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Teaching Two Children Diagnosed with Autism to Tolerate Physical Contact

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Abstract

It was hypothesized that the fading in of a prompt hierarchy coinciding with the delivery of tangibles, edibles, and attention or praise reinforcers would decrease problem behavior and noncompliance in two male children with autism who displayed problem behavior and resistance while being physically prompted. A single-subject research design was used to present the prompt hierarchy across various conditions in a school setting. Both participants initially engaged in problem behavior on 100% of the trials but quickly reduced in intensity of problem behaviors by the end of the intervention. There is no current research conducted on how to decrease problem behaviors evoked by physical prompts or physical contact. This study will help other individuals with similar situations begin to explore different ways to decrease problem behavior in this context. Decreasing problem behavior will allow individuals with disabilities to learn different academic, social, and independent living skills at a more efficient rate.

keywords: prompting, full physical prompting, hand-over-hand prompting

Prompting can be defined as “a supplementary antecedent stimuli used to occasion a correct response in the presence of a discriminative stimulus that will eventually control the behavior” (Cooper, Heron, Heward, 1987). This behavioral strategy is used multiple times daily with the autism and developmental disability population. It is used to train individuals to accomplish a variety of different skills. These skills include activities of daily living, social interactions, communication, and school activities. Prompting is an integral part of training this population to learn new skills and become more independent.

There is a hierarchy of different prompt levels to use when training an individual. The level of prompt used is determinate on the specific needs of the individual and the skill being taught. The hierarchy ranges from an independent response to using a full physical prompt. Full physical prompting, sometimes referred to as hand-over-hand prompting, is the most intrusive prompt that you can provide an individual. It consists of full physical guidance by the instructor by taking the individual's hand while completing a task. This type of prompt is usually used when attempting to teach an individual a new skill or with individuals with developmental disabilities who have a difficult time learning from other prompts.

Depending on the individual, resistance or noncompliance may result from the use of physical prompts. With individuals diagnosed with autism and other developmental disabilities, it is possible that this resistance may escalate to screaming, kicking, hitting, and other tantruming and aggressive behaviors. Because of these problem behaviors, it can be extremely difficult to teach the individual the skills they need to be successful. If we do not intervene on the individual's problem behaviors then they can continue to

escalate and cause disruption in school, activities of daily living, or social play. This has the potential to lead to aggression that can seriously harm the individual and others.

Though there are numerous studies on prompting, there is minimal research conducted on what to do in academic settings when students resist prompts. However, there are a handful of studies on increasing compliance in other activities causing problem behaviors that involve physical touch. Cuvo, Reagan, Ackerlund, Huckfeldt and Kelly (2010) conducted a study on training children with autism to be compliant during a physical exam. After a functional behavior assessment, Cuvo et al. revealed that behaviors were caused by both lack of skill and escape or avoidance behavior. In this study, the exam was split into different components and procedures were put in place to desensitize the aversive situation or stimuli. Preferred stimuli were also available during this time to the participants. For all six children in the study, the intervention was able to train compliance during all components of the physical exam.

Many individuals with developmental disabilities also show resistance during oral exams at the dentist. Altabet (2002) conducted a study on the systematic desensitization of dental procedures. In this study, 35 individuals received the dental desensitization while 28 individuals remained in the control group. Dental desensitization consisted of taking an initial baseline to assess where each participant fell on a hierarchy of procedures conducted at a typical dental visit. After baseline, each individual was first presented with the procedures they were most comfortable then they were slowly introduced to procedures that were more aversive. Altabet (2002) used “modeling, shaping, paired relaxation, and reinforcement” to guide participants through the dental

hierarchy. Out of the treatment condition 54% of the participants showed an increased number of steps completed during a follow-up compared to 21% in the control group.

Though there are studies that use desensitization procedures to gain compliance during aversive procedures, there is no research conducted on the desensitization of prompts. Many of these studies used prompts to teach compliance during their procedures. It is important that we address this issue because of the importance of prompting in this population. Learning new skills allows that individual to be introduced to a variety of new reinforcement contingencies that will not only help maintain behavior, but will also provide them with many new opportunities to learn new skills. It can also teach individuals to interact with peers while engaging in social and age appropriate behaviors. For this reason, the purpose of this study is to desensitize physical prompts in two children with autism.

Method

Participants

Inclusionary criteria for participants in the current study were individuals who emitted problem behaviors during physical prompting. If problem behaviors did not occur during that time, they were not included. James, a four-year-old male diagnosed with autism, was selected for the study. He had a history of receiving behavioral analytic services and was obtaining those services throughout the study. Walter, a two-year-old male diagnosed with autism was selected as a second participant for the study. Walter had been receiving behavioral analytic services for around a month before the start of the study and continued receiving services through the duration of the study.

