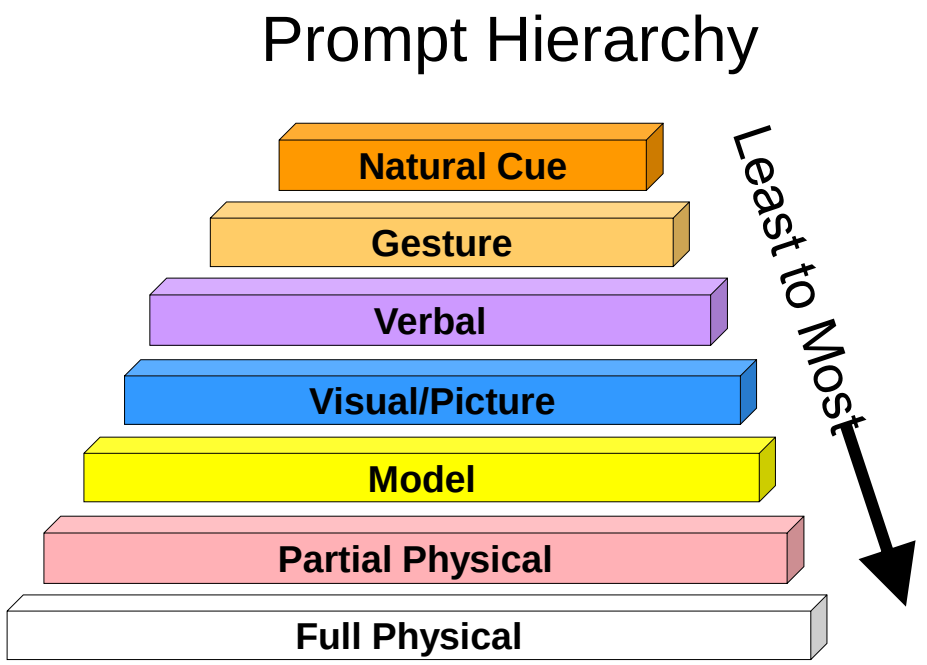
System of Least Prompts (SLP)

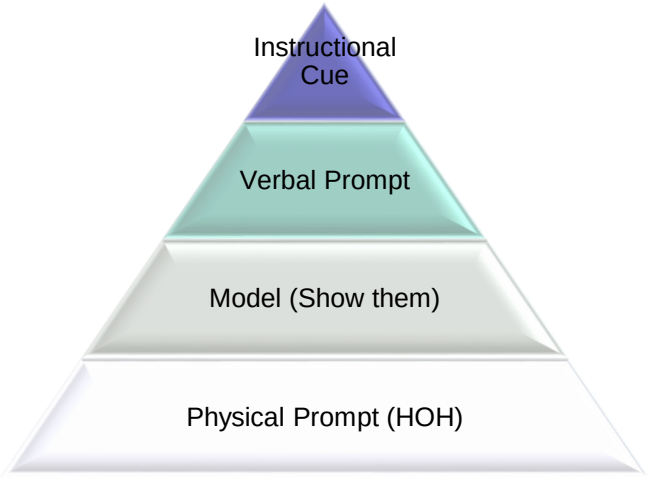
- A hierarchy of prompts also called least intrusive prompting
- Progress from the **least intrusive prompt** to the **most intrusive prompt**
- Wait interval* between each prompt until the student makes the targeted response
- Can be used by a variety of interventionists
  - Peer, paraprofessional, general education teacher, or special education teacher

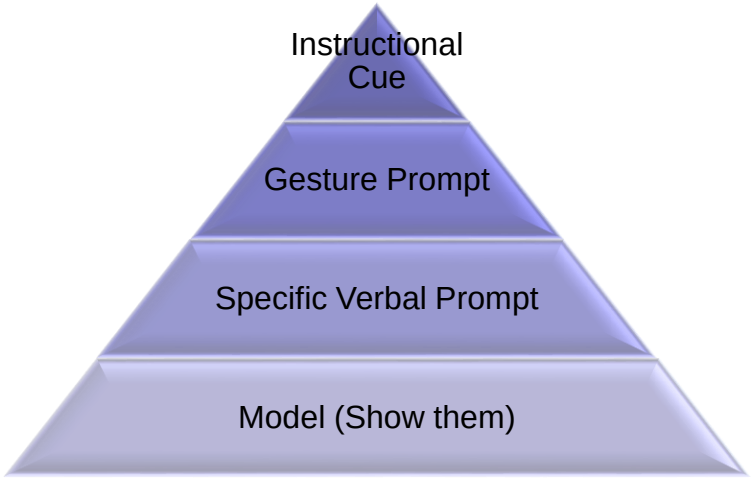


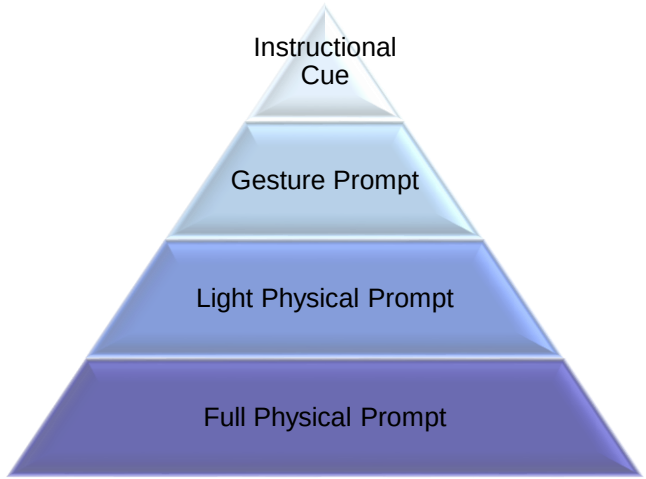
*Wait interval-established time each individual student needs to process

Guidelines for Using System of Least Prompts

- Select 3 – 4 prompts in the hierarchy (e.g., verbal, gesture/model, physical).
- Remember these prompts can be adapted for students with a range of sensory impairments and needs.
  - Examples:
    - Students with visual impairments: nonspecific verbal, specific verbal, physical
    - Students with hearing impairments: sign/gesture, model, physical





