PROJECT TITLE: Building Independence Through Prompt-Fading: Eliminating Prompt Dependence for Students with Mild-to-Moderate Disabilities, Elementary K - 6th Grade

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THE PROJECT HAS BEEN ACCEPTED BY THE PROJECT COMMITTEE IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION.
THEESIS ABSTRACT

The purpose of this study was to identify and evaluate the most effective ways to promote independence for students with mild-to-moderate disabilities. Through review of literature, research suggests that excessive adult support can demote independence and create prompt dependence or learned helplessness. Further review of literature indicated that prompting techniques and prompt hierarchy levels are effective methods for building independence when followed appropriately and consistently. The focus of this study was to develop a comprehensive training module and reference manual using this literature-based research as a training opportunity for individuals working with students who display prompt dependent behaviors. Through the training module surveys, data showed that all 17 participants in the study responded with continuously experiencing and observing these types of behaviors. Survey results also suggested that approximately half of these participants have attended some training on independence and prompting but not sufficient enough to decrease, change or avoid these types of behaviors. In addition, survey results indicated that the most commonly used prompting included verbal and gestural, which are the hardest prompts to fade. Based on the training module surveys and pre-assessment information, the researcher concluded that the participants’ awareness and understanding of prompting has significantly improved through this training and was a value tool for future implementation processes.
Key Terms: Prompting, Prompt-Fading, Prompt Dependence, Learned Helplessness, Prompt Hierarchy Levels, Most-to-Least Intrusive Prompting, and Least-to-Most Intrusive Prompting
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Building Independence Through Prompt-Fading:
Eliminating Prompt Dependence for Students with Mild-to-Moderate Disabilities

Elementary K – 6th Grade

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Thesis Project
California State University San Marcos
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Introduction

Problem

Often, students with special needs who are capable of successfully participating in inclusive classroom environments, accessing core curriculum, and building positive peer relations at school are hindered by excessive adult support. For example, the researcher has witnessed “hip to hip” support in inclusive environments and guidance to correct answers without allowing the student’s natural learning process to occur. In the beginning stages of skill acquisition and behavior development, this support may be necessary to promote academic and personal growth. But as time progresses, the students become attached to this extensive support, leading to dependence on prompts. These students have not yet successfully gained the independence needed within inclusive environments and continue looking to the adult to provide answers, movement, voice, decisions and actions.

Purpose/Rationale

The purpose of this study is to identify ways students with mild-to-moderate disabilities can receive support services that benefit the whole child, successfully building and promoting autonomy. The emphasis of the study is on building independence through prompt-fading techniques to eliminate prompt dependence or learned helplessness. The study further identifies appropriate forms of ongoing support and pertinent avenues of training for individuals working with students with mild-to-moderate disabilities. All of these areas are examined for the purpose of
enabling teaching personnel to effectively provide students with the appropriate support and effective tools to become independent learners.

**Research Questions**

Listed below are research questions that will be addressed through review of literature, data analyses, findings, and training module surveys and assessments:

Main Question: Can the implementation of prompting techniques increase independence and avoid prompt dependent or learned helplessness behaviors for students with mild-to-moderate disabilities?

Subquestions:

1) How much support is too much support?

2) How can learned helplessness or prompt dependent behaviors be avoided?

3) What methods should be followed when prompting students to become more independent?

4) Do individuals, working with children with mild-to-moderate disabilities, know and understand the levels of prompting that decrease learned-helplessness or prompt dependence?

**Key Terms**

*Prompting*: “An antecedent, cue, or support to encourage a desired behavior that otherwise will not occur” (Texas Statewide Leadership for Autism, 2009, para. 2).
Prompt Dependence: The condition when students do not respond to the instruction unless they also receive prompts beyond typically developing peers require in order to response (Bridges Educational Corporation, 2010).

Learned Helplessness: “A learned conditioned response that causes cognitive, motivational and emotional deficits in individuals” (Gordon, R. & Gordon, M., 2011).

Prompt Hierarchy: “A systematic method of assisting students in the learning and skill acquisition process” (The Bridge School, 2008, sect. 1). Prompt Hierarchy Levels range from most-to-least intrusive or least-to-most intrusive prompting (The Bridge School, 2008).

Most-to-Least Prompting: The highest or most intrusive level of prompting to the lowest or least intrusive level of prompting (Cohen, 2002).

Least-to-most Prompting: The lowest or less intrusive level of prompting to the highest or most intrusive level of prompting (Cohen, 2002).

Prompt-Fading: “Gradually reducing the strength of the prompt” (Cohen, 2002, para. 1).

Summary
Promoting independence and mastery of academic skills are two of the primary goals in education. The ways in which we approach and design educational programs enabling students to achieve independence are critical components to learning. The next section provides a review of existing literature-based research relating to prompting and building independence with students with mild-to-moderate disabilities.
Literature Review

Introduction

Certainly, there is limited literature available directly related to teaching students with mild-to-moderate disabilities how to become more independent through prompt-fading techniques. Despite this limitation, extensive literature that is readily available relates to prompt specificity that targets distinctive behaviors or responses. This review of literature contains critical information for identifying prompt dependent and learned helplessness behaviors. Furthermore, this review provides educators with a deeper insight of prompt hierarchy levels and delivery methods to build autonomy. The last section of the review provides information about education laws, a comparison of mild-to-moderate and severe-to-profound intellectual disabilities, and current instructional practices.

Prompting

A prompt is known as a natural cue or hint that allows an individual to perform a desired or specific task. Specifically, natural cues are translated as types of prompting measuring student behaviors and demonstration of prior skills to perform targeted behaviors. From these target behaviors, baselines are determined to guide levels of prompting needed to learn and master particular tasks or behaviors. The prompting article from the Texas Statewide Leadership in Autism describes prompting as a “means to induce an individual with added stimuli to perform a desired behavior” [where] “a prompt is an antecedent that is provided when an
ordinary antecedent is ineffective” (Texas Statewide Leadership on Autism, p.1). The important part of prompting is to quickly fade elements of the prompt so that the individual is able to practice and present mastery of skill or task needed to complete.

Liz Cohen, founder of BBB Autism Online Support Network and author of the article Prompting and Fading (Cohen, 2002) describes most-to-least or most intrusive to least intrusive prompting as the foundational structure of all prompt levels and prompt-fading behaviors. Most-to-least prompting requires more prompts at the beginning to accomplish the task and/or response then slowly fades levels and amount of prompting to accomplish the desired task or elicit the desired response independently. On the other hand, least-to-most prompting reflects the continuance of high levels of prompts throughout the teaching and learning processes where the learner becomes prompt dependent (Cohen, 2002).