Procedure

A single-subject design was used to teach compliance during prompting. Sessions were run two times a week. The independent variable was the prompt hierarchy coinciding with the delivery of tangibles, edibles, and attention/praise reinforcers when appropriate. The dependent variable was comprised of the percentage of trials engaged in problem behaviors and to what intensity. Problem behaviors observed with James included resistance, screaming, throwing, kicking or stomping feet, eloping and grunting. Resistance was defined as any jerk of the arm/elbow in a backward position. Problem behaviors observed with Walter included screaming, resistance, kicking or stomping feet, eloping, and self-injurious behavior (SIB). SIB included banging his head on the floor, table, or hitting himself with his fist. Neither crying nor whining was counted as a problem behavior.

Intensity level of the problem behaviors was also calculated. A level-one intensity included the participants engaging in one of the forms of problem behaviors listed above, excluding crying and whining. A level-two intensity included engagement in two different forms of problem behaviors. Lastly, a level-three intensity included engaging in three or more of the listed problem behaviors. If SIB was emitted during any trial it was considered an automatic level-three intensity of problem behavior.

Before the study, a multiple stimulus without replacement (MSWO) preference assessment was conducted with James using tangible items. A forced-choice preference assessment was also conducted for James using edible items. The top three tangible items preferred were a finger light toy, a light-up ball, and play-doh. The top three edible items preferred were sour patch kids, popcorn, and fruit snacks. For Walter, a fixed-choice

preference assessment was conducted using strictly tangible items. This was a result of edible restrictions. The top three tangibles preferred were bubbles, a zany zoo wooden activity cube, and a pin impression toy. These tangibles and previously approved food items were then used as reinforcers during the intervention procedures. The prompt hierarchy used in the study consisted of least-to-most (LTM) prompting. Verbal prompts were used only with James during procedures but not used with Walter. The prompt hierarchy was conducted as follows:

1. Light push on the arm
2. Light push on the elbow
3. Two-finger grab at the wrist
4. Four-finger grab at the wrist
5. Hand-over-hand/full physical prompt

With James, the study was conducted across three conditions. These included an activity of daily living (ADL), social, and an academic condition. The ADL condition included teaching him to use utensils during lunch (See Appendix A). The social condition consisted of a current procedure the child was working on at his day program. It entailed the child picking out his own reinforcers at the beginning of the day and placing them in a bin (See Appendix B). Lastly, the academic condition was an attending procedure that consisted of James having to choose the cup with the ball underneath after rotating the cups back and forth (See Appendix C). For Walter, during baseline researchers targeted a “physical imitation” and a “quiet hands” procedure (See Appendices D and E). Because of a lack of attending and severity of problem behavior during baseline, the intervention was implemented not on specific procedures, but independently without any other demands in place (See Appendix F).

Throughout the study, researchers collected interobserver agreement (IOA) and treatment integrity data (See appendix G). IOA was taken with Walter 29% of all sessions. Mean IOA was 100%. Treatment integrity data was also collected with Walter 43% of all sessions. Mean treatment integrity was 100%.

Baseline. Baseline for both participants consisted of 10-trial sessions that included two applications of each level of the prompt hierarchy. If the child engaged in problem behaviors, researchers terminated the prompt, provided minimal attention, and paused around five seconds or until the problem behavior reduced in intensity before providing the next prompt level. After this pause, researchers moved through to the next trials until the session was complete. Praise and reinforcers were not provided during baseline sessions. For Walter, because of intermediate instances of self-injurious behavior (SIB), minimal baseline data was collected and intervention was implemented as soon as possible.

Intervention. During intervention, each session consisted of 10 trials and included introducing one prompt level at a time and providing reinforcement for engaging in appropriate behaviors. The researchers were then able to slowly increase the intrusiveness of the prompts after criterion was met for each prompt level. Researchers moved to the next prompt level when the participant reached either three sessions at 80% of the trials without problem behavior or two sessions at 90%. If participants engaged in appropriate behavior, researchers provided attention/praise, and both edible and tangible reinforcers. If participants engaged in problem behaviors the researchers provided minimal attention and waited until the intensity of the problem behavior decreased before moving onto the next trial.

Tutors providing behavioral services to Walter throughout the study continued to use physical prompts because researchers did not want to prevent potential learning. Walter had just recently begun receiving behavioral services and prompting was necessary to teach him new skills. Tutors providing behavioral services to James during the study did not use physical prompts through the duration of the study because he more easily complied with gestural prompts.