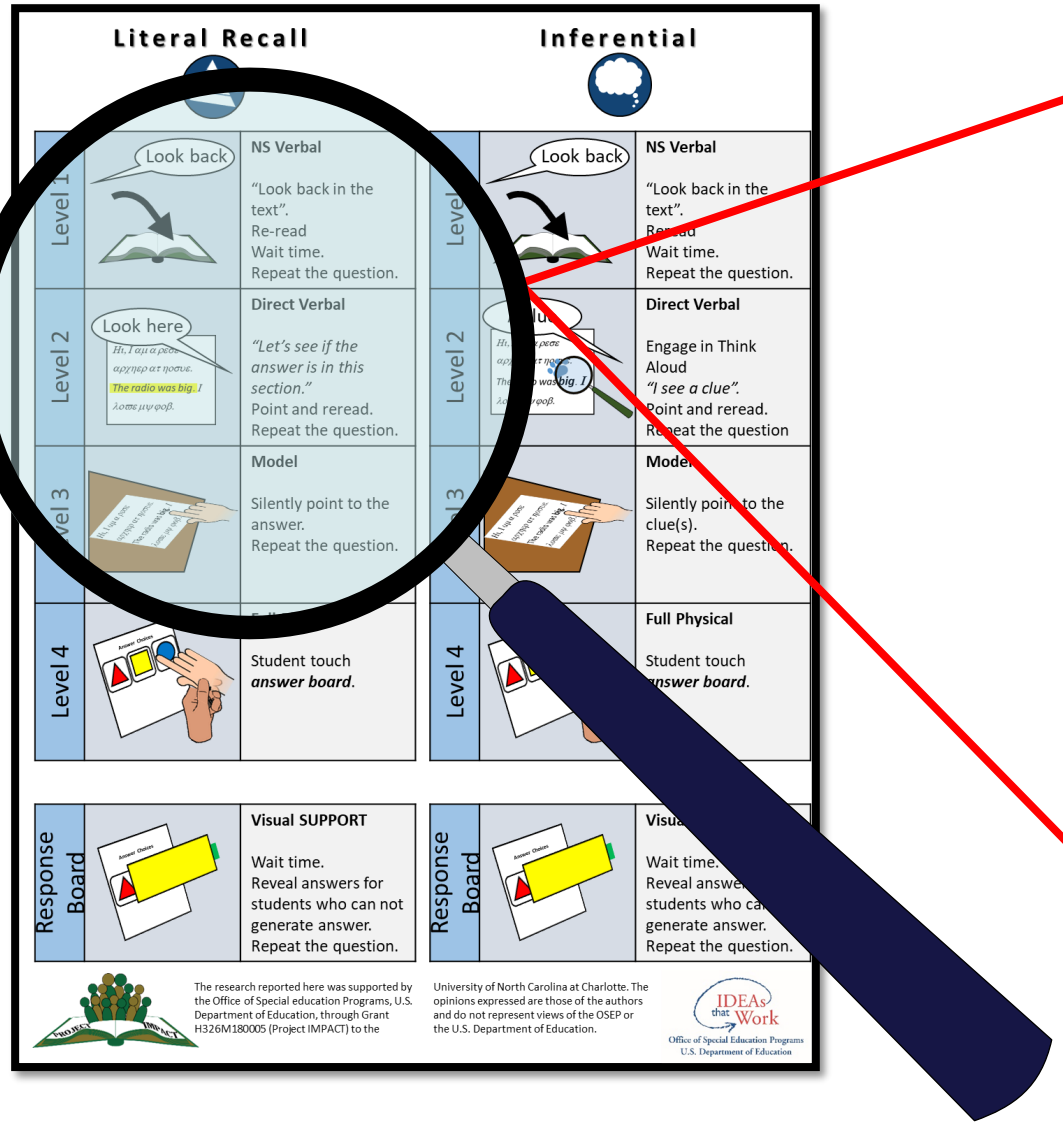


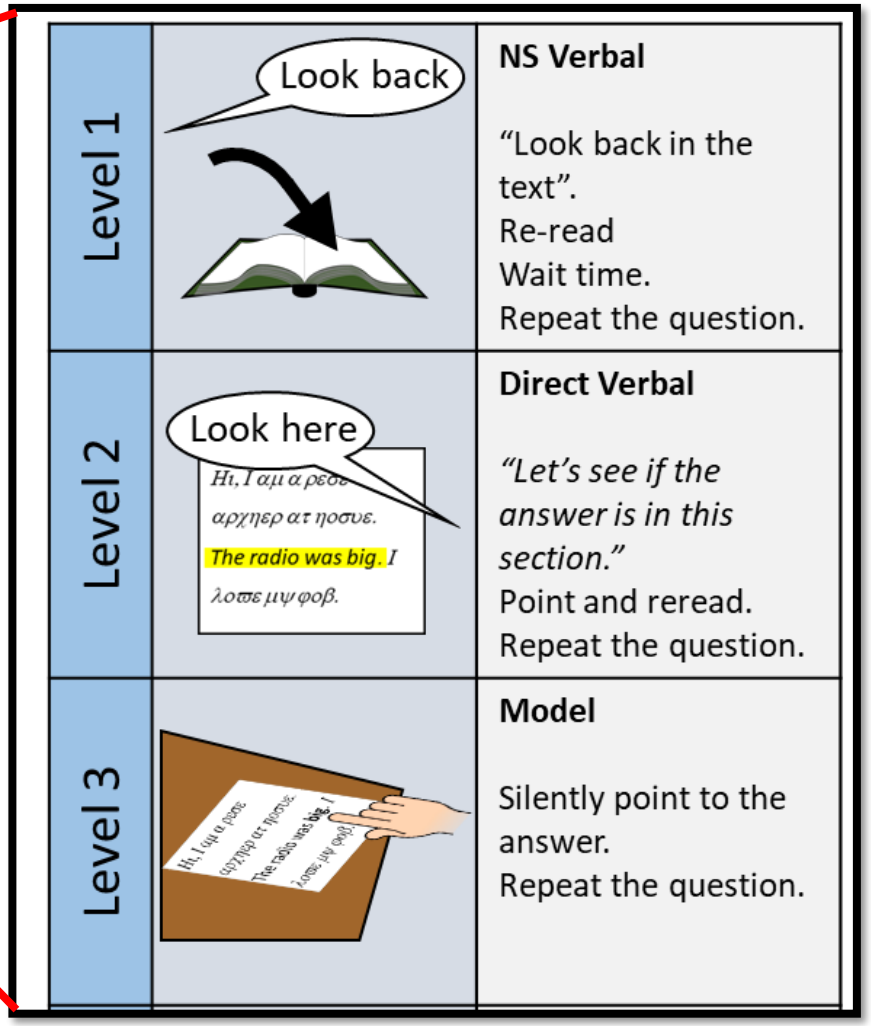
Think of 2 students with different learning needs. Where on the hierarchy would you begin as the least intrusive prompt? Why?