**Types of Prompts and Prompt Levels**

Based on most-to-least or most intrusive to least intrusive prompting, multiple types of prompts make up a systematic approach of skill acquisition. The researcher has witnessed the most utilized prompts in education are direct and indirect prompts such as full and partial verbal, gestural, physical, positional and visual prompts. Each direct and indirect prompt contains most-to-least intrusive prompting that extends typical responses dependent on the individual needs. For example, a full verbal prompt differs from a partial verbal prompt where entire behavior is modeled with the verbal command or directives verses only part of a desired behavior is verbally
modeled (Texas Statewide Leadership on Autism, 2010). According to MacDuff, Krantz, and McClannahan (n.d.), prompts are particularly useful when supporting students to display a new or target behavior until the skill(s) or behavior is mastered independently but only under the circumstances that prompts are removed completely.

Prompt Hierarchy

In further studies, prompt hierarchy levels were designed to emphasize the intrusiveness of specific prompts (The Bridge School, 2008). The Bridge School (2008) provides a delineated list of prompt hierarchy levels organized by stages from most-to-least intrusive prompting. These prompt hierarchy levels are “Independent, Indirect, Direct Verbal, Gestural, Modeling, Partial Physical Assistance, Full Physical Assistance” (The Bridge School, 2008). By practicing learned skills through various prompt stages, prompts should decrease to a level where the individual completes the task independently (most-to-least). “Not all prompts in hierarchy need to be used when teaching a skill” [prompts should be] “chosen based on which ones are most effective to the particular child” (Texas Statewide Leadership on Autism, p.2). For example, Jonathan Tarbox, Ph.d, a Center for Autism and Related Disorders (CARD) distinguished lecturer suggests that if using a verbal prompt, gradually decrease to modeling or gestural. If using a full physical prompt, fading to a light or partial physical prompt is recommended to avoid prompt dependence (Tarbox, n.d.).
Learned Helplessness/Prompt Dependence

Prompt dependence and learned helplessness are terms used interchangeably through research studies. In the journal article, Eliminating Learned Helplessness, Dependency, Low Self Esteem and Low achievement, author Susan Fitznell (2001) suggests that helplessness, dependency, low-self esteem, low achievement, and most discipline problems are common results of the way support is provided to students who are perceived to have difficulty with the task at hand. Gordon and Gordon (1990) describe this support as learned helplessness, a “conditioned response that causes cognitive, motivational, emotional deficits in individuals.” However, students with mild-to-moderate disabilities may require adult support to be successful learners. But when this support creates an overreliance or dependence on the adult, this support inhibits independence (Hume, Loftin, and Lantz, 2009). According to Hume, et al. (2009), “prompt dependence impedes potential success in the independent performance of the skills during maintenance and generalization activities.” In addition, prompt dependence reduces the student’s level of participation increasing learned helplessness behaviors (Hume, et al., 2009).

Our natural reactions or best intentions may inadvertently reinforce prompt dependent behaviors (Fitznell, 2001). In this situation, students may acquire attention seeking or task avoidant behaviors to gain a desired response especially when he or she feels a task is too challenging or time consuming. During this time, the student looks to the adult for support, without even attempting the task (Fitzell 2001).
Moreover, MacDuff et al. (n.d.) found that selecting the appropriate prompt that displays a particular skill or behavior is as important as fading the prompt to eliminate “prompt dependence, passivity, and the development of error patterns that can be very difficult to correct” (MacDuff, Krantz, & McClannahan, p. 46).

In the article, Learned Helplessness and Attribution Theory: Redefining Children’s Learning Problems, author Lynn Grimes (1981) compares children’s diverse learning styles and cognitive processing during failure-based situations to determine if failure is related to conceptual understanding of the lesson content or related to maladaptive behaviors (i.e., non-compliant behaviors, rule violating behaviors). Grimes (1981) found that the facilitation of appropriate strategies of skill acquisition is first determining what tasks individuals are capable of completing entirely independent before providing full support leading to prompt dependence or learned helplessness.

**Supporting Skill Acquisition**

By verifying the level of support received, skill-based assessments are required. In the article, A Rapid Assessment of Skills in Young Children with Autism, Lerman, Vorndran, Addison, and Kuhn (2004) compared the importance of determining the students’ skills through the evaluation process. In one instance, standardized assessments were administered that presented reinforcement procedures and effective prompts connected with the students’ current baselines on particular skills. In another instance, the power of alternative evaluation processes beyond
standardized means of assessment practices transferred to more performance-based assessments to determine appropriate interventions necessary. By this comparison, Lerman et al. (2004) found that “reinforcing correct responses may lead to near-perfect performance without the need for prompts” [however,] “strategies designed to promote maintenance and generalization would be suitable for these skills” (Lerman et al., 2004, p.12).

Based on research by Lerman et al. (2004), two studies compared least-to-most and most-to-least prompting. In one study, participants were engaged in the guided practice stage of the lesson. The targeted skill taught during this stage was paired with least-to-most prompting. Once the teacher removed himself or herself from the guided practice stage, the participants stopped working, thus reflecting prompt dependent behaviors to continue and complete the task independently. In the second study, participants were given most-to-least prompting during the guided practice stage of the lesson. Once the teacher removed himself or herself from this stage, the participants continued to work independently until assistance was required for challenging questions. These two studies demonstrated the importance of differentiating between skill deficits and behaviors, rather than concluding that the learner does not have the ability to complete a task or directive independently (Lerman et al., 2004).
Education Law - IDEA

Provisions set in place by education laws support independence through adaptations to the curriculum and individual accommodations and/or modifications to access academic content in diverse ways and environments. Part B of The Individuals with Disabilities Education Act (IDEA) represents services for school aged children (3-22). Part B includes Assistance for Education of all Children with Disabilities organized into eight subparts (NICHCY, 2010). One critical factor of Part B is adaptive supports such as accommodations and/or modifications, which are written into the student’s Individualized Education Plan (IEP). Adaptive supports through accommodations means providing “a change that helps a student overcome or work around the disability. Allowing a student who has trouble writing and gives his answers orally is an example of an accommodation” (NICHCY, 2010, part 1). Adaptive supports through modifications means providing “a change in what is being taught to or expected from the student. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification” (NICHCY, 2010). Under these adaptations and supports, students shall be educated in the Least Restrictive Environment (LRE) with the needed accommodations and/or modifications to access the curriculum alongside his or her grade-leveled peers.