Setting & Materials

This study was conducted in a classroom at Kalamazoo Reginal Educational Service Regency (KRESA), or KRESA West Campus. The classroom had a bathroom, play area, tables and separate booth areas for each child obtaining services. Several children and staff members were also always present in the classroom.

Materials used for procedures were eating utensils during lunch, two cups and a ball used during the academic procedure, and a bin and variety of toys used during the social condition. During data collection, researchers used data sheets, pencils and a video camera. James' and Walter's top three tangible reinforcers were also used throughout the study from the forced-choice preference assessments. The top three preferred edible reinforcers depicted from the MSWO were used for James and a variety of pre-approved food items were used for Walter.

Results

The purpose of the study is to teach two children with autism to comply during physical prompts. It was hypothesized that using praise, edible and tangible reinforcers while using a least-to-most prompt hierarchy would decrease problem behaviors. Before the intervention, James and Walter engaged in many problem behaviors while being

physically prompted. This prevented them from learning new skills necessary for their independence. For this reason, both children were selected to participate in the current study.

During baseline, James engaged in problem behavior for an average of 59.32% of the trials conducted. The intervention was implemented first with the ADL condition. James engaged in problem behavior for 100% of the trials for the first session. Later outside of session, tutors provided James with utensils during lunch and he was using them independently. Because of this, the researchers did not have the opportunity to prompt James and they did not continue the procedure. After observing, researchers moved on to target the social condition. The last session of baseline was conducted during the academic condition in which James engaged in minimal problem behavior. Though the percentage of trials James engaged in problem behavior remained variable, the intensity level decreased throughout baseline from a 2.4 level of intensity to a level-1 intensity (Figure 1). Due to unforeseen circumstances, James was moved to a different classroom and a full intervention was not conducted.

During baseline, Walter engaged in problem behaviors 100% of trials. The average intensity level was 1.97 (Figure 2). He proceeded through the first prompt level in seven sessions, the second in two sessions, third in two sessions, fourth in five sessions, and fifth in five sessions. Throughout the intervention, the intensity remained around a level 1 (Figure 2).

Though the participants still engaged in problem behavior towards the end of the intervention, throughout the study the severity of the problem behavior decreased. At the end of baseline, James was no longer engaging in throwing, kicking, or screaming. James

went from engaging in a level-three intensity of problem behavior during trials at the beginning of the study, to a level one intensity at the end of baseline. The behaviors that were present were insignificant and mostly included whining, crying, and light resistance. Walter also was engaging in a high level of intensity, which included SIB, during baseline. However, during intervention he remained at about a level 1 intensity. Resistance was consistently the behavior that Walter engaged in throughout the intervention. Also, throughout the intervention phase there were no instances of SIB for Walter and the problem behaviors emitted during intervention lasted for shorter amounts of time.

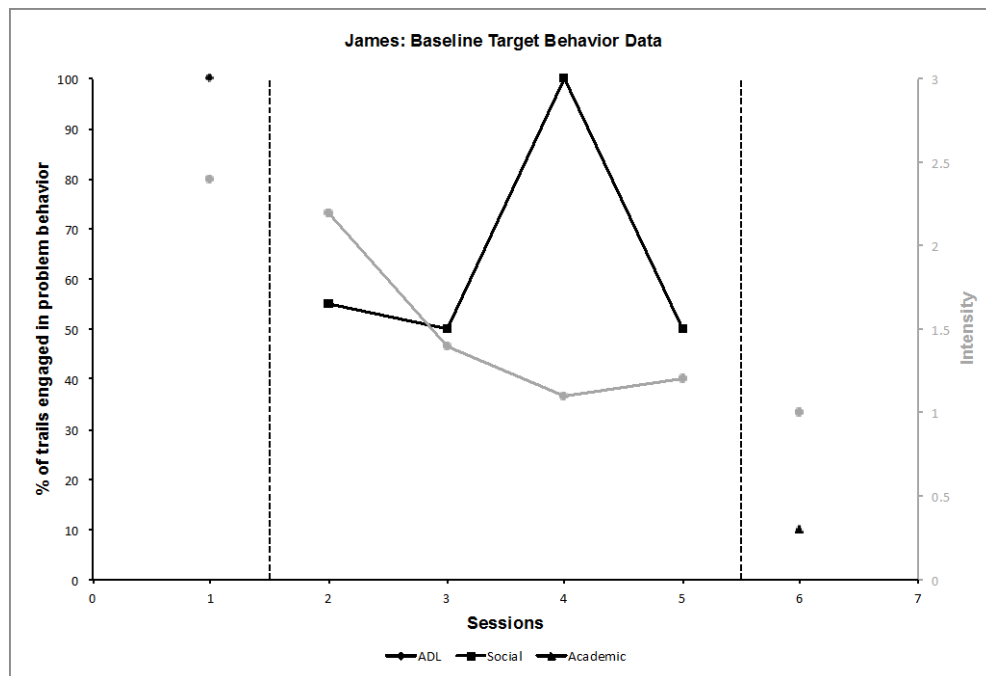


Figure 1. James' baseline data. Percentage of trials engaged in problem behaviors and intensity of problem behavior per session.