Guidelines for Using System of Least Prompts

1	**Provide Question/directive**	Provide the task direction/natural cue (e.g., “Who is the main character in the story?”).
2	**Ask and WAIT**	Always give the student an opportunity to make the correct response before providing any prompting on each step of the *Prompt Hierarchy*.
3	**Progress through Hierarchy Least to Most**	Use the least intrusive prompt first and progress to more intrusive prompts until the learner responds correctly (usually 3 to 5 second delay between prompts).
4	**Provide appropriate feedback**	Provide specific feedback to the student to confirm what the student did to meet the expectation. When appropriate use praise and/or a reinforcer

System of Least Prompts for Literal Questions





Goal: Provide student a chance for unprompted answer

*Self-generated response

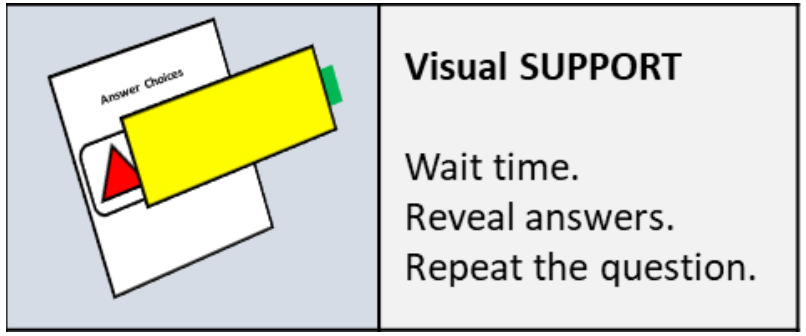
1. Read the question
2. Utilize student's wait time
3. Allow student to give answer
4. If self-generated response provided…
5. Evaluate if answer is correct or close enough to provide credit
    1. If correct, provide specific feedback
    2. If incorrect, follow SLP until student provides the correct answer

What type of living thing is a butterfly?

Provide Response Options

For students who do not generate an answer without support. Most students should not need this support

1. Read the question
2. Utilize student's wait time
3. When clear that student does not have a self-generated answer…
4. Remove answer shield
5. Repeat the question
6. Touch each potential answer as you read it



Correct Answer

Erika, what type of living thing is butterfly?

It's an insect!

Great answer Erika, a butterfly is an insect!

What type of living thing is a butterfly?

Error Correction

What type of living thing is a butterfly?

Curtis, what type of living thing is butterfly?

It's a cow!

Lets read this paragraph again…

I don't know

Lets read this sentence …

A caterpillar

Pointing to insect in text

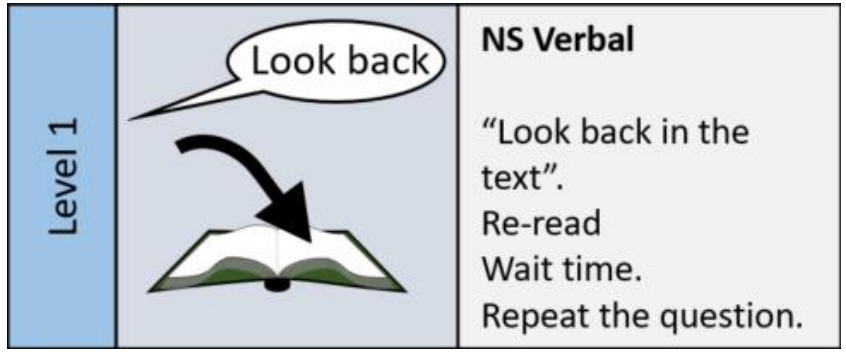
Insect!

Yes an insect! Great looking in the book.

Level 1		**NS Verbal** "Look back in the text". Re-read Wait time. Repeat the question.
Level 2		**Direct Verbal** *"Let's see if the answer is in this section."* Point and reread. Repeat the question.
Level 3		**Model** Silently point to the answer. Repeat the question.

System of Least Prompts for Literal Questions

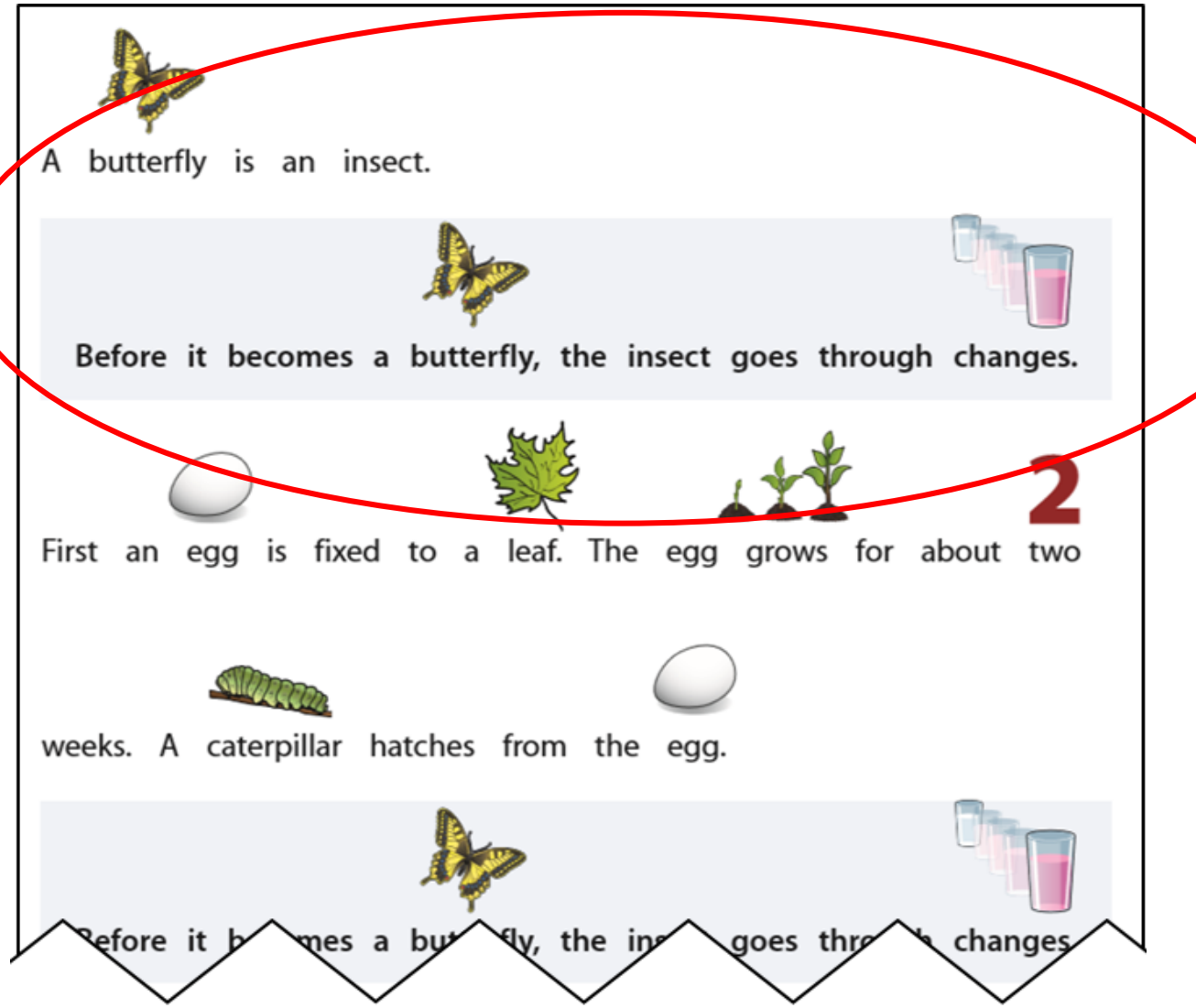
LEVEL 1



Goal: Student uses a smaller section of text to find the answer.

