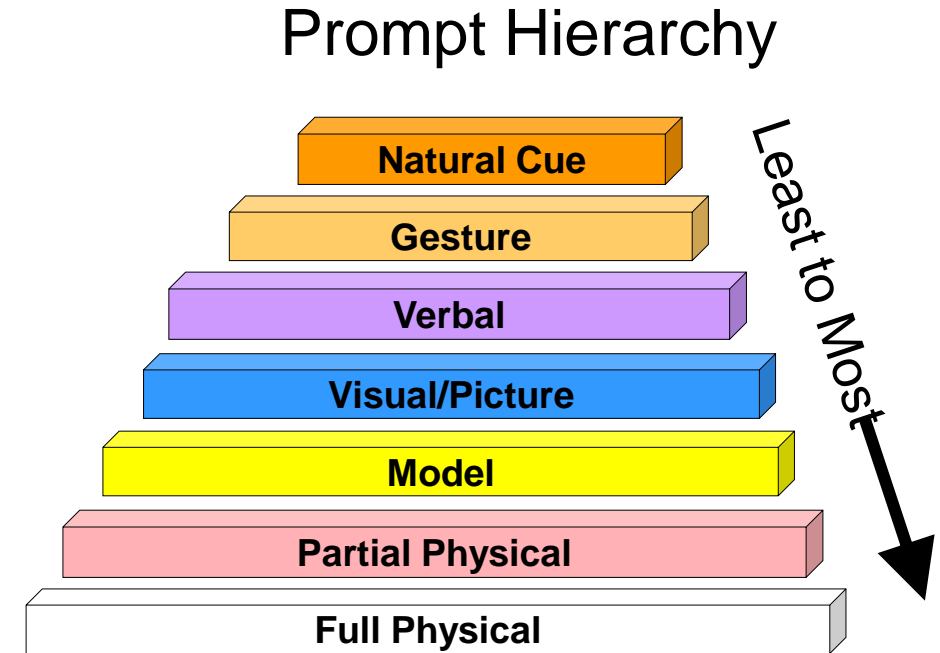


System of Least Prompts (SLP)

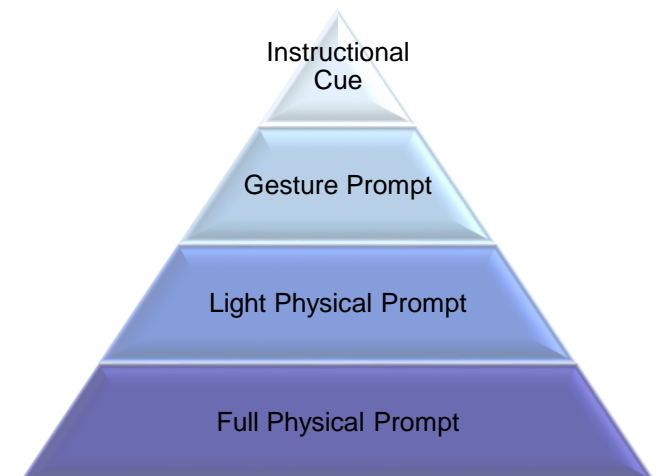
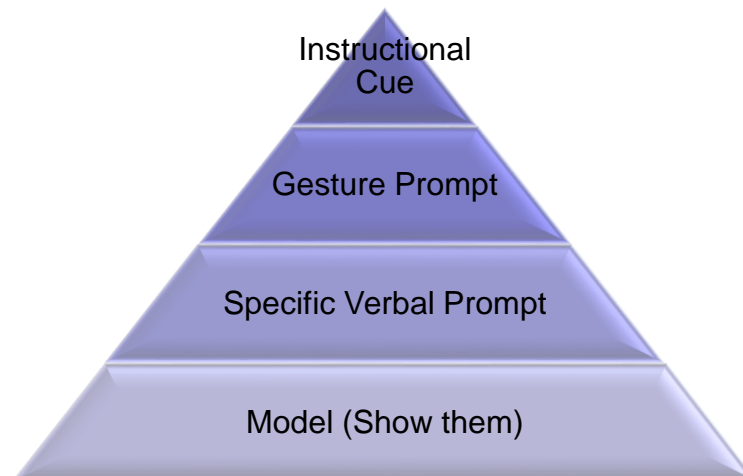
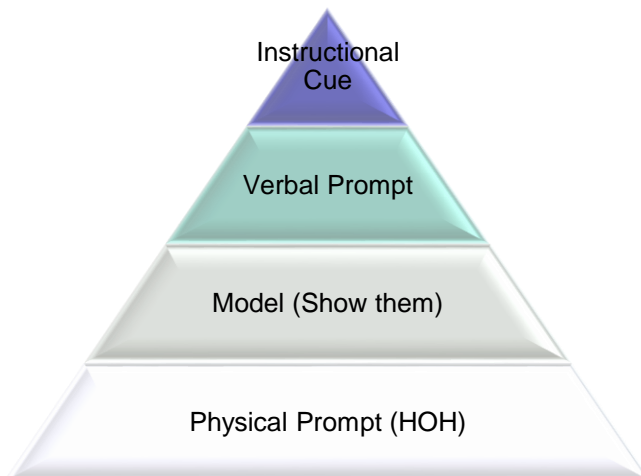
- A hierarchy of prompts also called least intrusive prompting
- Progress from the **least intrusive prompt** to the **most intrusive prompt**
- Wait interval* between each prompt until the student makes the targeted response
- Can be used by a variety of interventionists
 - Peer, paraprofessional, general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