The Individuals with Disabilities Education Act (IDEA) supports such adaptations for students with mild-to-moderate disabilities who participate in the general education classroom and extended activities more than 50% of the school day
benefit. These specific learners are ones who are and have participated in typical Resource Centers or Learning Center Model programs. According to the Council for Exceptional Children (CEC) (2011), there are differences between mild-to-moderate and severe-to-profound intellectual disabilities. An accurate diagnosis of mild to severe intellectual disabilities “requires three components: IQ score of approximately 70 or below, determination of deficits in adaptive behavior, and origins of the disability prior to age 18” (CEC, 2011, para. 2). In particular, the IQ scores for students with mild-to-moderate intellectual disabilities range from IQ of 70 to 55/50 (mild intellectual disability) and 55/50 to IQ of 40/35 (moderate intellectual disability) as compared to severe intellectual disability IQ score of 40/35 to 25/20 and profound intellectual disability IQ score below 25/20 (CEC 2011). According to these scores, students with intellectual disabilities are less effective at learning. However, students are capable of learning and achieving alongside his or her typically developing grade and age leveled peers with appropriate accommodations and modifications to his or her program (CEC, 2011).

**Summary**

Based on this literature review, research broadly focused on prompting, prompt hierarchy, and skill mastery. The authors and contributors of this literature review stressed the important levels of supports and types of strategies to build autonomy. In addition, this literature referenced a foundational approach to understanding the diverse levels of prompting to determine whether the learner
BUILDING INDEPENDENCE

presents skill deficits or maladaptive behavior to the directive. By providing appropriate models of prompt-fading techniques, the students’ skill level, prompt preference (hierarchy) level, and behavioral responses increase as prompt levels decrease promoting independence. Critical components to promoting independence include the maintenance of LRE with appropriate supports that limit prompt dependency. However, a certain prompt level or level of prompt hierarchy and fading does not work for all learners.

Finding ways to teach learners how to build independence takes multiple strides of accountability, responsibility, and understanding from evaluators, instructors, parents and/or mentors alike. This literature review points out the importance of identifying the students’ skill acquisition and prompt hierarchy level to complete tasks independently. In addition, the literature identifies key components of the diagnosis and intellectual levels of students with mild-to-moderate disabilities. These identifications are effective ways to support students’ towards independence, assessing best practices and procedures that support naturalistic learning measures and knowledge of each individual needing to gain independence or to disengage from prompt dependency. Lastly, when students receive adaptations to the curriculum and educational activities based on IDEA laws, the level of support should lead to autonomy within the LRE.
Methodology

Introduction

The focus of this project was to design an effective training module and reference manual about prompting techniques and prompt dependent behaviors for Instructional Assistants (IAs) who work with students with mild-to-moderate disabilities. Through the implementation of this training module and instruction of the reference manual, the researcher (presenter) gained new information related to the participants’ knowledge of prompting. Most of the participants are currently using prompting techniques and have recognized some types of learned helplessness and prompt dependent behaviors. Three research questions were answered through implementation of the training module and instructional manual: (a) How can learned helplessness or prompt dependent behaviors be avoided?; (b) What methods should be followed when prompting students to become more independent?; And (c) Do individuals, working with children with mild-to-moderate disabilities, know and understand the levels of prompting that decrease learned-helplessness or prompt dependence?

Training Module Design

The researcher mailed training module surveys to 64 IAs at eight elementary schools through intra-district school mail one month before the school year ended. The survey provided a detailed description of the module topic, and check lists to determine whether the teacher was interested in attending training, with a choice of
three tentative training dates, and varying time slots. The due date for the surveys was the last day of the month, two weeks before the first tentative training date. The researcher used this survey to determine the number of participants attending the training and made the decision to conduct the training if at least 10 participants were interested in the topic. In preparation for presenting the training module, the researcher created training module surveys, pre-assessments and post-assessments, a take home reference manual for each participant. The researcher collected the completed training module surveys and pre-assessments for data analysis. The training module presented over a three and one-half hour period and was held at one school site in the school district where the participants work. Light refreshments and breaks were provided for all participants. In addition, the participants brought food and drink of their choice.

**Participants**

The participants in the training module consisted of 17 IAs who work in the Learning Center Model Classroom (LCM) and in General Education classrooms, serving a population with mild-to-moderate disabling conditions, kindergarten through sixth grade. The participants varied in age (22 years – 65 years or over) and work experience (1 year – 15 years). The participants included three male and fourteen female IAs from five school sites; (a) Brookfield Elementary School (BES), (b) Lincoln Elementary School (LES), (c) Moonlight Elementary School (MES), (d) Sunshine Elementary School (SES), and (e) Wilshire Elementary School (WES) all
located within the same school district. The participants were grouped together by individual school sites (site teams) during the training.

Setting

The training took place in the Professional Learning Community (PLC) Conference Room at Brookfield Elementary School (BES) campus in San Diego County, California. BES campus is located in the central part of the community and readily accessible for most participants. The PLC room was designed for staff meetings and professional development workshops. The PLC room included ten rectangular tables with six office-style chairs per table, smart room technology (e.g. computer, document camera, projector, and projector screen) and curriculum materials (e.g. reference manual, paper, name tags, pens, pencils, markers, and post-its).

Training Module Procedure 1 – Networking

Pre-training activities included networking (meet and greet) and light refreshments. The participants created personal nametags, identified site team names, and participated in icebreaker activities. The presenter made introductions, provided a brief description of the training module, and explained the materials for the training.

Training Module Procedure 2 - Pre-Assessment & Instruction

The training began with pre-assessments, completed by all participants. The participants were given a module team number to keep names confidential in the data.

Pseudonyms were used for all school sites and participants to respect and uphold confidentiality.
collection and analysis process of the study. The pre-assessment included questions based on knowledge and understanding of the levels of prompting. The participants provided an individual list of prompts and the types of prompting he or she used most frequently. The participants identified students’ behaviors or responses gained based on these types of prompts. The last part of the pre-assessment had participants define learned helplessness and prompt dependent terms. The pre-assessments were collected for future analysis.

The instruction portion of the training module proceeded with the presenter instructing the participants from the reference manual. During the course of the instruction, participants were required to thoroughly examine each section of the manual. The manual included explicit instruction on prompt levels, prompt hierarchy, and prompt dependent behaviors. The manual included illustrations as a visual guide of prompting techniques. The manual provided references to research-based literature previously compiled by the presenter.

Training Module Procedure 3 – Case Study

The third step of the training module consisted of collaboration among individual site teams through the use of a case study. Each site team was given a specific case study to read, identify the prompt dependent/learned helplessness behaviors, skill to be learned or mastered, and appropriate prompt level(s) to support the student’s area of need. The site teams were given 30 minutes to complete the case study activities. The site teams had 10 minutes to present their findings and others
teams offered additional input, as needed. The presenter took notes from each site presentation and used information for further research opportunities.