1. Verbally prompt student to sentences around and including the answer
2. Reread the sentences
3. Utilize student's wait time
4. Repeat the question

* Touch each potential answer on response board as you read it

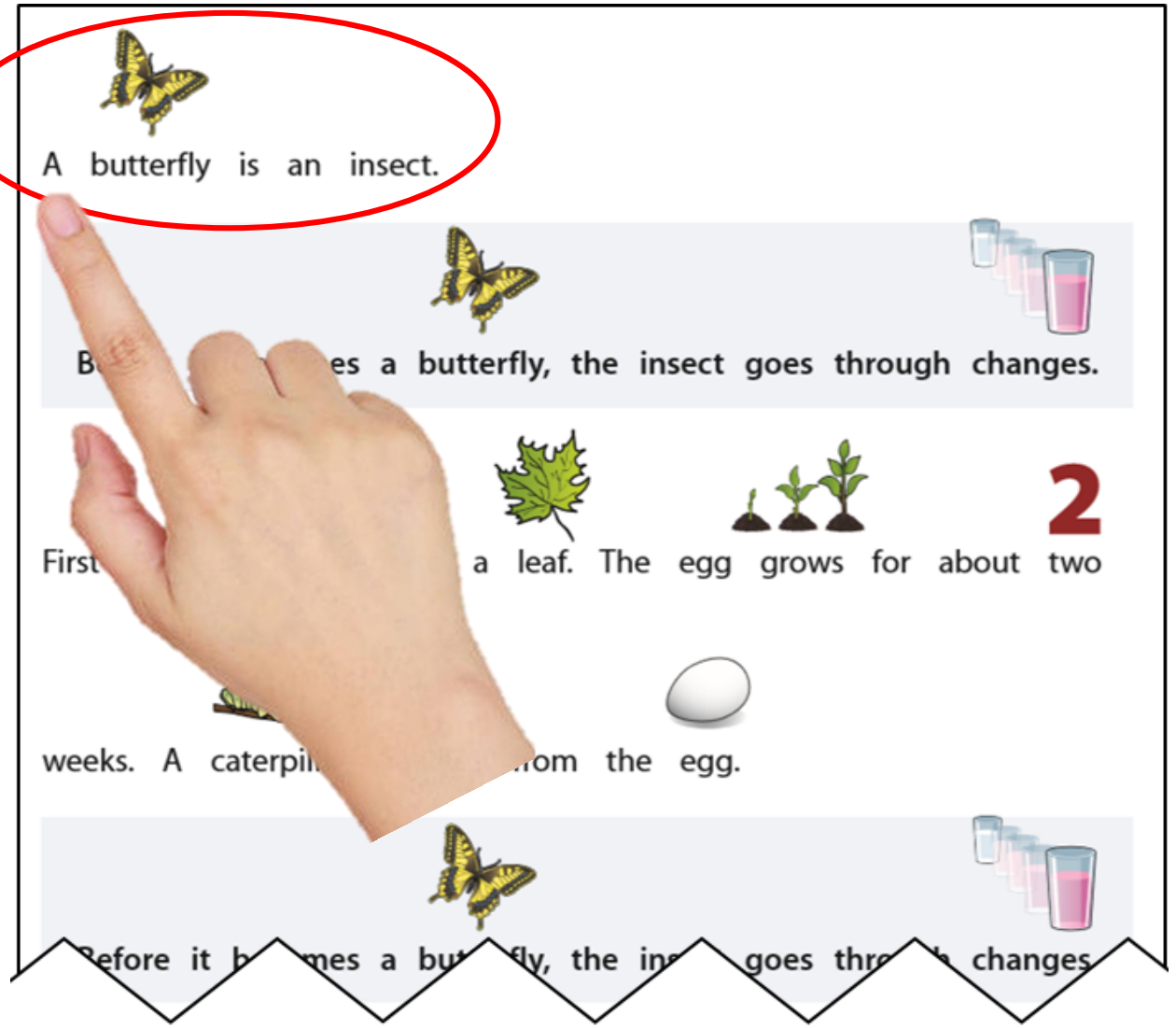


System of Least Prompts for Literal Questions

LEVEL 2

Level 2	Look here *Hι, I αμ α ρεσε αρχηερ ατ ηοσυε.* *The radio was big. I λοωε μψ φοβ.*	**Direct Verbal** *"Let's see if the answer is in this section."* Point and reread. Repeat the question.

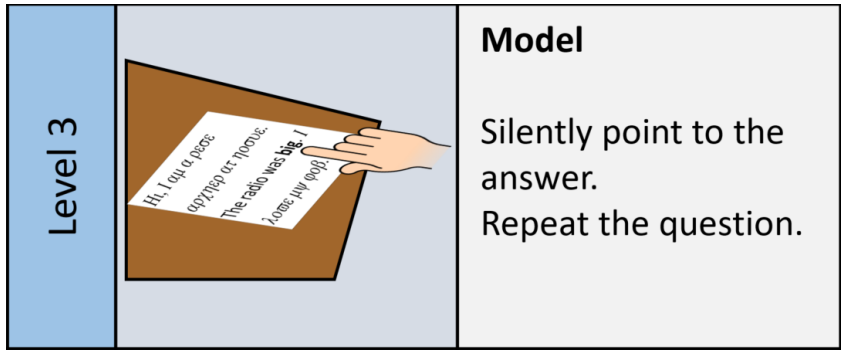
Goal: Student re-listens and hears answer or only looks for answer within one sentence.