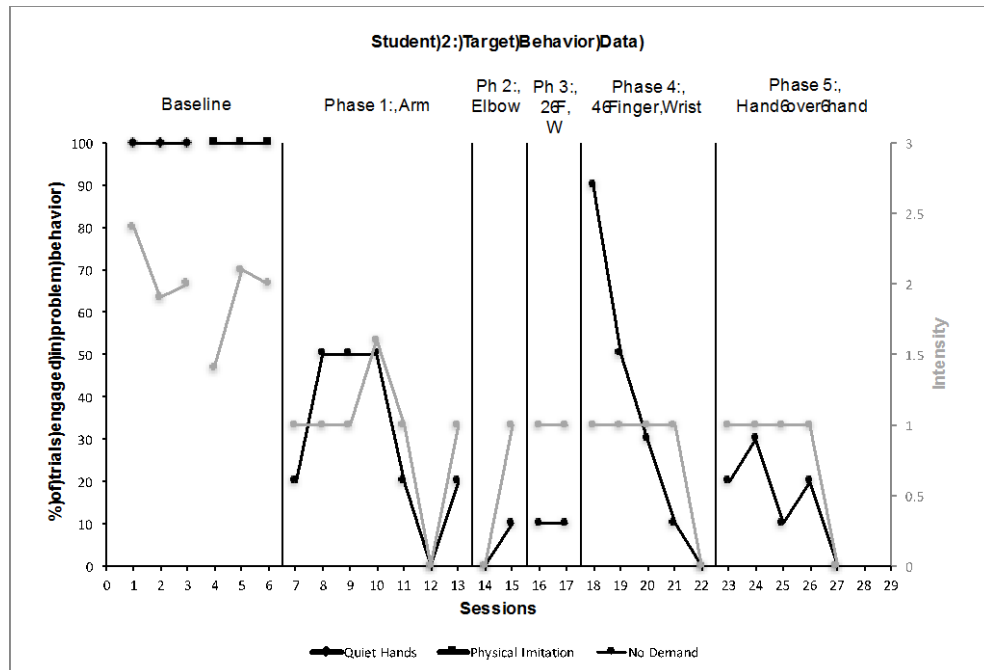


Figure 2. Walter's target behavior data. Percentage of trials engaged in problem behaviors and intensity of problem behavior per session.

Discussion

Based on the results, the intervention used in this study, attention/praise, edible and tangible reinforcers while fading in a least-to-most prompt hierarchy considerably decreased the amount and the intensity of problem behaviors emitted in two children with autism. Before the study, physical prompts were not used with James because of the problem behavior that was evoked. Because of this, James could avoid the aversive situation. Though the researchers were not able to begin the intervention phase and the percentage of trials with problem behavior during baseline remained variable, the intensity of the problem behavior decreased considerably. This may have been from the repeated exposure of each prompt. With Walter, the exposure to the various prompt levels and the reinforcement provided by the researchers made it possible to systematically decrease the severity of problem behavior evoked by the prompts.

A limitation of the study included researchers inability to conduct a functional analysis (FA). As a result, the researchers were not able to be fully confident of the function of the behavior. For this reason, future studies should conduct an FA before the creation of an intervention to decrease problem behaviors. Based off observations, for both participants the problem behavior appeared to be more prominent while being physically prompted. Consequently, researchers only targeted problem behavior while the child was being physically prompted. Further, this study targeted young children with autism. For generalization, it is essential to target individuals of different ages and diagnoses. Additionally, because James was moved to a different classroom, intervention could not be conducted. In the future, it would be beneficial to replicate this study with multiple individuals to gain clearer results.

Because of the urgency of the Walter's behavior and the importance of continuing the child's behavioral services, the participant's procedures that included physical prompting were not discontinued through the duration of the study. Though this was a potential confound in the study, it was important for the child to continue obtaining services. Most of the procedures targeted included having to physically prompt Walter. This extra exposure may have contributed to the decrease in the overall problem behaviors.

