Using Most-to-least …				Using Least-to-most…			
BIG PROMPT (max or most)	**Less**	**Least**	**No prompt**	**No prompt (wait)**	**Small prompt**	**Medium prompt**	**BIG prompt (MAX or MOST)**
Also known as maximum assistance. Use for this student: "I'm still learning the skill! I've never done this fluently (which means on the first time asked, every time asked, right away)."				*Also known as graduated guidance that increases over trials as needed. Use for this student: "I know how to do this and am good at it, just give me a little help to get started!"*			
Is **more effective** for establishing new skills The skill is not already in the learner's repertoire				Is **more effective** for helping someone with a skill they already "know how to do"			
Q) Why not begin with the least prompt and gradually become more intrusive? A) Because students practice errors over and over if we start with less assistance than is needed, and students become more reliant on adult assistance that is hard to fade out				**Q) Why not begin with the max prompt if they're not doing the skill?** A)Because students learn to rely on adults to do it for them and because prompts can become aversive (punishing) and lead a person to need more and more			
So by beginning with max assist we can • Build independence • Reduce reliance on adult helpers and prompts • Fade out prompts when the learner is able to do more on their own				**So by using least to most on mastered skills we** • Avoid prompt dependence with skills the person already knows how to do • Stop prompting the second they start doing it themselves			
Example (max to least) hierarchy with a picture task 1. Show ONE card and say "touch cat". If the person doesn't respond, take their hand and help them point to the card, saying "this is cat" **(begin with hand over hand)** 2. Next time, point to the picture **(gesture prompt)** 3. Next time, put out two pictures, where the cat picture is slightly closer to the person **(position prompt)** 4. Next time, put out both pictures evenly and wait for them to touch cat **(no prompt)**				**Example (least to most) hierarchy with a picture task** 1. Show three different cards and **say "touch cat"** (begin with no prompt) 2. If the person doesn't respond, remove the cards and put them back down in a different order. Say "touch cat" and **move the cat picture slightly closer (position prompt)** 3. If the person doesn't respond correctly, teacher **points to cat (gesture prompt)** 4. If the person still doesn't respond correctly, **take their hand and touch cat** (hand over hand prompt)			
Example with a physical task 1. Saying "Come here" 1 foot away from the child (while taking child's hand and saying "this is come here. Good work coming here!" 2. Saying "come here" while standing 2 feet away from the child and gesturing "come here" with your hand 3. Saying "come here" while 5 feet away				**Example with a physical task** 1. Saying "come here" 5 feet away and waiting 2. Saying "come here" 2 feet away and gesturing 3. Saying "come here" 1 foot away and taking the child's hand and physically helping them move towards you			
A generic most to least hierarchy might look like this: hand over hand, gesture plus position, position only, elbow (shadowing), gesture only. If distance is involved, the instruction is first given up close and gradually given farther away.				*A generic least to most hierarchy might look like this: Waiting (time delay), gesture, gesture and elbow, gesture and position, position, hand over hand*			
Every learner is different. Each prompt hierarchy may be a little different or individualized (or steps added). In general, evidence shows we can avoid prompt dependence by trying the ideas on this sheet. And when prompting self help (like toileting), remember verbal prompts are usually <u>hardest to fade</u> so avoid them if possible. Don't forget our facial expressions, eye gaze and raised eyebrows can also be prompts! They are facial prompts we should be aware of so we can take them out when it's time.							