Least-to-Most Prompting

What is it?

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

When do I use it?

Least-to-Most Prompting is used to teach discrete or chained behaviors/skills. It is a self- fading procedure that is good for learners who are likely to respond to less intrusive prompts.
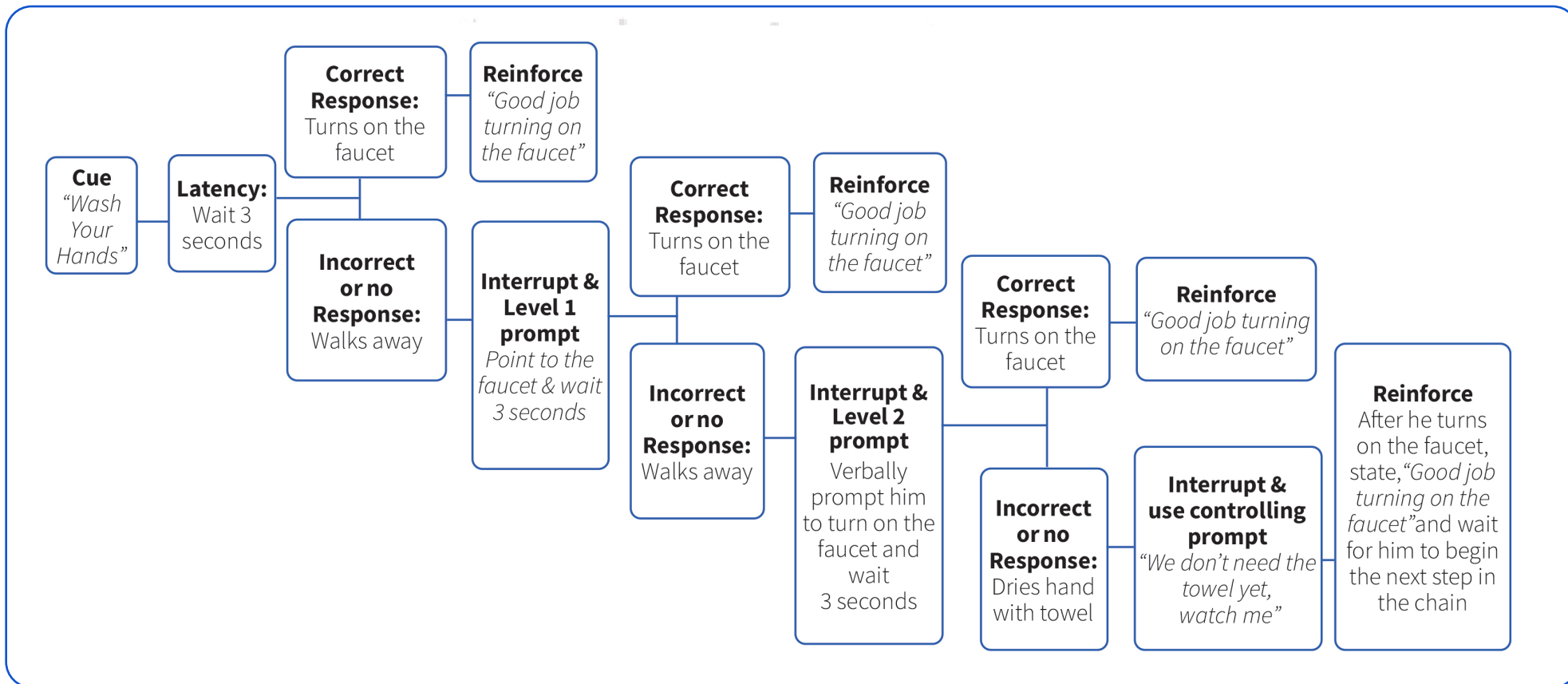
How do I use it?

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: • **Correct:** State what the student did correctly, reinforce, and record a + on the data sheet. • **Incorrect** or **Provides No Response:** Interrupt and deliver the first level of the prompting hierarchy. Wait latency for response. Continue through hierarchy until a correct response occurs. State what the individual did correctly, reinforce, and record the level of prompt and a (+).
3. Determine the steps of the chain, if applicable. Define the chaining procedure as forward, backward, or total task.	
4. Select three prompts and order them from least to most intrusive, with the last prompt being a controlling prompt.	
5. Define the latency for after the cue, prompt, and each step of the chain.	

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Cue
"Wash Your Hands"

Latency: Wait 3 seconds

Correct Response: Turns on the faucet

Reinforce *"Good job turning on the faucet"*

Incorrect or no Response: Walks away

Interrupt & Level 1 prompt
Point to the faucet & wait 3 seconds

Correct Response: Turns on the faucet

Reinforce *"Good job turning on the faucet"*

Incorrect or no Response: Walks away

Interrupt & Level 2 prompt
Verbally prompt him to turn on the faucet and wait 3 seconds

Correct Response: Turns on the faucet

Reinforce *"Good job turning on the faucet"*

Incorrect or no Response: Dries hand with towel

Interrupt & use controlling prompt
"We don't need the towel yet, watch me"

Reinforce
After he turns on the faucet, state, *"Good job turning on the faucet"* and wait for him to begin the next step in the chain

Example:

Ben is learning how to wash his hands. You begin by providing the initial cue of "wash your hands." If Ben begins to wash his hands correctly after 3 seconds, you reinforce him with social praise for completing the first step of the chain and wait for him to begin the second step, getting his hands wet. If he does not begin to wash his hands, you interrupt his response and gesture to the faucet to remind him to turn on the water to begin to wash his hands. If he does not respond correctly to this prompt, you can increase to a verbal prompt and say "turn on the faucet." If he does not respond correctly again, use the controlling prompting and model how to wash your hands. Once he turns on the faucet, wait for him to complete step two, which is pumping the soap. If he does not complete this step independently, repeat the process beginning with a level 1 prompt.

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