**Training Module Procedure 4 - Post-Assessment & Post-Module Survey**

The last procedure of the training module consisted of participants completing post-assessments, post-module survey and the presenter’s closing remarks. Participants were able to use their reference manuals to refer to in answering assessment questions. The participants and presenter then reviewed and discussed answers from post-assessment data sheets as a whole group. The participants kept the post-assessments to refer to during actual implementation. On the other hand, the post-module surveys were completed and collected at the end of the training. The post-module surveys provided the presenter with extended data related to additional suggestions that might: (a) enhance module design and instruction, (b) determine module effectiveness, (c) identify numbers of students who are perceived to show prompt dependent behaviors, and (d) identify the need for further research to support participants working with students with mild-to-moderate disabilities. The presenter closed the training by thanking all participants for their time and efforts towards a successful training module, with the inclusion of their ideas, suggestions, and the need for further research.

**Data Collection**

The completed training module surveys, pre-assessments, and post-module surveys were collected and analyzed by the researcher. The training module surveys
were analyzed to determine whether the module would take place; number of participants that would be in attendance; interested participants; and date and time of the training. The pre-assessments were analyzed to identify the participant’s knowledge of training content prior to the training. The post-module surveys were analyzed to support the researcher’s efforts in further research, enhancing the training module, redesigning the reference manual, and direct need for improving supports for students with mild-to-moderate disabilities.

Assumptions & Limitations

The Training Module Surveys were distributed to 64 IAs at eight elementary schools one month before the school year ended. There was little control over how many participants returned the completed surveys by the deadline. Therefore, the results presented were from a much smaller sample of twenty-one participants and made a difference in the overall data analysis.

Based on the date and time of the training, participants were effectively, volunteering their time during summer break on a non-working day without pay. Although the training took place one morning for three and one/half hours, many participants would, ordinarily, take this time to rest and/or vacation. Some participants needed to commute a longer distance to the training school site. This affected attendance of the surveyed participants, making a difference in the overall data analysis and findings.
Three of the eight elementary schools in the district are located on a military-base, where participants may have been hesitant to attend the off-base training. This module location contributed to the relatively low rate of the base schools’ responses and attendance.

Many participants may only attend to network and take part in this module on sole enticement of refreshments, cost of module, and take home reference manual. This might affect the quality of full participation and responses for pre-assessment, post-assessment, case study forums and post-module surveys, making a difference in the overall data analysis. If participants attended to network with fellow colleagues, they might be comfortable sharing work experiences and making better connections to the module content. Enticing participants with incentives such as free food and resources might have enhanced overall participation and attendance numbers, especially during personal break time.

**Summary**

Based on the training module, the researcher gained extensive knowledge from the participants. The researcher was able to complete the module training based on the number of participants and determine the school sites in attendance. The module design and training implementation provided the researcher with ways to enhance the training process. The participants provided the researcher with personal experiences related to the module topic. Moreover, the module design and implementation of the training provided the researcher with possible assumptions and
limitations for the data collection process. Through the module process the researcher identified the need for further research for specific strategies that promote independence. In the next chapter, the researcher reports findings based on the training module surveys, pre-assessments and post-module surveys obtained prior to and during the module training.
Findings

Introduction

The researcher was successful in designing a literature-based training module and reference manual (Appendix A) that incorporated prompting techniques to build student independence. Prior to the research process, the researcher identified the problem with students building independence and the ways in which behaviors were redirected. Throughout the research process, the researcher found different levels of prompting that promote student autonomy. The researcher found that prompt dependent and learned helplessness behaviors can be avoided by identifying the target behavior and utilizing the levels of prompt hierarchy. The following information reflects data results prior to and during the training module.

Training Module Survey

The training module survey (Appendix B) was a vital piece in designing a training module and reference manual considering the input and interests of prospective participants. The prospective participants were given the option to identify his or her interest in the training and chose the date for the training module. Of the 64 surveys handed out, twenty-two were returned within the time requested. Of the three training dates, more than 90% of the prospective participants chose Wednesday as the training date. Although only 17 participants attended the training, the training module survey proved to be a valuable tool in planning for and developing the training module and reference manual.
**Training Module and Reference Manual Design**

Based on the training module survey, the researcher was able to move forward in designing the training module and reference manual (Appendix A) as planned. In response to the prospective participants’ interests in the training topic, the main focus of the training module and reference manual design incorporated teaching of prompting techniques, prompt hierarchy levels, prompt dependence and learned helplessness behaviors. Supplemental information in the manual referenced samples of prompting, tips to support appropriate prompting, and advantages and disadvantages for prompting. The reference manual would continue to serve as a quick guide for the prospective participants. The researcher decided to hold the training module in an ideal learning environment that was familiar to the prospective participants. The training module included networking opportunities, materials and direct instruction to enhance learning in this specific area.

**Training Module Pre-Assessment**

Through analyzing the pre-assessment forms (Appendix C), the researcher was able to gather extensive knowledge about each participant. Although the pre-assessment included the participants’ personal data, the pertinent information used for the data analysis process included the participants’ training received, prior or background knowledge of the module topic, and years working with students who have mild-to-moderate disabilities. According to the participants’ responses, 9 of the 17 participants have been working with students who have mild-to-moderate
disabilities for five years or more (see Figure 1). Interestingly, all 17 participants reported having received training on special education and disabilities. In contrast, only 8 out of the 17 participants responded that he or she has received training on prompting and independence. Only one participant did not respond to receiving training on prompting and independence (see Figure 2). Based on the limited training values, these values represent the need for more comprehensive training on prompting and building independence. Although over half of the participants have worked with this population over 5 years, these data suggest participants are still continually experiencing a high level of prompt dependent behaviors.

To determine which prompts were most utilized, participants provided detailed descriptions of these types of prompts. Many participants described similar types of prompting. As can be seen in Figure 3, 39% of participants indicated utilizing verbal prompts the most followed by visual prompts at 32%. Other types of prompting indicated by participants included modeling at 13% and gestural prompts.
at 10%. Very few participants utilized positional prompts and/or physical prompting both reported at approximately 3%. One participant did not respond to the question.

Overall the most utilized prompts are verbal and visual prompts. This datum provided the researcher with evidence to incorporate alternative types of prompting within the reference manual and discuss the importance of fading these prompts to promote autonomy.