	Literal Recall	Inferential
Level 1	<p>Look back</p> <p>NS Verbal</p> <p>"Look back in the text". Re-read Wait time. Repeat the question.</p>	<p>Look back</p> <p>NS Verbal</p> <p>"Look back in the text". Re-read Wait time. Repeat the question.</p>
Level 2	<p>Look here</p> <p>Direct Verbal</p> <p>"Let's see if the answer is in this section." Point and reread. Repeat the question.</p>	<p>Look here</p> <p>Direct Verbal</p> <p>Engage in Think Aloud "I see a clue". Point and reread. Repeat the question</p>
Level 3	<p>Model</p> <p>Silently point to the answer. Repeat the question.</p>	<p>Model</p> <p>Silently point to the clue(s). Repeat the question.</p>
Level 4	<p>Full Physical</p> <p>Student touch answer board.</p>	<p>Full Physical</p> <p>Student touch answer board.</p>
Response Board	<p>Visual SUPPORT</p> <p>Wait time. Reveal answers for students who can not generate answer. Repeat the question.</p>	<p>Visual SUPPORT</p> <p>Wait time. Reveal answers for students who can not generate answer. Repeat the question.</p>

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



The research reported here was supported by the Office of Special Education Programs, U.S. Department of Education, through Grant H326M180005 (Project IMPACT) to the

University of North Carolina at Charlotte. The opinions expressed are those of the authors and do not represent views of the OSEP or the U.S. Department of Education.



Office of Special Education Programs
U.S. Department of Education



Goal: Provide student a chance for unprompted answer

****Self-generated response***

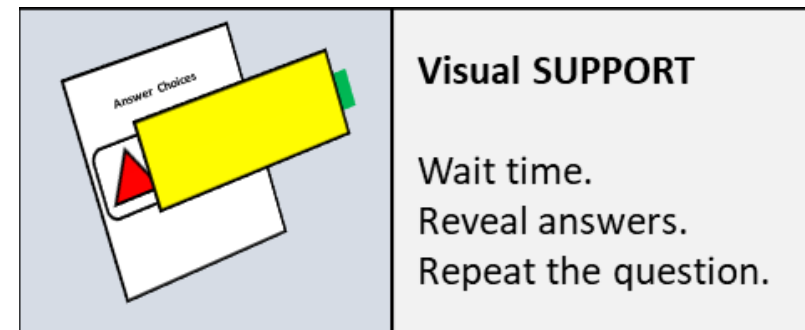
1. Read the question
2. Utilize student's wait time
3. Allow student to give answer
4. If self-generated response provided...
5. Evaluate if answer is correct or close enough to provide credit
 1. If correct, provide specific feedback
 2. If incorrect, follow SLP until student provides the correct answer

