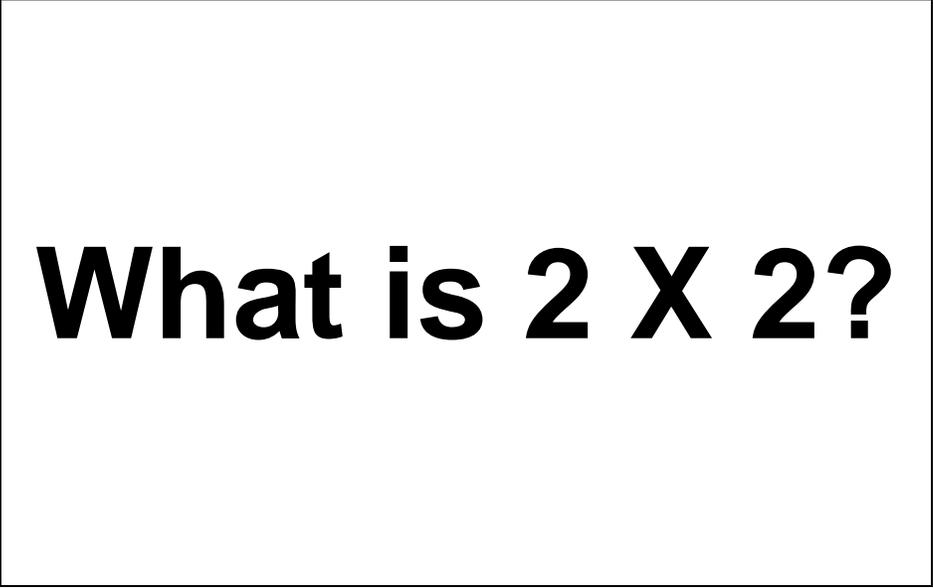


Module: Prompting

**CASE STUDY EXAMPLE:
Simultaneous Prompting**

Will is a 14-year-old student with ASD who receives services in general education classes and in the resource room. Math and reading are particularly difficult for Will, so he is taught these skills in the resource room. His resource room teacher, Ms. Daniel, and the autism support person for the school district, Mr. Martin, have decided to use simultaneous prompting to teach Will simple multiplication problems. When they meet to plan the intervention, Ms. Daniel and Mr. Martin decide that coming into class will serve as the target stimulus to begin the activity. When Will comes into the resource room for math, Ms. Daniel will say, "Time for math, Will. Come sit at the table." After this instruction, Will then sits at the table to begin the activity. Ms. Daniel and Mr. Martin select a verbal prompt (i.e., "Two times two is four") as the controlling prompt for the intervention. By providing the answer for each question, they will help Will complete the target skill successfully.

Ms. Daniel and Mr. Martin decide to implement two daily teaching sessions with 10 trials each. During each of the 10 trials, Ms. Daniel will hold up a card with a simple multiplication problem on it, which will serve as the cue to begin using the target skill. The following is an example card that will be used with Will during the math intervention.



What is 2 X 2?

Because this is a non-preferred activity for Will, Ms. Daniel and Mr. Martin decide to let him engage in a preferred activity after each teaching session. For example, he may play on the computer or look at a favorite book for 10 minutes. This will serve as the reinforcer for engaging in the math intervention.

After Will looks at a book or plays on the computer for about 10 minutes, Ms. Daniel will begin the second teaching session by saying, "Time for math, Will. Come sit at the table." When Will comes to the table, Ms. Daniel will repeat the same 10 teaching trials

Module: Prompting

**CASE STUDY EXAMPLE:
Simultaneous Prompting**

so that he learns simple multiplication facts. The response interval during the teaching trials will be 0 seconds. That is, Ms. Daniel will present the cue (i.e., multiplication card) and the controlling prompt (i.e., the answer to the question) at the same time. She hopes that this teaching strategy will help Will learn simple multiplication facts quickly and efficiently.

After the second teaching session, Will can engage in a preferred activity for 10 more minutes before Ms. Daniel conducts a probe session with Will. Unlike the teaching trials, the probe trials will be used to determine Will's acquisition of the target skill. Therefore, Ms. Daniel and Mr. Martin decide that a 4-second response interval should give Will enough time to answer the question on the card. These trials will help Ms. Daniel determine whether or not Will is learning simple multiplication facts.