To determine the participants’ understanding of prompt dependence or learned helplessness, the participants provided a detailed description of their responses on the pre-assessment form. According to the participants’ responses, 13 of the 17 participants provided an appropriate answer, showing knowledge of and/or observing these types of behaviors. Some responses included explicit behaviors such as refusal, whining, crying, following directions, and responses like “I can’t do it” or “I need help” before attempting a task or assignment. Two participants were unsure of these behaviors and two participants did not respond to the question. This datum proved that a high-level of prompt dependent and learned helplessness behaviors have been and are currently observed in the classroom and support is needed to identify, decrease, change and/or eliminate the behaviors.
Training Module Post-Assessment

The researcher decided not to use the training module post-assessment ( Appendix D ) as part of the data analysis process. The researcher suggests that the post-assessment would be used most effectively as a teaching tool and implementation guide for the participants. The participants’ were able to keep the pre-assessment and use it to implement new prompting techniques that demote prompt dependent behaviors. The post-assessment included key terms and definitions matching activity. It also provided two areas to include new prompting techniques learned and target behaviors that need to be decreased, changed or eliminated.

Post-Module Survey

The Post-Module Surveys ( Appendix E ) were collected at the end of the training and used in the data analysis process. The post-module surveys were critical in determining if the module training proved usefulness and/or relevance to the participants; improvement of professional growth; and identification of module effectiveness. As can be seen in Table 1, all but one participant indicated that the instructional content was very relevant and likely to continue using the reference manual to support learning.

Table 1 Participants’ Responses to Instructional Content

<table>
<thead>
<tr>
<th>Instructional Content</th>
<th>Very relevant</th>
<th>Somewhat relevant</th>
<th>Not at all relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the information and materials presented at this training module?</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>How likely are you to use the reference manual for current or future implementation?</td>
<td>Very likely</td>
<td>Somewhat likely</td>
<td>Somewhat unlikely</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Twelve out of seventeen participants indicated that his or her personal growth had very much improved through the training as compared to five participants
that indicated their skills had somewhat improved (see Table 2). Majority of the participants were comfortable asking questions during the training, which suggests that the environment and commonalities amongst the participant selection was beneficial to the training module design.

Table 2 Participants’ Responses to Professional Growth

<table>
<thead>
<tr>
<th>Professional Growth</th>
<th>Very Improved</th>
<th>Somewhat Improved</th>
<th>No Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much have your skills improved because of this training module?</td>
<td>12</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

How comfortable did you feel when asking questions at this training?

<table>
<thead>
<tr>
<th>Very comfortable</th>
<th>Somewhat comfortable</th>
<th>Uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

How likely are you to recommend this training module to other colleagues?

<table>
<thead>
<tr>
<th>Very Likely</th>
<th>Somewhat Likely</th>
<th>Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Overall, the Post-Module Surveys provided the researcher with extensive data in efforts to reconstruct and redesign areas to support an effective training. The participants’ responses revealed that the presenter’s lecture was the most effective part of the training followed by the opportunity to participate in role-play activities. This datum suggests that when relevant information is presented and delivered in a creative fashion, the end result produced a more meaningful understanding of the focal content.

Table 3 Participants’ Responses to Module Effectiveness

<table>
<thead>
<tr>
<th>Module Effectiveness</th>
<th>Networking</th>
<th>Lecture</th>
<th>Manual</th>
<th>Role-Play</th>
<th>Case Study</th>
<th>Refreshments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the most effective part of the training module?</td>
<td>9</td>
<td>15</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Summary

The researcher’s efforts and purpose for designing a training module and reference manual was to provide a comprehensive method of addressing a need to understand the levels of prompting that promote independence. Based on these
findings above, the researcher determined that the training module and reference manual was an invaluable resource to support the participants’ professional growth and implementation of newly learned content. Data reflected a significant need for this type of training where less than half of the participants had received training in these specific areas. The majority of participants indicated that the presenters’ lecture was most effective as compared to the reference manual review. Although the reference manual review was a less effective part of the training module, the majority of the participants indicated that are very likely to continue to access the information and support ongoing learning. In the next chapter, the researcher reflects on what has been learned through this study and the need for further research.
Reflection

Introduction

The researcher’s purpose for this study was to evaluate effective strategies to support students with mild-to-moderate disabilities achieving increased independence. The focus of the project was to gather literature-based research and concrete experience to design a successful training module and reference manual for individuals working with this population. The main research question that fueled the project was: Can the implementation of prompting techniques increase independence and avoid prompt dependent or learned helplessness behaviors for students with mild-to-moderate disabilities? Based on the researcher’s experiences, a significant problem with prompt dependence continually evolves without pertinent solutions that are easily accessible. The following summary describes the variety of studies that focused on specific types of prompting techniques and behavior. This chapter also includes the researcher’s future plans, and further research that is critical to the project in reference to the research and project implementation findings related to training module data.

Project Summary

According to the research, a variety of studies provided the researcher with effective strategies of prompting and prompt-fading techniques aligned with prompt hierarchy levels and appropriate delivery methods to build autonomy (The Bridge School, 2008). Research suggests that understanding skill-acquisition processes and
intrusiveness of prompting techniques is critical in decreasing or eliminating prompt
dependent or learned helplessness behavior (Grimes, 1981). By moving through the
different stages of prompt hierarchy, the researcher and participants in the study were
able to identify which prompts were most utilized and which prompts were needed to
decrease students’ prompt dependent behaviors. This datum offered the researcher
and participants an opportunity to modify the prompts utilized and support this
population in becoming more independent learners.

The project implementation proved to be a critical phase in determining
whether the methods presented in the literature-based research were effective in
improving the participant’s learning and future implementation. The researcher
specifically chose teacher participants who currently work with students with mild-to-
moderate disabilities and who were currently experiencing prompt dependent
behaviors. These participants provided the researcher with valuable data for the study.
Based on the training module survey results and pre-assessment data, the researcher
found that over half of the participants have worked in this environment for over 5
years. Approximately half of the participants reported they had received training in
the topic area. Although these participants had many years of hands-on experience,
further inquiry revealed a lack of training in prompting and independence.
Furthermore, most of the participants utilized similar types of prompts, which are the
most difficult to fade when teaching skills or specific behavior. Through
implementation of the training module and reference manual, the participants
reported a significant improvement in their levels of knowledge relevant to prompting
techniques, prompt dependence and prompt-fading strategies that promote student
autonomy.

**Future Plans**

This project can continue to be utilized by the participants to support students in specialized program settings. Based on the training module data, the researcher’s plan is to enhance the project by providing a more interactive learning opportunity that infuses technical simulations depicting skill building and behavioral situations. Due to the sensitivity and confidentiality of this study’s sampling group, such simulations will be created using three-dimensional characters and classroom environments where these skills and behaviors are observed, rather than images of specific program participants. With the growth of technology, the researcher believes that interactive training can be beneficial when these skills and behavioral situations become real. Further research questions could be a) Can simulations be built as a visual guide in training? b) Could interactive training support the 21st century learning environment?