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



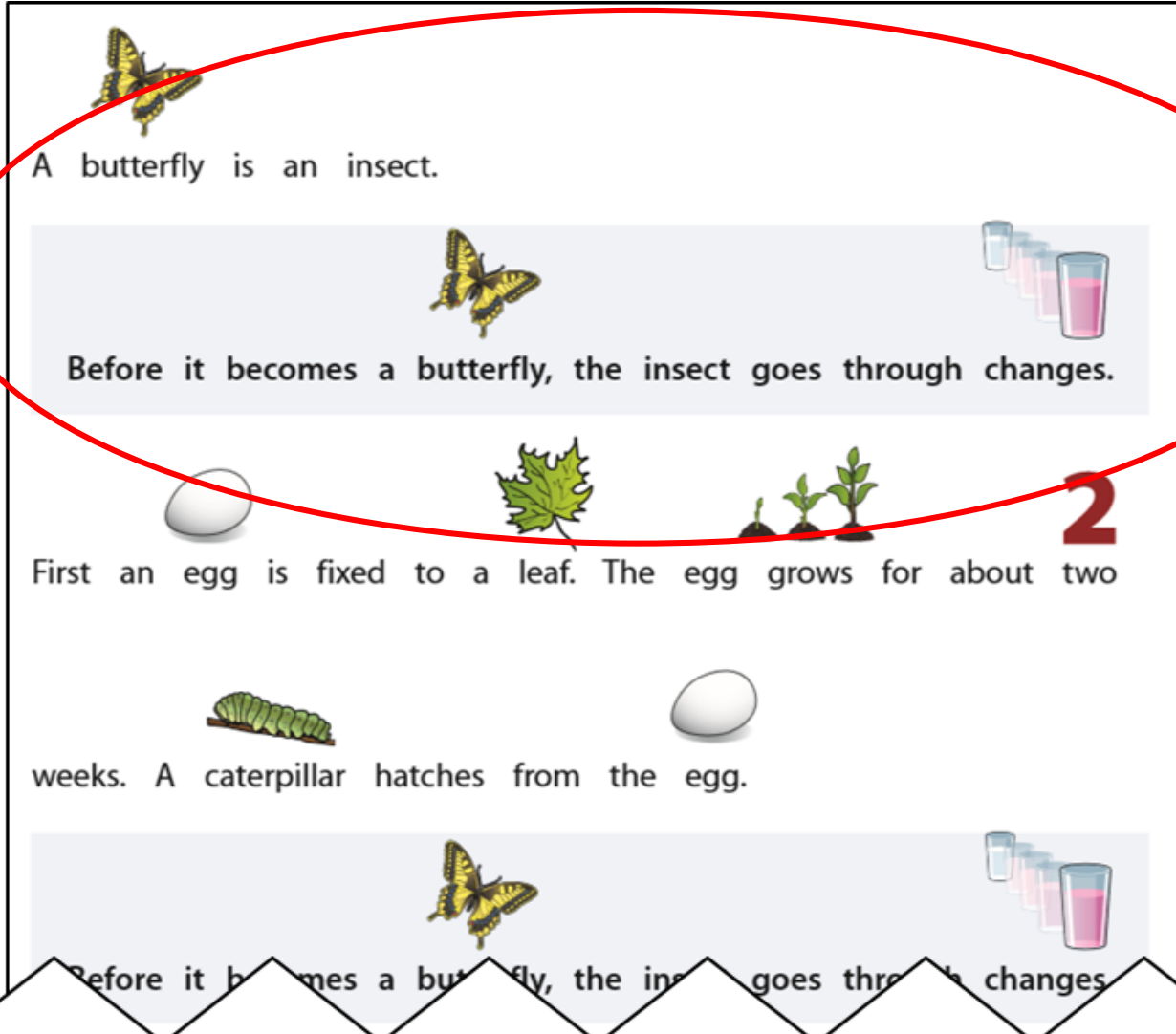
LEVEL 1

Level 1		NS Verbal "Look back in the text". Re-read Wait time. Repeat the question.
---------	---	---



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



A butterfly is an insect.

Before it becomes a butterfly, the insect goes through changes.

