**Session Three:**

**Chaining and Prompting**

**Overview**

In this session, the participants will explore the two foundational evidence-based practices of Chaining and Prompting. These two practices are often used in tandem with other practices to teach multiple skills. The session begins with a very brief assessment of the participant’s current knowledge of chaining. It is not unusual for participants to assume their knowledge of a practice is comprehensive before exposed to the additional information found in these sessions. This is especially true of a practice as common as chaining. This mini-assessment also serves to prime the participants about some of the material that will be covered in this session, such as Task Analysis. Task Analysis is reviewed carefully as it is a key component of instruction. Chaining, task analysis and prompting are all linked together as key instructional processes in this session. Each of these elements is examined individually; examples are shown and activities are provided for practice during the session and afterwards.

**Materials to Enhance Learning and Activities**

1. Chaining Pre and Post Mini-Assessment: A brief six question assessment of the terms and information that will be covered within the session. This primes the participants to what they will be reviewing and can assist in assessing knowledge gained from the course.
2. Chaining Pre and Post Mini Assessment Answer Key: Provides the correct answers to the pre and post assessment.
3. National Professional Development Center - Least to More Prompting Checklist: This is one of the many implementation checklists found at the NPDC website. This checklist includes each step in the process of implementing use of least-to-most prompts.
4. Task Analysis Protocol - This basic tool provides a simple way to record the steps to a task as they are analyzed and identified. There is space to identify a prompting plan and baseline data. The tool is used to record progress data as well. Available as a download from the Session Three website.

**Activities Overview**

Facilitators should review the multiple opportunities for activities in this session. The content lends itself to many opportunities for small and large group discussions and activities. There will not be time in most sessions to engage in all of these opportunities. Review the information below and the PowerPoint slides. Select several discussions to prioritize during the session and limit time on others. Some discussions may need to be eliminated due to time.

**Slide #2. Mini Pre-Assessment.** The facilitator should have the participants answer the 6 questions in the pre-assessment column of the Pre-Post handout. At the end of this session the post assessment column of this handout is to be completed. ​This activity has two purposes: To assist the participants to become aware of a change in knowledge after engaging in the content of this section. It also allows an opportunity for the participants to reflect on the value of baseline information, progress monitoring and classroom practices.

**Slide#9. Chaining Example. Brief discussion.** This example details the steps involved in using a vending machine. ​Participants may discuss which approach (forward or backwards chaining) would be best for teaching this task and why. ​

**Slide #18. Priming Discussion of Task Analysis.** Discussion: How are teachers using Task Analysis. How often? What about time constraints and task analysis? ​

Tying a shoe video: <https://www.youtube.com/watch?v=FI1cu2u1eXk>

**Slide #20. Commenting from Group.** Revisit the detailed task analysis of teeth brushing. ​Some people can learn by chaining these ‘chunks’ together. Other people will need these chunks broken into discrete and individualized steps. This is why it is important to know the learner and adapt to the individual need and learning style. This activity illustrates that in complete task analysis, it is important to consider if the student has the precursor skills (steps1-4) to complete the task. Take brief comments on the need for precursor skills.

**Slide #23. Group Discussion Task Analysis Form.** What precursor skills or knowledge might be important to consider? What additional or expanded steps might be important to specify or address within the example task analysis? What steps might be broken into two or more individual steps?​

**Slide #24. Hands-On Chaining Activity in Small Groups.** Part 1: Allow 15 minutes to complete the task analysis. Use handout #2 Task Analysis Protocol form. This activity is time for the participants to experience how to do a task analysis and how to teach a skill using chaining. Although some in a group may have done this already, the value in this activity comes from working as a group.

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Part 2: Facilitators ask each team to demonstrate their task analysis, with one member of the team being the teacher and one the student. Highlight that there will be different ways to do the task analysis based on the student’s needs and learning style. Adjustments can be made after the teacher observes the student doing the task.

***Note:*** *Slide notes offer additional guidance for this activity.*

**Slide #27. Prompting Definition. Commenting from Group.** Solicit comments on slide statement. If there is any disagreement to the statement, ask the learner to explain what is confusing or misleading. Respond that there is more information in the next slides that may help clarify. At times, a learner may feel prompting is not specifically for instruction, or may not quite agree that it initiates a skill. Some of this misunderstanding could be a difference in language that will be clarified with more information in the next several slides.

**Slide #28. Prompting Concerns. Commenting from Group.** Ask for a few ‘shout-outs’ from the group in response to the slide question. If there is time, short discussions may be held and points from each discussion group debriefed. In most sessions there is only time enough to take a few thoughts before moving to the next slide. See next slide for some common issues after participants have had a chance to raise their own concerns.

**Slide #34. Verbal Prompt Video.** Short video from the Autism Certification Center on verbal prompts. These are video based modules available free to anyone in Ohio. These modules cover some evidence-based practices for youth with Autism Spectrum Disorder. <https://autismcertificationcenter.org/>​ The video does have sound. ​

**Slide #36. Prompt Hierarchy. Discussion.** Lead a discussion about the difference in prompts and how some are considered ‘heavier’ prompts. These heavy or most intrusive prompts are generally the ones at the bottom of the pyramid in the picture on the slide. The prompts at the top of the pyramid are generally considered less intrusive and may lead to more independence. Discussion: Would anyone in the group change the order of the prompts on the slide?

***Note:*** *Slide notes offer additional guidance for this activity.*

**Slide #40. Implementation Checklist for Least-to-Most Prompts. Review and Comments.** Handout #4 from the National Professional Development Center for Autism is an Implementation Checklist for Least to Most Prompts. ​Have the group review the implementation checklist to gain an awareness of the detail that may be needed when using least to most prompting. Ask for comments from the group.

**Slides #42 and #43. Prompting Videos and Discussion.** The Least to Most Prompting video is embedded in the PPT on Slide #42. The Most to Least Prompting video is embedded in the PPT on Slide #43, and can also be viewed using this link:  <https://www.youtube.com/watch?v=qBH0WfWTyUA&t=1s>​

While both videos are staged, the value of the videos is to have the learners watch for the use of various prompts and how the ‘teacher’ is using a prompt hierarchy. Facilitate a brief discussion on how planful this must be in order to implement this in a daily routine.

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***Note:*** *Slide notes offer additional guidance for this activity.*

**Slide #45. Selecting Prompts. Activity.** Have participants review the hands-on chaining activity completed earlier in this session​. Consider ​the task analysis in the activity​. Direct participants to identify three types of prompts to use in the chaining activity with the selected student. ​Where would the prompts be embedded? How might prompts be faded over time for more independence? Use Task Analysis form.

***Note:*** *Slide notes and PPT slide offer additional guidance for this activity.*

**Slide #48. Discussion. Comparing prompts and supports.** After slide information is reviewed, ask the group for examples. Sometimes a visual prompt can become a visual support that the person uses independently to complete tasks and activities.

**Slides #59-#61. Participant Practice Activity Planning.** These four slides review in detail the steps and the form that will be used for the Task Analysis, Chaining and Prompting activity that the participant will complete following the session. Allow the teams time to plan the activity following the slide review.

***Note:*** *Slide notes and PPT slide offer additional guidance for this activity.*

**Slide #62. Post Assessment.** Complete chaining post-assessment. Facilitators may wish to discuss the results and any connections with baseline data, progress monitoring and their classroom practices. Single viewers may want to reflect on some of the questions on the slide. ​