**Further Research**

Data from this study supports the need for continued research. Based on the research and training module results, follow-up research could be conducted by observing the participants’ implementation of prompt-fading techniques. Based on the high number of prompt dependent behaviors that were observed, more research is
needed to specifically describe the types of behaviors that are relevant to disability characteristics, environmental factors, or skill acquisition processes. When these behaviors are identified as either characteristics of the disability, environment factors (home situations), or skill acquisition difficulties (non-generalized or non-mastery of skills), differences to the prompting or prompt-fading delivery methods may be needed. In addition, further research is needed to identify which prompting or prompt-fading techniques are effective in promoting independence. Research questions could include a) Are prompt dependent behaviors characteristics of particular disabilities, environmental factors, or reflect skill acquisition? b) Are there specific data collection forms or processes that can be used to monitor progress (e.g. effectiveness of prompt-fading technique(s), decrease in prompt dependent behaviors, and generalization and mastery of skill or behavior)?

**Conclusion**

The researcher’s efforts in evaluating research and designing a project that enhances education were valuable not only to the participants but also to the participants’ students’ achievement. Despite the limited research available on this topic, many focal points supported the development of comprehensive information that improved overall learning and professional growth. Even though the researcher narrowed the study and training module sampling to a particular student population, the information can be transferred to many diverse learners with and without disabilities. Most of the literature-based research reviewed related to students with
autism, but in reality, the suggested strategies and techniques could be used for all students in some shape or form. The researcher believes that the design of the training module and reference manual was relevant to current classroom behaviors and best practices to support individuals working with any challenging population. This project will, if used, continually support the participants’ learning as well as their student’s academic and personal growth in becoming independent thinkers, learners, and advocates.
References


Appendix A: Training Module and Reference Manual

Building Independence Through Prompt-Fading:

Prompting Techniques

Eliminating Prompt Dependence for Students with Mild-to-Moderate Disabilities

Training Module & Reference Manual

Designed by
Rita Lizcano
Spring 2012
Introduction

The purpose of this
Defining Key Teams
Building Independence through Prompt-Fading:

Key Terms and Definitions

**Independent:**
The individual is able to perform the task on his/her own with no prompts or assistance.

**Prompting:**
An antecedent, cue, or support to encourage a desired behavior that otherwise will not occur.

**Prompt-Fading:**
Gradually reduce and fade the strength of the prompt until the individual no longer receives any instructional cues, performs the task in response to the natural cue.

**Prompt Dependence:**
Condition when students do not respond to the instruction unless they also receive prompts beyond his or her non-disabled peers require in order to response.

**Learned Helplessness:**
A learned conditioned response that causes cognitive, motivational and emotional deficits in individuals.
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<thead>
<tr>
<th>Notes</th>
<th>Types of Prompts</th>
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Types of Prompts

**Visual Prompt:** picture or written instructions provided to obtain desired task or behavior

**Verbal Prompt:** statement or questions; most natural cure, verbally encouraging the desired behavior

**Gestural Prompt:** non-verbal motion to the desired behavior or task

**Partial verbal model:** demonstration of skill(s) - verbally model only part of the desired behavior or task

**Positional Prompt:** place the target item or body in location that is closer to the child

**Partial model:** demonstration of skill(s) – adult or peer models only part of the desired behavior

**Full model:** demonstration of skill(s) - adult or peer fully models the desired behavior.

**Partial Physical Assistance:** partial tactile assistance to help the child complete a task

**Full Physical Assistance:** physical contact, moving the student, and/or “hand over hand” support to aid the child in completing a task.
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**Prompt Hierarchy**

**Research Question:**

What methods should be followed when prompting students to become more independent?
Prompt Hierarchy

**Prompt Hierarchy levels:** is a systematic method of assisting students in the learning and skill acquisition process.

**Most-to-Least Intrusive Prompting:** prompting and fading strategy that begins the prompt hierarchy high level to obtain the correct response (e.g., Positional prompt to gestural prompt).

**Least-to-Most Intrusive Prompting:** prompting and fading strategy that begins the prompt hierarchy low level to obtain the correct response (e.g., visual prompt to partial model prompt).

<table>
<thead>
<tr>
<th>Least-to-Most intrusive</th>
<th>Most-to-Least Intrusive</th>
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<tbody>
<tr>
<td>Visual Prompt (VS)</td>
<td>Full Physical Assistance (FP)</td>
</tr>
<tr>
<td>Verbal Prompt (VP)</td>
<td>Partial Physical Assistance (PP)</td>
</tr>
<tr>
<td>Gestural Prompt (GP)</td>
<td>Positional prompt (PS)</td>
</tr>
<tr>
<td>Partial Verbal Model (PV)</td>
<td>Full Model (FM)</td>
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<tr>
<td>Partial Model (PM)</td>
<td>Partial Model (PM)</td>
</tr>
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<td>Partial Verbal Model (PV)</td>
</tr>
<tr>
<td>Positional Prompt (PS)</td>
<td>Gestural prompt (GP)</td>
</tr>
<tr>
<td>Partial Physical Assistance (PP)</td>
<td>Verbal Prompt (VP)</td>
</tr>
<tr>
<td>Full Physical Assistance (FP)</td>
<td>Visual Prompt (VS)</td>
</tr>
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</table>

Source: Prompt codes and partial definitions adapted from “Prompting” by Bridges Educational Corporation, 2010, San Diego. Adapted with permission.
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<th>Prompts: Advantages and Disadvantages</th>
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<tr>
<td>Research Question:</td>
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<tr>
<td>What methods should be followed when prompting students to become more independent?</td>
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## Prompts: Advantages and Disadvantages

<table>
<thead>
<tr>
<th>Prompt Type</th>
<th>Example</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>* Physical Contact</td>
<td>Useful with students who:</td>
<td>Can be stigmatizing</td>
</tr>
<tr>
<td></td>
<td>* Moving the student</td>
<td>- Exhibit extraneous behavior</td>
<td>Less useful with students who are tactically defensive</td>
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<td></td>
<td>* Motor task</td>
<td>- Are visually or auditorially distractible</td>
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<tr>
<td></td>
<td>* &quot;Hand over hand&quot;</td>
<td>- Have few receptive language skills</td>
<td></td>
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<tr>
<td></td>
<td>* Partial Physical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Target item movement</td>
<td>* Useful with students who:</td>
<td>Requires proximity to group or student</td>
</tr>
<tr>
<td></td>
<td>* Body position</td>
<td>- Exhibit extraneous behavior</td>
<td>Requires target item</td>
</tr>
<tr>
<td></td>
<td>* Demonstration of Skill</td>
<td>- Are tactically defensive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Have few receptive language skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Non-verbal motion</td>
<td>Useful with:</td>
<td>Requires imitation ability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Non-social activities</td>
<td></td>
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<td></td>
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<td>- Single skill tasks</td>
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<tr>
<td></td>
<td></td>
<td>* Useful with students who:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Have few receptive language skills</td>
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<tr>
<td></td>
<td></td>
<td>- Are tactically defensive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Easy to fade</td>
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<tr>
<td></td>
<td>* Statement or questions</td>
<td><strong>Useful with</strong>:</td>
<td>Requires good language skills</td>
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<tr>
<td></td>
<td></td>
<td>- Auditory learners</td>
<td>Requires attending skills</td>
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<tr>
<td></td>
<td></td>
<td>- Have good receptive language skills</td>
<td>Can be difficult to fade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Does not require proximity to student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Information presented in</td>
<td><strong>Useful with</strong>:</td>
<td>Requires mastery of component skills</td>
</tr>
<tr>
<td></td>
<td>pictures or words</td>
<td>- Sequence activities</td>
<td>No social content of instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Useful with students who</strong>:</td>
<td>Less useful with students who have few visual skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Have few receptive language skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Are tactically defensive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher proximity or presence not required</td>
<td></td>
</tr>
</tbody>
</table>