First an egg is fixed to a leaf. The egg grows for about two weeks. A caterpillar hatches from the egg.

Before it becomes a butterfly, the insect goes through changes.

System of Least Prompts for Literal Questions



LEVEL 2

Level 2	<p>Look here</p> <p>Hi, I am a radio αρχηερ ατ ηοσυε. The radio was big. λοπε μψφοβ.</p>	<p>Direct Verbal</p> <p><i>“Let’s see if the answer is in this section.”</i></p> <p>Point and reread. Repeat the question.</p>
---------	---	---



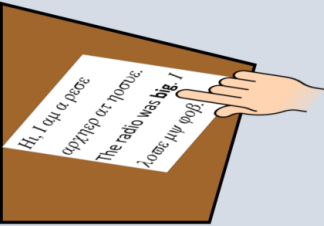
Goal: Student re-listens and hears answer or only looks for answer within one sentence.

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



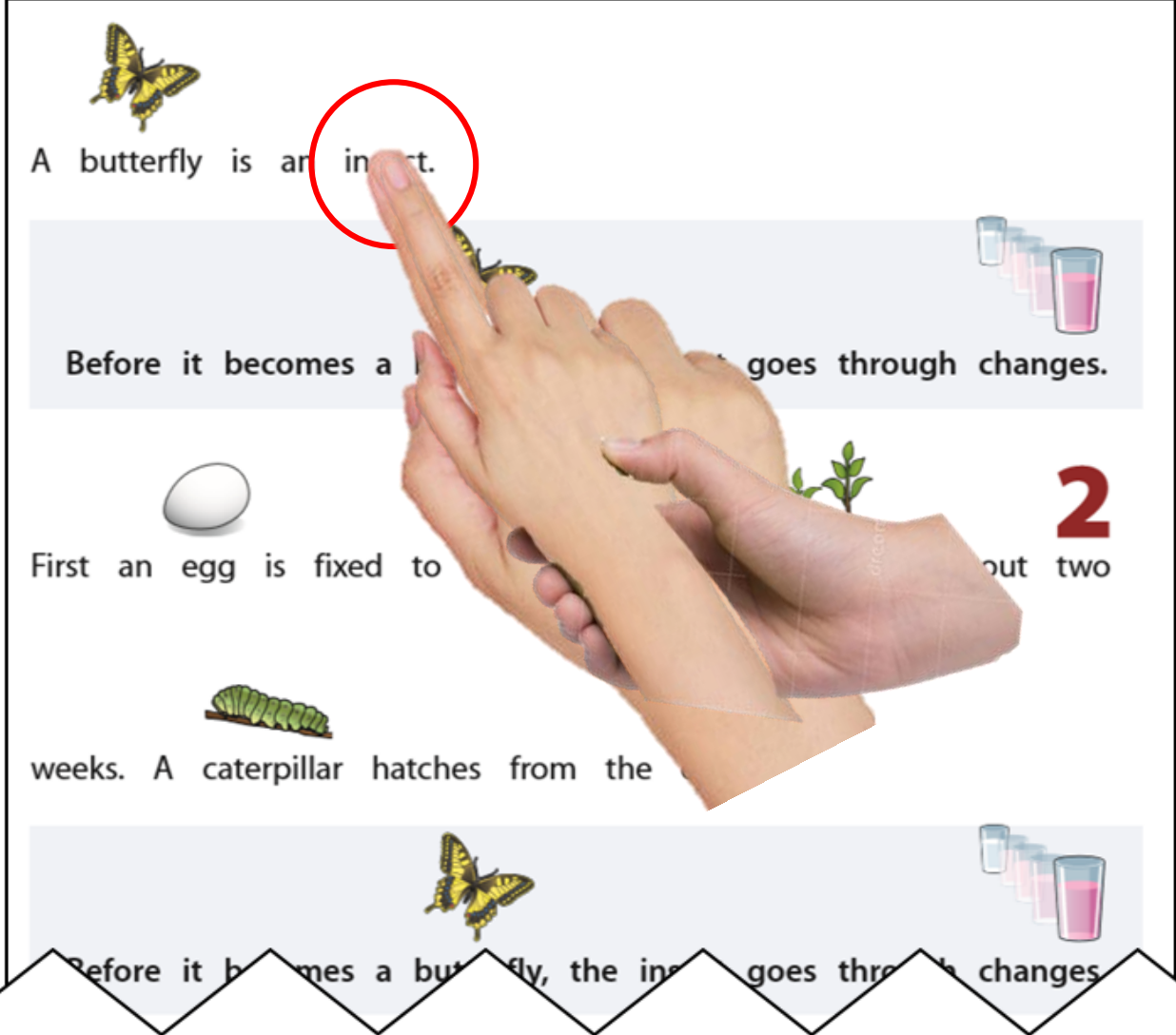
LEVEL 3

Level 3		Model Silently point to the answer. Repeat the question.
---------	---	---



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...
4. Repeat the question
5. Touch each potential answer on response board as you read it



A butterfly is an insect.

Before it becomes a butterfly, the insect goes through changes.

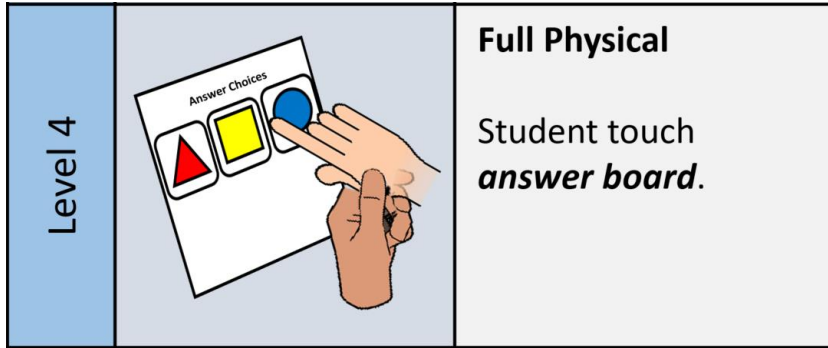
First an egg is fixed to a leaf for about two weeks. A caterpillar hatches from the egg.

Before it becomes a butterfly, the insect goes through changes.

System of Least Prompts for Literal Questions



LEVEL 4



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

What type of living thing is this?

Lizard Mammal Insect

System of Least Prompts for Inferential Questions



	Literal Recall	Inferential