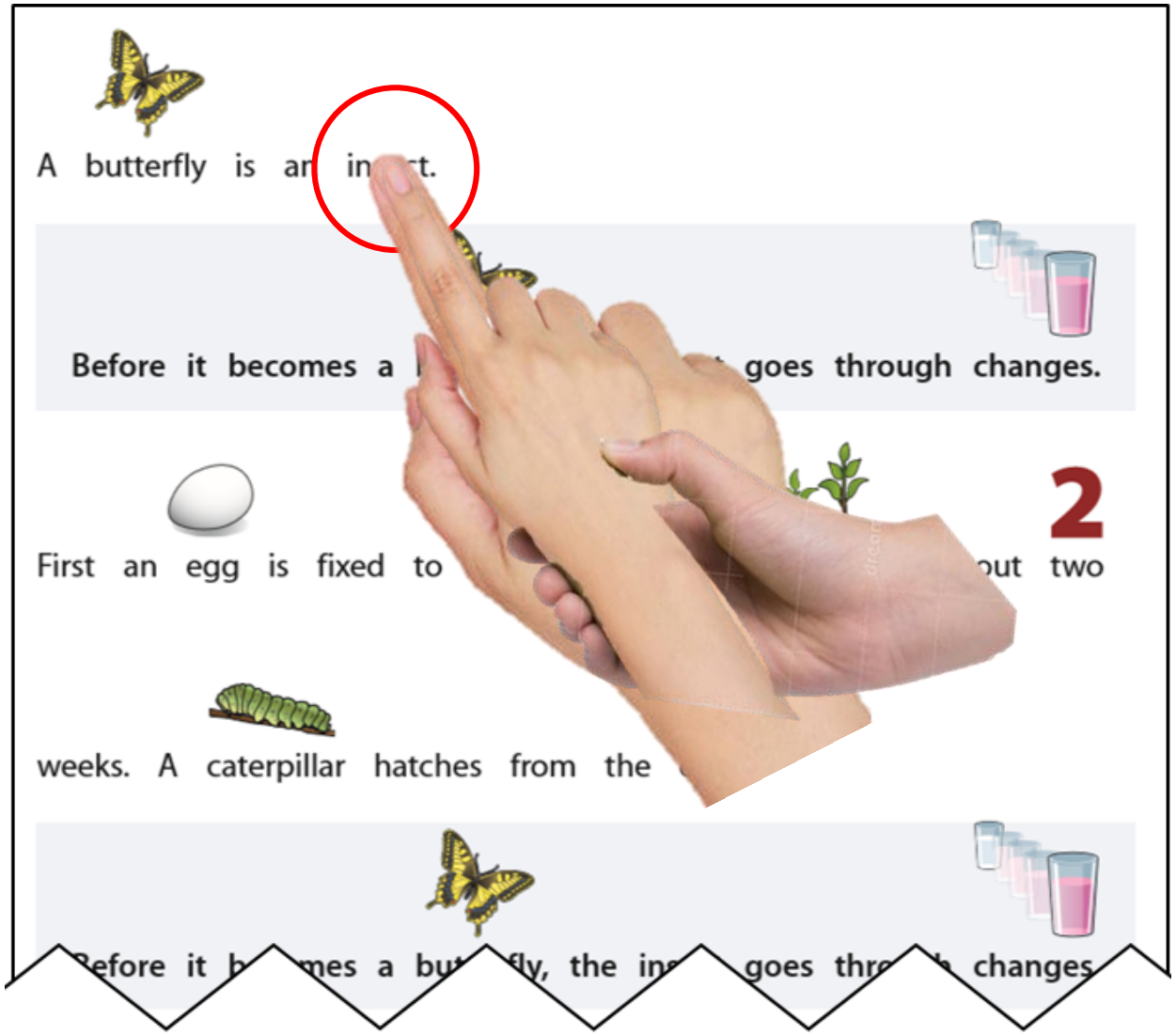
1. Point to and read sentence with answer while student finger points
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the answer…
4. Repeat the question
5. Touch each potential answer on response board as you read it

System of Least Prompts for Literal Questions

LEVEL 3



Goal: Student focuses and sees the answer and mimics the teacher's model.



1. Silently point to the answer
   *After looking, if student provides answer verbally -> accept the answer
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the answer…
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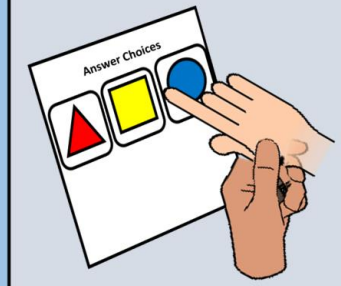
5. Touch each potential answer on response board as you read it

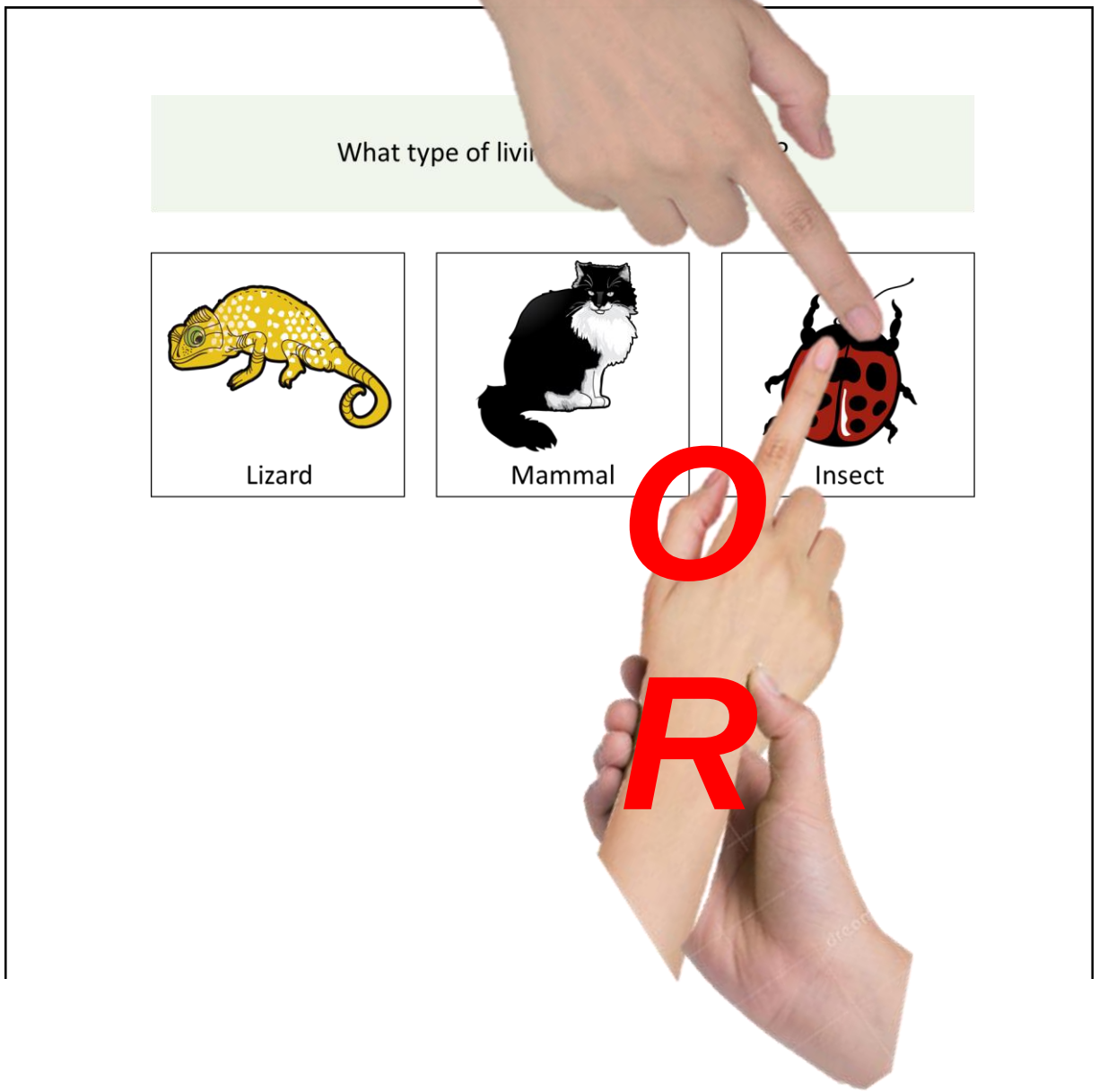
System of Least Prompts for Literal Questions