Source: Collective information derived from "Prompts: Advantages and Disadvantages" (Chart by K.T. Unbehauen, in Teaching That Works: The Individualized Critical Skills Model, p. 64 (Figure 5.1), Resources in Special Education, 1990, Sacramento, CA.)
### Prompt-Fading

**Research Question:**
What methods should be followed when prompting students to become more independent?
Prompt-Fading

Prompt-Fading: Gradually reduce and fade the strength of the prompt so that the specific task can be completed independently.

"Johr (1997) noted, "The fading of prompts is the probably one of the more critical elements in therapeutic process and lack of proficiency in such techniques many have very unfortunate effects in the individuals (p. 81)" ... "Some of these unfortunate effects include prompt dependence, passivity, and the development of error patterns that can be difficult to correct."

(MacDuff, Kraniz, McClanahan, Prompting and Prompt-Fading, p. 46)

Tips for fading prompts:

1) If correcting too often, increase the level of prompt and then begin to fade prompt.

2) Prompts should be least intrusive to gain a target response.

3) The types and amount of prompts are gradually reduced.

4) All prompts should fade to the natural cue.
<table>
<thead>
<tr>
<th>Notes</th>
<th>Examples of Prompt-Fading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Question:</td>
</tr>
<tr>
<td></td>
<td>What methods should be followed when prompting students to become more independent?</td>
</tr>
</tbody>
</table>
Examples of Prompt-Fading

**Full Physical or Partial Physical Prompting**
- Change the location of the physical prompt
  - Most-to-Least Intrusive
    - "Hand over hand"  
    - Wrist  
    - Forearm  
    - Upper arm  
    - Elbow  
    - Shoulder  
    - Slight nudge  
- Move to the lower prompt hierarchy level

**Model: Full Model, Partial Model, Partial-Verbal Model**
- Change the demonstration of prompt
  - Most-to-Least Intrusive
    - Full Demonstration  
    - Partial Demonstration  
    - Partial Imitation and Verbal Demonstration  
    - No Demonstration  
- Move to the lower prompt hierarchy level

**Positional Prompting**
- Change the position of the positional prompt
  - Most-to-Least Intrusive
    - Move arm or body closer to Student  
    - In Close Proximity
      - Position body near or between student and item in proximity  
- Move to the lower prompt hierarchy level

**Gestural Prompting**
- Change the position of the gestural prompt
  - Most-to-Least Intrusive
    - Closest to Student
      - Direct pointing  
    - In Close Proximity  
    - Body position near student  
    - Partner Proximity
      - Across Room  
      - Eye Gaze  
- Move to the lower prompt hierarchy level

**Verbal Prompting**
- Change the length & level of verbal prompt
  - Most-to-Least Intrusive
    - Full voice, full length
      - Repeat/Choral Response  
    - Part voice, part length
      - Decrease question lengthly  
      - Initiate part of direction/word
      - Give Request
        - Natural response from student  
- Move to the lower prompt hierarchy level

**Visual Prompting**
- Change cues of the visual prompt
  - Most-to-Least Intrusive
    - Full picture/words (Schedule)
      - point to or "What's next"  
    - Partial-to-limited list of picture/word (Schedule)
      - "Check Schedule"  
      - Independently follows visuals
        - Without redirection or prompt  
        - Generalize & Mastery of Independence

<table>
<thead>
<tr>
<th>Notes</th>
<th>Prompt Dependence &amp; Learned Helplessness</th>
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<tbody>
<tr>
<td></td>
<td>Research Question:</td>
</tr>
<tr>
<td></td>
<td>How can learned helplessness or prompt dependent behaviors be avoided?</td>
</tr>
</tbody>
</table>
Prompt Dependence and Learned Helplessness

**Prompt Dependence**: condition when students do not respond to the instruction unless they also receive prompts beyond his or her non-disabled peers require in order to response (Bridges Educational Corporation, 2010).

**Learned Helplessness**: learned conditioned response that causes cognitive, motivational and emotional deficits in individuals (Gordon, R. & Gordon, M., 2011).

**Descriptions of prompt dependence or learned helplessness behavior**

| Does not follow directive after one prompt | Task Avoidance |
| Does not initiate task independently | Ignoring or seems to not hear specific prompts |
| Aggression when prompted | Dependent on the specific prompt to complete task or desired behavior |
| Stagnant until prompt is provided | Unchanged behavior with specific prompting |
| Needs full prompts to complete task or desired behavior | |

**How to decrease, change or avoid prompt dependent or learned helplessness behavior**

* Determine the target behavior

* Identify the current prompting implemented

* When student starts to do the task or desired behavior, begin prompt-fading process.

* Utilize different prompt hierarchy levels either least-to-most or most-to-least as support

For example:

If using a verbal prompt, *gradually* decrease to modeling, or gestural.

If using full physical prompt fade full to light or partial physical prompt.

*Source: Information depicted from Promoting Generalization of Positive Behavior Change: Practical Tips for Parents and Professionals by J. Tuchin, PhD, Portable Document Format Paper, Center For Autism & Related Disorders Distinguished Lecturer Series.*
Learn by Doing!