Level 1	<p>NS Verbal "Look back in the text". Re-read Wait time. Repeat the question.</p>	<p>NS Verbal "Look back in the text". Reread Wait time. Repeat the question.</p>
Level 2	<p>Direct Verbal "Let's see if answer is in this section." Point and reread. Repeat the question.</p>	<p>Direct Verbal Engage in Think Aloud "I see a clue". Point and reread. Repeat the question</p>
Level 3	<p>Model Silently point to answer. Repeat the question</p>	<p>Model Silently point to the clue(s). Repeat the question.</p>
Level 4	<p>Full Physical Prompt Student touch answer board.</p>	<p>Full Physical Prompt Student touch answer board.</p>
	<p>Visual SUPPORT Wait time. Reveal answers for students who can not generate answer. Repeat the question.</p>	<p>Visual SUPPORT Wait time. Reveal answers for students who can not generate answer. Repeat the question.</p>

Level 1	<p>Look back</p>	<p>NS Verbal "Look back in the text". Reread Wait time. Repeat the question.</p>
Level 2	<p>A clue</p>	<p>Direct Verbal Engage in Think Aloud "I see a clue". Point and reread. Repeat the question</p>
Level 3		<p>Model Silently point to the clue(s). Repeat the question.</p>



The research reported here was supported by the Office of Special Education Programs, U.S. Department of Education, through Grant H326M180005 (Project IMPACT) to the

University of North Carolina at Charlotte. The opinions expressed are those of the authors and do not represent views of the OSEP or the U.S. Department of Education.