LEVEL 4

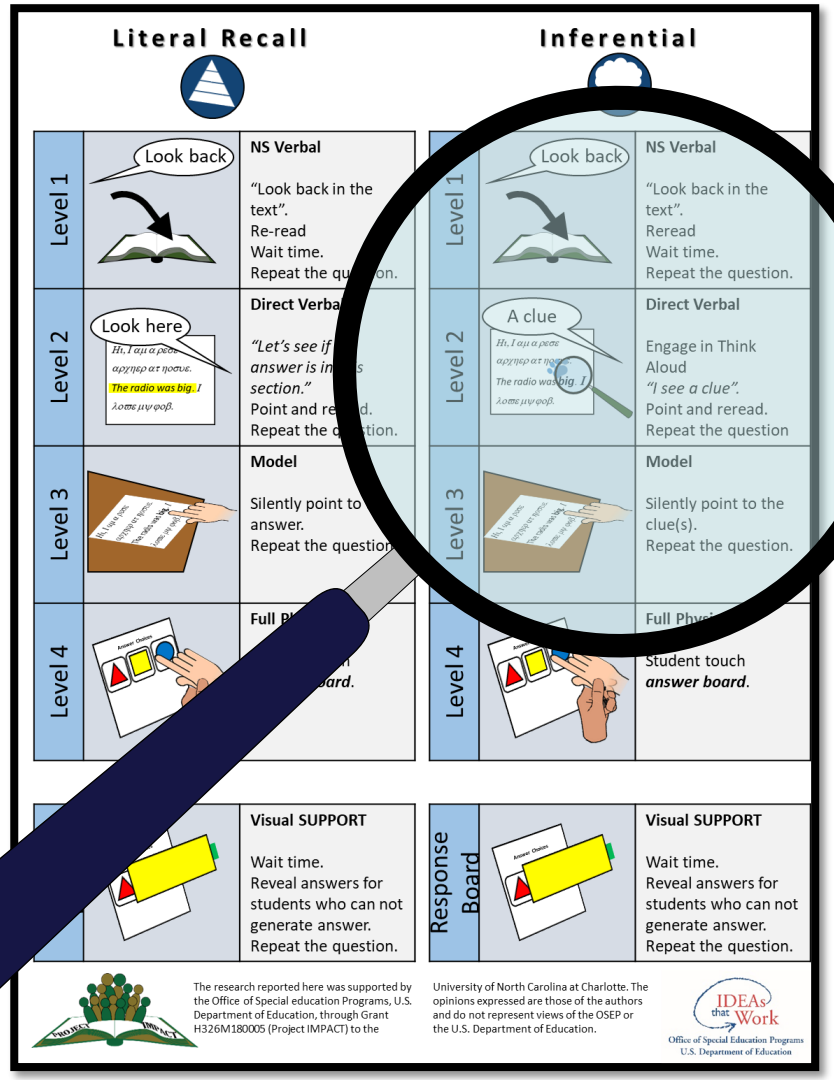
Level 4		**Full Physical** Student touch ***answer board***.

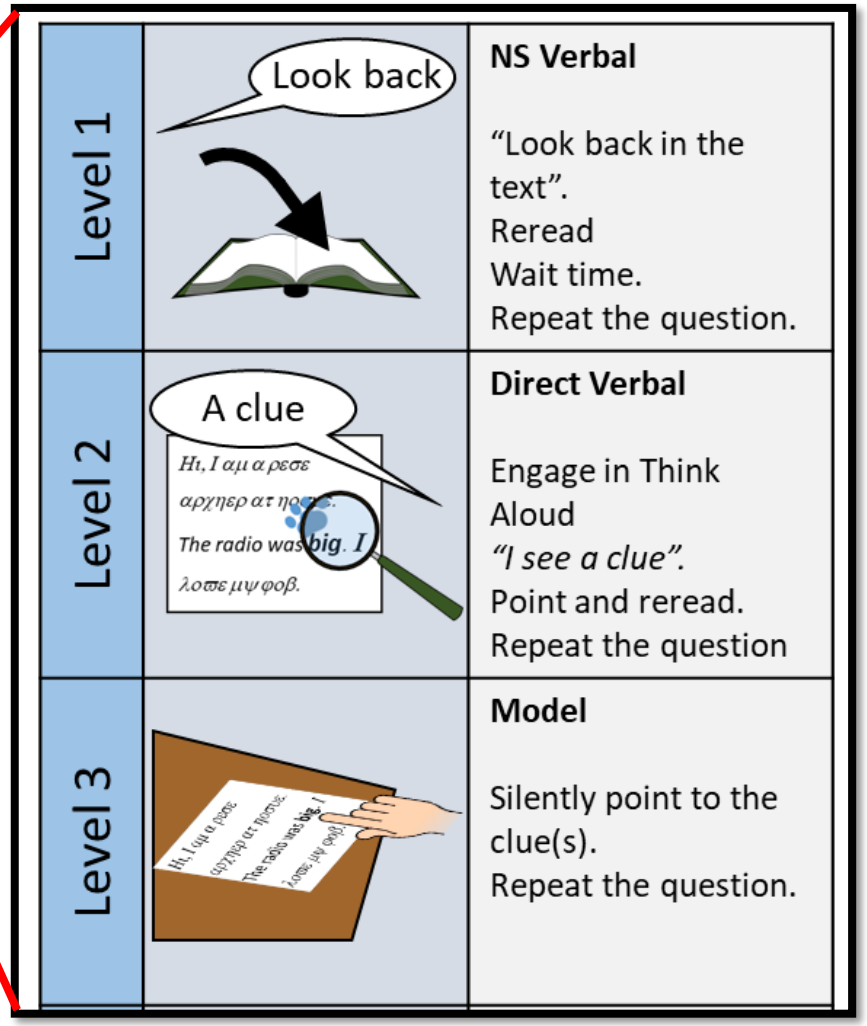
Goal: Student engages in actively providing the answer in *Response Book*

1. After touching the text…
2. Repeat the question
3. Silently model or physically prompt student to touch the answer on response board
4. Provide small, specific feedback



System of Least Prompts for Inferential Questions





Goal: Provide student a chance for unprompted answer

*Self-generated response

1. Read the question
2. Utilize student's wait time
3. Allow student to give answer
4. If self-generated response provided…
5. Evaluate if answer is correct or close enough to provide credit
   1. If correct, provide specific feedback
   2. If incorrect, follow SLP until student provides the correct answer

Why were Japanese-American citizens sent to camps?
Was it because _____?