After the intervention has been planned, Ms. Daniel decides to begin the intervention the following Monday. When Will comes into the resource room on Monday afternoon, Ms. Daniel immediately says, "It's time for math, Will. Come sit at the table." Will slowly makes his way to the table and sits down. Before Will came into the room for math, Ms. Daniel placed the multiplication cards and the data collection sheets at the table so that she is ready to begin the intervention as soon as Will comes into the room.

As soon as Will sits down at the table, Ms. Daniel says, "What is two times two, Will? Two times two is four." She then repeats this process with each card, providing the cue and the controlling prompt simultaneously. Will does not respond during any of the trials. Ms. Daniels keeps track of Will's responses on the data collection sheet after each trial. The following is the completed data sheet for the first instructional session.

Trial	Stimulus/Cue	PC	PE	NR
1	2 x 2			√
2	2 x 3			√
3	2 x 4			√
4	2 x 5			√
5	3 x 3			√
6	3 x 4			√
7	3 x 5			√
8	4 x 4			√
9	4 x 5			√
10	5 x 5			√
Total #		0	0	10
Total %		0	0	100%

Key: PC = prompted correct; PE = prompted error; NR = no response

Module: Prompting

**CASE STUDY EXAMPLE:
Simultaneous Prompting**

Once she is finished with the 10 cards, Ms. Daniel says to Will, “Good job, Will. Would you like to look at books or play on the computer?” Will says, “Computer.” Ms. Daniel then says, “You can play on the computer for 10 minutes, Will” while setting a timer.

As Will plays on the computer, Ms. Daniel sets up the materials again and works with another student. When the timer beeps, she walks over to the computer and says, “Time for math, Will. Come sit at the table.” Will walks back to the table and sits down. Ms. Daniel repeats the same 10 teaching trials by delivering the cue and the controlling prompt at the same time. During two trials, Will responds correctly as Ms. Daniel issues the controlling prompt. Because he responds to the question correctly, Ms. Daniels says, “That’s right, Will. Two times three is six. Good job.” Ms. Daniels again tracks Will’s responses to each trial. The following data collection sheet provides information about Will’s progress during the second instructional session.

Trial	Stimulus/Cue	PC	PE	NR
1	2 x 2	√		
2	2 x 3			√
3	2 x 4	√		
4	2 x 5			√
5	3 x 3			√
6	3 x 4			√
7	3 x 5			√
8	4 x 4			√
9	4 x 5			√
10	5 x 5			√
Total #		2	0	8
Total %		20%	0	80%

Key: PC = prompted correct; PE = prompted error; NR = no response

After the second teaching activity, Ms. Daniel implements a probe session to determine Will’s progress on the target skill. She begins the probe session in the same way as the instructional sessions, by holding up a card with a simple multiplication problem on it. However, instead of delivering the controlling prompt at the same time as the cue, she waits 4 seconds for Will to respond. If Will does not respond or responds incorrectly, Ms. Daniel simply moves on to the next trial. If Will does respond correctly, Ms. Daniel says, “Two times two is four. Good job, Will.” Similar to the teaching trials, Ms. Daniel also keeps track of Will’s responses to monitor his progress on the target skill. The following is the data sheet used during this probe session.

Trial	Stimulus/Cue	C	E	NR
1	2 x 2	√		
2	2 x 3	√		

Module: Prompting

**CASE STUDY EXAMPLE:
Simultaneous Prompting**

3	2 x 4	√		
4	2 x 5	√		
5	3 x 3		√	
6	3 x 4	√		
7	3 x 5		√	
8	4 x 4		√	
9	4 x 5	√		
10	5 x 5			√
Total #		6	3	1
Total %		60%	30%	10%

Key: C = correct; E = error; NR = no response

These initial data along with the data collected during the instructional sessions indicate that Will is making progress on the target skill. After one week, Ms. Daniel and Mr. Martin meet to review the data from all instructional and probe sessions. They conclude that Will is making great progress on the target skill. Further analysis indicates that Will is responding to the cue with 75% accuracy during the probe sessions. Additionally, the instructional data indicate that Will is responding with 100% accuracy during the teaching trials. As a result, they decide to intersperse new multiplication problems with ones that Will has already mastered. This way, Ms. Daniel can monitor Will's maintenance of the acquired skills, while also keeping track of Will's progress on new multiplication problems.