Office of Special Education Programs
U.S. Department of Education



Goal: Provide student a chance for unprompted answer

****Self-generated response***

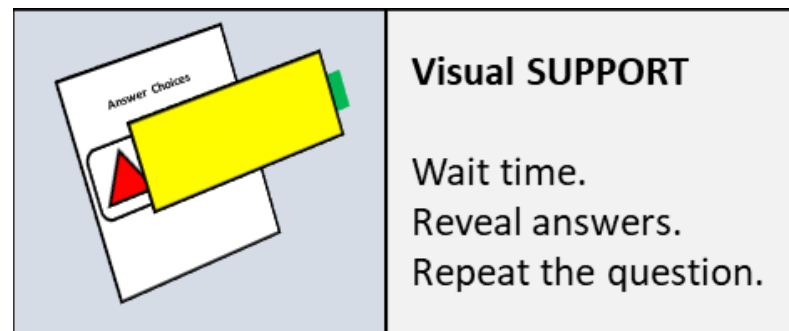
1. Read the question
2. Utilize student's wait time
3. Allow student to give answer
4. If self-generated response provided...
5. Evaluate if answer is correct or close enough to provide credit
 1. If correct, provide specific feedback
 2. If incorrect, follow SLP until student provides the correct answer

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

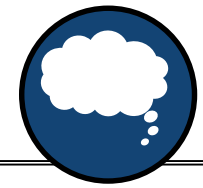
Provide Response Options

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
6. Touch each potential answer as you read it



System of Least Prompts for Inferential Questions



LEVEL 1

Level 1		NS Verbal "Look back in the text". Re-read Wait time. Repeat the question.
---------	--	---



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

The response board is a large rectangular area with a white background and a black border. It contains several yellow speech bubble-shaped callouts pointing to specific parts of a text passage. The text passage is from a book and is partially highlighted in yellow. The callouts contain icons and text that correspond to the highlighted text. A green arrow points to the right side of the board. At the bottom of the board, there is a blue bar with the text "RIGHT ON READER 1" on the left and "Unit Two • Neighbors • 125" on the right.

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

Level 2	<p>A clue</p> <p>Hi, I am a radio enthusiast. αρχηερ ατ ηος. The radio was big. I lost my job. λοσε μψ φοβ.</p>	<p>Direct Verbal</p> <p>Engage in Think Aloud "I see a clue". Point and reread. Repeat the question</p>
---------	---	--



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
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the clue...
4. Repeat the question

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

enjoyed each other's cultures.

The families were neighbors.

On December 7, 1941, Japan attacked Pearl Harbor. Pearl Harbor

is in Hawaii. People started hearing stories that

Japan was beginning to be sent away to camps in

System of Least Prompts for Inferential Questions



LEVEL 3

Level 3		Model Silently point to the clue(s). Repeat the question.
---------	--	--



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

1. Silently point to the answer

*After attaining, 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...

4. Repeat the question

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

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.

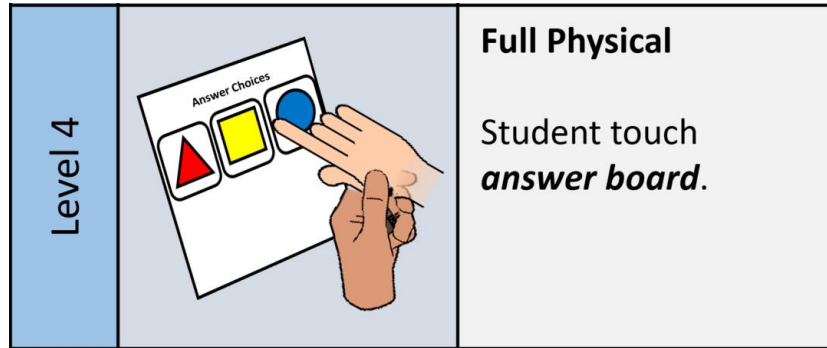
hearing stories that

Japanese-Americans were go

System of Least Prompts for Inferential Questions



LEVEL 4



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

An example of an interactive response board. At the top, a question asks "e-American citizens sent to camps? because _____?". Below the question are three cards. The first card shows a person in a blue balaclava holding a handgun, with the text "they were bad" below it. The second card shows a black airplane flying over a landscape, with the text "Japan attacked harbor" below it. The third card shows a hamburger, with the text "they wanted hamburgers" below it. A hand is pointing to the second card. A large red letter 'O' is overlaid on the hand pointing to the second card, and a large red letter 'R' is overlaid on the hand pointing to the third card.