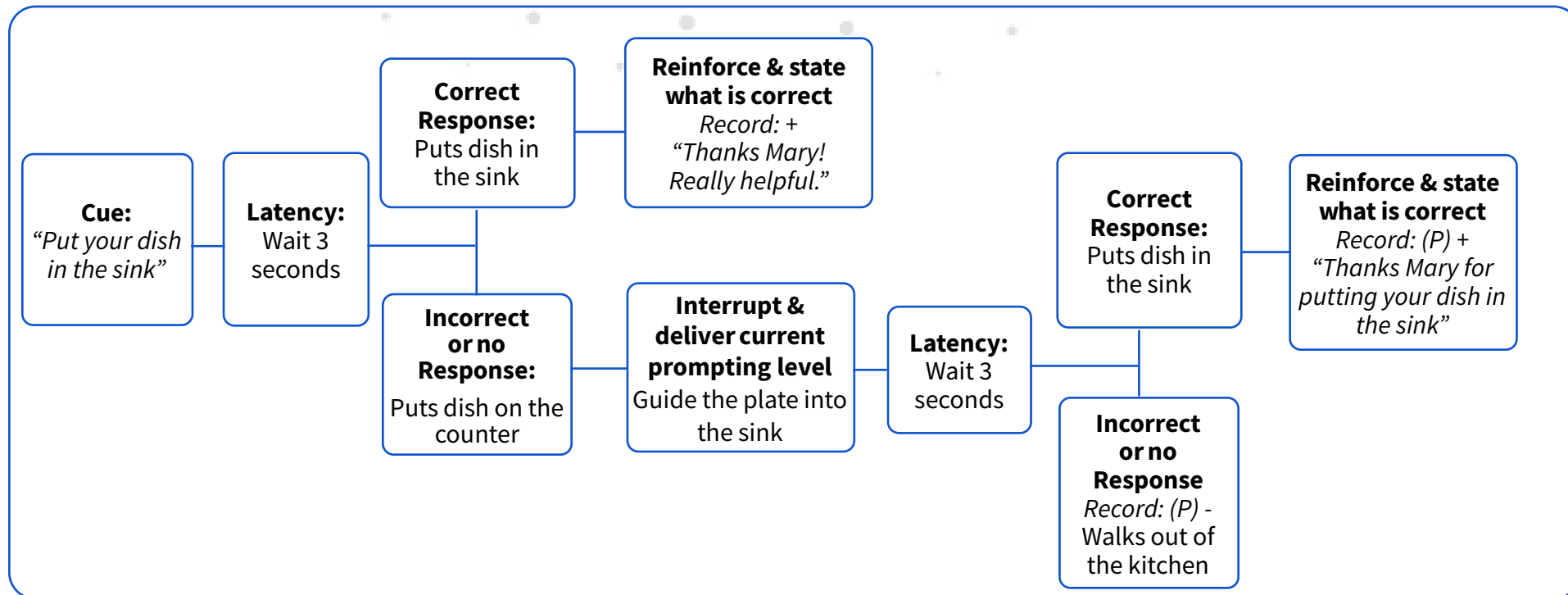
How do I use it?

Before Teaching	During Teaching
1. Identify the target skill or behavior as a discrete or chained task.	1. Gain the individual's attention, deliver the cue, and wait the latency.
2. Operationally define the target skill or behavior.	2. If the individual's response is:
3. Determine the steps of the chain, if applicable. Define the chaining procedure as forward, backward, or total task.	• **Correct:** State what the student did correctly, reinforce, and record a + on the data sheet.
4. Select three prompts and order them from most to least intrusive, with the first prompt being a controlling prompt.	• **Incorrect** or **Provides No Response:** Interrupt and deliver current prompting level. Wait latency for response. Record prompt and (+) if correct or prompt and (-) if incorrect or no response.
5. Define the latency for after the cue, prompt, and each step of the chain.	
6. Define criteria for progressing to the next level of prompt AND for returning to a more intrusive prompt.	3. Follow progression criteria for determining when to introduce the next level of prompting.

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Cue: *"Put your dish in the sink"*

Latency: Wait 3 seconds

Correct Response: Puts dish in the sink

Reinforce & state what is correct *Record: +* *"Thanks Mary! Really helpful."*

Incorrect or no Response: Puts dish on the counter

Interrupt & deliver current prompting level Guide the plate into the sink

Latency: Wait 3 seconds

Correct Response: Puts dish in the sink

Reinforce & state what is correct *Record: (P) +* *"Thanks Mary for putting your dish in the sink"*

Incorrect or no Response *Record: (P) -* Walks out of the kitchen

Example:

Mary is learning to put a dish away in the sink after eating. You create a task analysis for this procedure and use total task chaining to teach the skill. You know that Mary requires a lot of prompting to learn new skills so you begin by practicing each step of the skill with her using a physical prompt; you demonstrate how to perform each step of the task analysis with her while referencing a visual task analysis of how to put a dish away in the sink. After three sessions of her performing the skill correctly with a physical prompt, you fade to a gesture prompt by pointing to each step of the visual task analysis as she puts her dish away in the sink. Once she is able to perform the skill correctly with a gesture prompt, you fade to your final prompt, which is leaving the visual task analysis in the kitchen for reference. Finally, once Mary is able to put a dish away in the sink with the visual task analysis, you fade the visual prompt to have her perform the skill independent of any prompts.

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