Provide Response Options

For students who do not generate an answer without support. Most students should not need this support

1. Read the question
2. Utilize student's wait time
3. When clear that student does not have a self-generated answer…
4. Remove answer shield
5. Repeat the question
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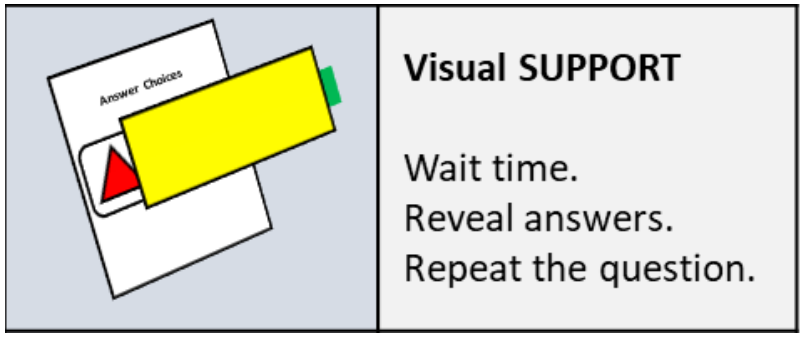
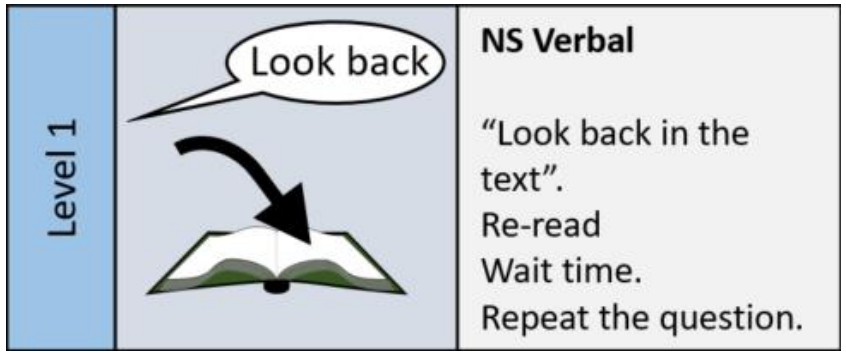


System of Least Prompts for Inferential Questions

LEVEL 1



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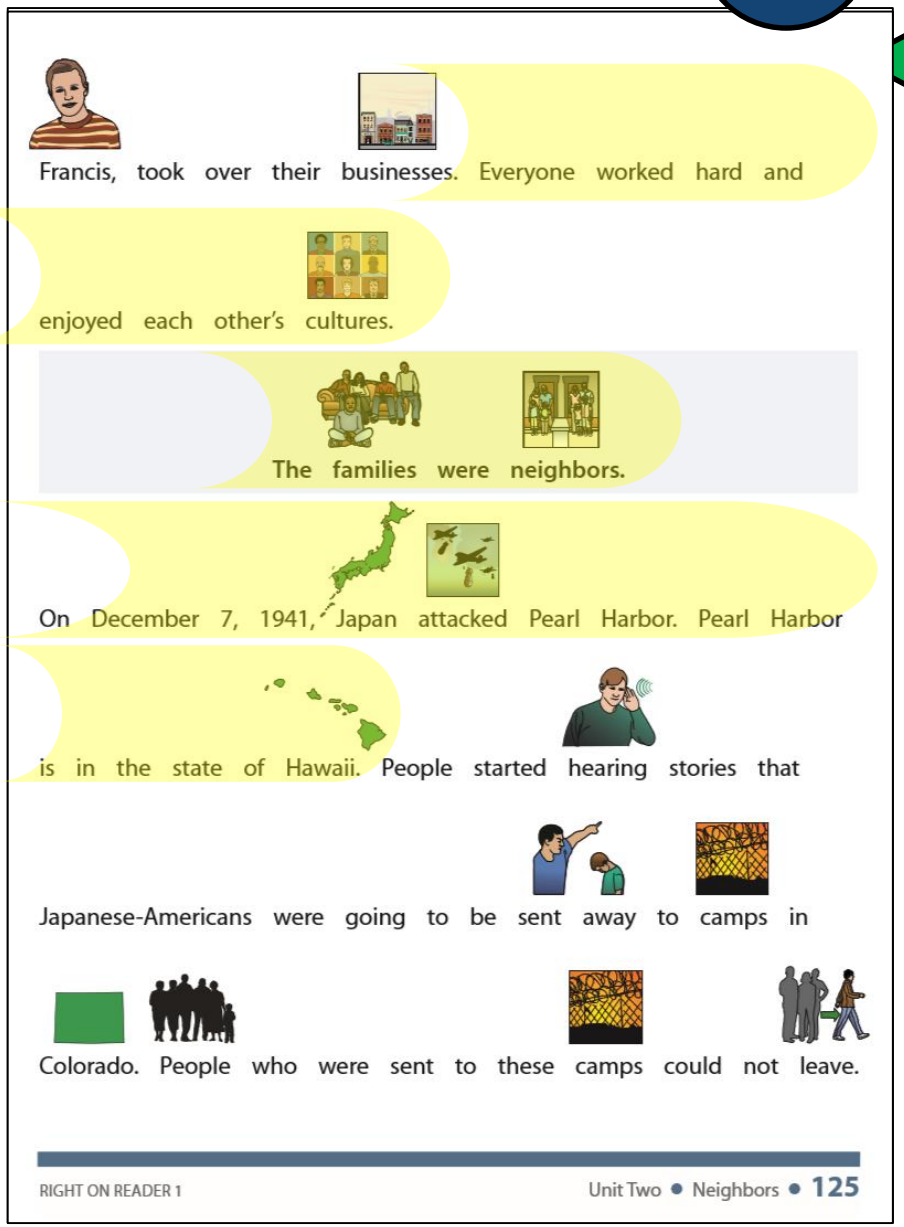

Francis, took over their businesses. Everyone worked hard and enjoyed each other's cultures.

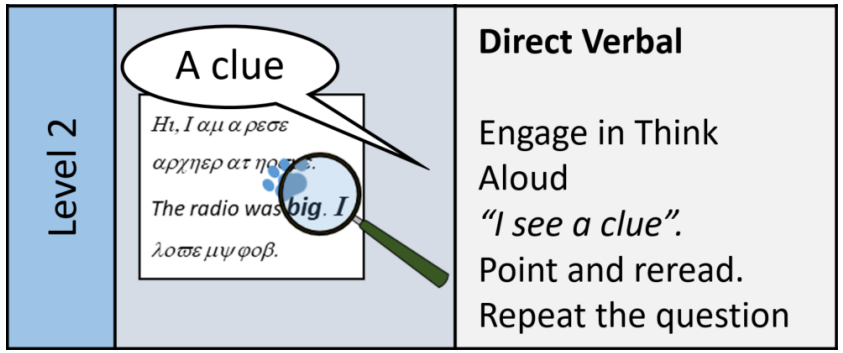
The families were neighbors.