Role Play
<table>
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<tr>
<th>Notes</th>
<th>Let’s Role Play</th>
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<tr>
<td></td>
<td>Research Question:</td>
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<tr>
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<td>Do individuals, working with children with mild to moderate disabilities, know and understand the levels of prompting that decrease learned-helplessness or prompt dependence?</td>
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</table>
## Let's Role Play

<table>
<thead>
<tr>
<th>Prompt Type</th>
<th>Looks Like</th>
<th>Sounds Like</th>
<th>Feels Like</th>
<th>Fade Prompt Level</th>
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<tbody>
<tr>
<td>Physical</td>
<td><img src="image.png" alt="Eye" /></td>
<td><img src="image.png" alt="Ear" /></td>
<td><img src="image.png" alt="Hand" /></td>
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<tr>
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<td>Gestural</td>
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<td>Verbal</td>
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<td><img src="image.png" alt="Ear" /></td>
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<tr>
<td>Visual</td>
<td><img src="image.png" alt="Eye" /></td>
<td><img src="image.png" alt="Ear" /></td>
<td><img src="image.png" alt="Hand" /></td>
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*Source: Images extracted from Google Images, (see Acknowledgments, p. 26)*
Case Study

*Site Team Project*
### Case Study

**Research Question:**

Do individuals, working with children with mild to moderate disabilities, know and understand the levels of prompting that decrease learned-helplessness or prompt dependence?
Case Study

Put your learning into action! Your site team will create a Case Study that represents your learning and understanding of the module topic. You will provide a brief description of the student demographics. Then, you will identify the target behavior and types of prompting that is most utilized to gain a response or obtain task completion. Finally, you will utilize the levels of prompt hierarchy and fading prompts to build independence. Below are the steps, presentation, and norm requirements for each site team.

Steps: (30 minutes)

1. Create Focus Student (Pseudonym, age, grade, disability or characteristics of the disability)
2. Describe the prompt dependent/learned helplessness behavior that needs to be decreased, changed or eliminated.
3. Identify the type of prompt(s) that are currently being implemented to gain response or obtain task completion.
4. Utilize the levels of prompt hierarchy and fading prompts to help student build independence.

Materials: Use chart paper, markers, notes pages in reference manual and/or any other supplies provided at your table.

Presentation: (10 minutes)

Your site team will present this Case Study to the class.

Site Team Norms

*Collaborate and work as a Team
*Note commonalities of presented information from fellow site teams
*Provide positive feedback and praise to fellow site members and teams
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References
References

Research:


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**Appendix B: Training Module Survey**

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**TRAINING MODULE SURVEY**

**Topic:** Building Independence Through Prompt Fading: Prompt Techniques

**Target Audience:** Instructional Assistants, K-6 Learning Center, Mild-to-Moderate

**Presenter:** Rita Lizcano, K-5 Learning Center Teacher (BES), Mild-to-Moderate

**Description:** This workshop will cover a brief review of prompt techniques, and help the participant thoroughly understand levels of prompt hierarchy. Participants will be guided through the development of case study samples that entails identifying prompt dependent behaviors, determining mastery of specific skills, and designing effective strategies that eliminate or avoid prompt dependent behaviors, promoting independence for students with mild to moderate disabilities.

___ Yes, I am interested in this training       Name: ___________________ Site: ________________

___ No, I am not interested in this training

**Select your available date and time**

___ Tuesday, June 26, 2012  8:00 a.m. – 11:30 a.m.

___ Wednesday, June 27, 2012  8:00 a.m. – 11:30 a.m.

___ Thursday, June 28, 2012  8:00 a.m. – 11:30 a.m.

**Cost:** Free

*Light Refreshments will be served.*
Appendix C: Training Module Pre-Assessment

Building Independence Through Prompt Fading: Prompt Techniques

**Pre-Assessment**

Please select your gender.
- [ ] Male
- [ ] Female
- [ ] Intergender
- [ ] Transgender

Please select your age.
- [ ] 18 – 24
- [ ] 25 – 34
- [ ] 34 – 44
- [ ] 45 – 54
- [ ] 55 – 64
- [ ] 65 or older

Please select current Grade Level – Learning Center Model (Mild/Moderate)
- [ ] K – 3rd Grade
- [ ] 4th – 6th Grade

How many years have you worked in this LCM (Mild/Moderate) Classroom?
- [ ] Less than 6 months
- [ ] 1 – 2 Years
- [ ] 3 – 4 Years
- [ ] 5 years or more

How many years have you worked with children with mild to moderate disabilities?

Total Number of Years ____________  Total Number of School Sites ______________

Type of Program/Grade(s) ____________________________
(SDC, RSP, LCM, etc.)

Have you receive training on Special Education & disabilities?  [ ] Yes  [ ] No

Have you received training on prompting (levels of prompting)?  [ ] Yes  [ ] No

Have you received training on independence?  [ ] Yes  [ ] No

Briefly describe the types of prompting you *currently* utilize the most to obtain correct response(s) to tasks or appropriate behavior(s)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Briefly describe prompt dependence or learned helplessness OR Give an example of a child’s behavior(s) you feel can be identified as prompt dependent or learned helplessness.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix D: Training Module Post-Assessment

Building Independence Through Prompt Fading: Prompt Techniques
Post-Assessment

Match the key term with the correct definition.

___ Visual Prompt a. place the target item or body in location that is closer to the child
___ Verbal Prompt b. demonstration of skill(s) - verbally model only part of the desired behavior or task
___ Gestural Prompt c. partial tactile assistance to help the child complete a task
___ Partial verbal model d. physical contact, moving the student, and/or "hand over hand" support to aid the child in completing a task
___ Positional Prompt e. picture or written instructions provided to obtain desired task or behavior
___ Partial Model f. statement or questions; most natural cue, verbally encouraging the desired behavior
___ Full model g. non-verbal motion to the desired behavior or task
___ Partial Physical Assistance h. demonstration of skill(s) - adult or peer fully models the desired behavior
___ Full Physical Assistance i. demonstration of skill(s) - adult or peer models only part of the desired behavior

Name three new prompting techniques that you will implement to promote independence.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Name the targeted behavior(s) you want to change using these three new prompting techniques.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
Appendix E: Training Module Post-Survey

Building Independence Through Prompt Fading: Prompt Techniques

Training Module Post Survey

**Instructional Content**
How useful was the information and materials presented at this training module?
Very relevant  Somewhat relevant  Not at all relevant

How likely are you to use the reference manual for current or future implementation?
Very Likely  Somewhat likely  Somewhat unlikely  Very unlikely

**Professional Growth**
How much have your skills improved because of this training module?
Very improved  Somewhat improved  No improvement

How comfortable did you feel when asking questions at this training?
Very comfortable  Somewhat comfortable  Uncomfortable

How likely are you to recommend this training module to other colleagues?
Very Likely  Somewhat likely  Unlikely

**Module Effectiveness**
What was the most effective part of the training module?

☐ Networking  ☐ Role Play
☐ Presenter’s Lecture  ☐ Case Study
☐ Reference Manual Review  ☐ Refreshments

Do you have any suggestions or comments for the presenter? If so, what?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________