On December 7, 1941, Japan attacked Pearl Harbor. Pearl Harbor is in the state of Hawaii. People started hearing stories that Japanese-Americans were going to be sent away to camps in Colorado. People who were sent to these camps could not leave.

RIGHT ON READER 1 Unit Two • Neighbors • 125

System of Least Prompts for Inferential Questions

LEVEL 2



Goal: Student re-listens and hears a clue or only looks for clue within one sentence.

1. Point to and read sentence with clue while student finger points
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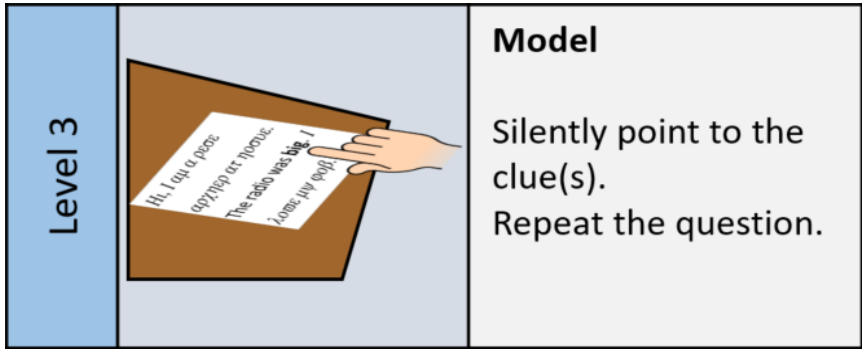
*Touch each potential answer on response board as you read it

System of Least Prompts for Inferential Questions

LEVEL 3



Goal: Student focuses and sees the answer and mimics the teacher's model.

1. Silently point to the answer
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2. Utilize student's wait time
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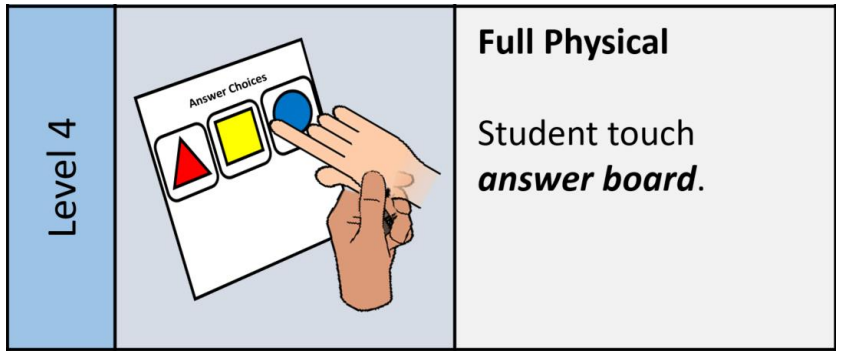
System of Least Prompts for Inferential Questions

LEVEL 4



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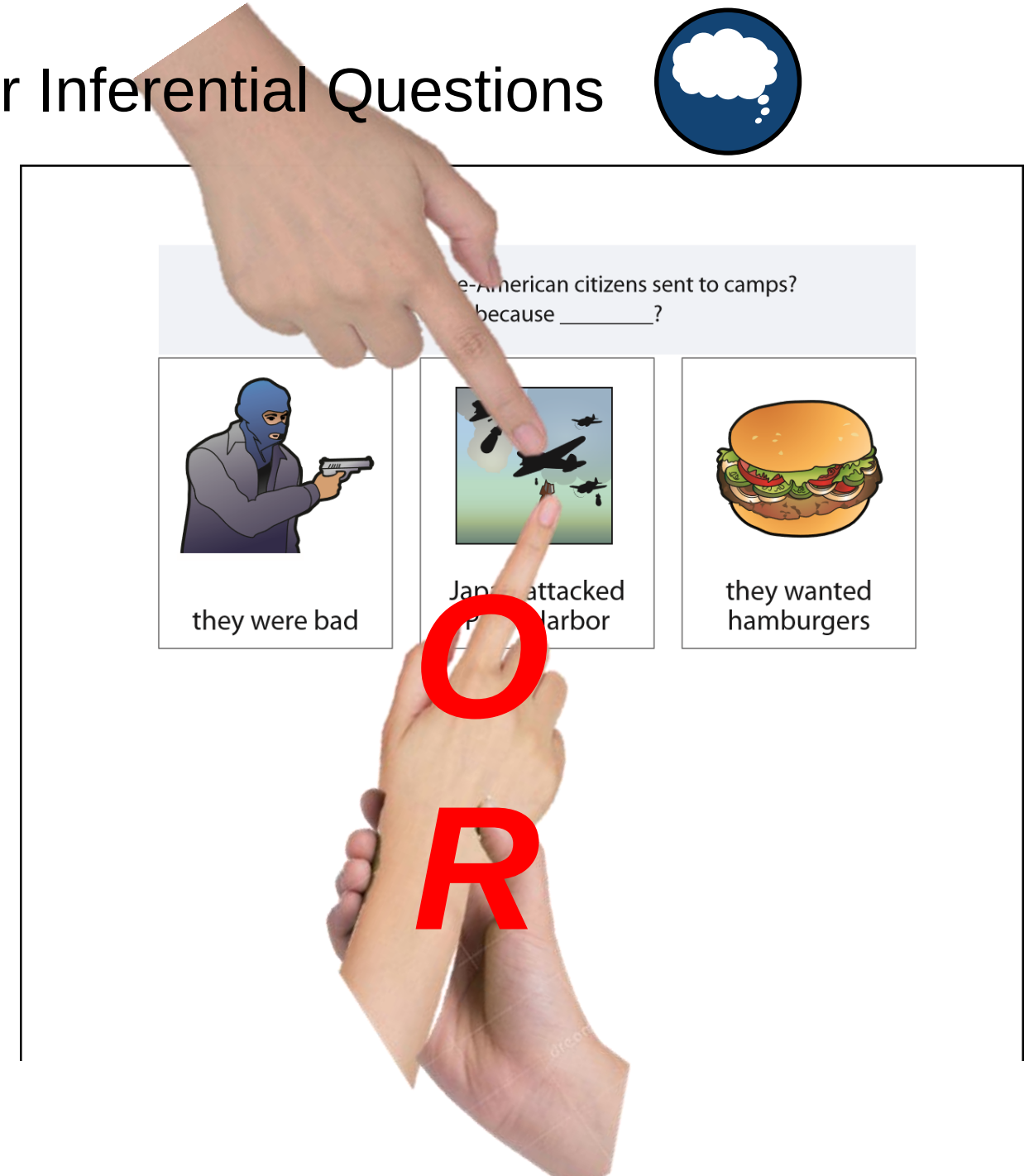
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