In able to learn, children need to have the prerequisite skills of being able to attend and not engage in problem behaviors during prompts and other demands. It is important to first target these behaviors so that the child can learn more quickly and efficiently with minimal distractions. These results show that using positive reinforcement along with exposure to more intrusive prompts at a slow rate can decrease

problem behavior in children with autism. The results provide evidence that the intervention put in place in this study may help gain compliance and decrease problem behaviors in children with disabilities with problem behaviors evoked by prompts.

Many children when initially being introduced to prompts show resistance or other problem behaviors. Because currently there is not any research available on decreasing problem behaviors during prompting, this study is a start to the needed future research on this topic. This would provide practitioners and teachers with more systematic ways to decrease problem behavior evoked by prompting. Both practitioners and teachers use prompts to teach individuals with disabilities a variety of skills. By decreasing problem behavior, the practitioner will be able to target skill deficits sooner, which will close the gap between the individual and their peers more quickly. Further research is needed to address the limitations in this study. Although problem behavior decreased significantly in this study, future research is needed to discover other interventions that may decrease problem behavior completely.

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Appendix A

Name: _____ IOA _____ Session #: _____ Date: _____
 Setting: _____ Phase: _____ Session Start Time: _____ Session End Time: _____

ADL: Utensils During Lunch

- Correct Response – Participant grabs utensil from the table, uses it to pick up food, and puts the food into his mouth.
- Incorrect Response – Participant engages in problem behaviors when using the utensil. (E.g., throwing the food, screaming, resistance, etc.).

Prompt levels:

1. Light push on the arm; 2. Light push on the elbow; 3. 2-Finger grab at wrist;
 4. 4-Finger grab at wrist; 5. Hand-over-hand

Problem Behaviors:

C - Crying; W - Whining; T - Throwing; S - Screaming; R - Resistance (jerk arm/elbow back); K – Kicking or Stomping feet; E – Eloping; G - Grunting

Levels of intensity:

- Level 1 – Participant engages in one of the problem behaviors listed above (excluding Crying/Whining)
- Level 2 – Participant engages in two of the problem behaviors listed above (excluding Crying/Whining)
- Level 3 – Participant engages in three or more of the problem behaviors listed above (excluding Crying/Whining)

Trial (Time)	Prompt Level	Problem Behaviors	Intensity Level	Correct/Incorrect
1.	1	C W T S G R K E NA Other:	1 2 3	+ -
2.	2	C W T S G R K E NA Other:	1 2 3	+ -
3.	3	C W T S G R K E NA Other:	1 2 3	+ -
4.	4	C W T S G R K E NA Other:	1 2 3	+ -
5.	5	C W T S G R K E NA Other:	1 2 3	+ -
6.	1	C W T S G R K E NA Other:	1 2 3	+ -
7.	2	C W T S G R K E NA Other:	1 2 3	+ -
8.	3	C W T S G R K E NA Other:	1 2 3	+ -
9.	4	C W T S G R K E NA Other:	1 2 3	+ -
10.	5	C W T S G R K E NA Other:	1 2 3	+ -

Comments:

Appendix B

Name: _____ IOA _____ Session #: _____ Date: _____
 Setting: _____ Phase: _____ Session Start Time: _____ Session End Time: _____

Social Condition Data Sheet: Pick out Reinforcers

- Correct Response - Client takes item off the shelf and places it into the basket.
- Incorrect Response: Client throws item in the air over the basket while covering ears; throws item over the basket without covering ears; places item in the basket while covering ears.

Prompt levels:

1. Light push on the arm;
2. Light push on the elbow;
3. 2-Finger grab at wrist;
4. 4-Finger grab at wrist;
5. Hand-over-hand

Problem Behaviors:

C - Crying; **W** - Whining; **T** - Throwing; **S** - Screaming; **R** - Resistance (jerk arm/elbow back); **K** – Kicking or Stomping feet; **E** – Eloping; **G** - Grunting

Levels of intensity:

- Level 1 – Participant engages in one of the problem behaviors listed above (excluding Crying/Whining)
- Level 2 – Participant engages in two of the problem behaviors listed above (excluding Crying/Whining)
- Level 3 – Participant engages in three or more of the problem behaviors listed above (excluding Crying/Whining)

Trial	Prompt Level	Problem Behaviors	Intensity Level	Picked back up?	Correct/Incorrect
1.	1	C W T S G R K E NA Other:	1 2 3	Y N	+ -
2.	2	C W T S G R K E NA Other:	1 2 3	Y N	+ -
3.	3	C W T S G R K E NA Other:	1 2 3	Y N	+ -
4.	4	C W T S G R K E NA Other:	1 2 3	Y N	+ -
5.	5	C W T S G R K E NA Other:	1 2 3	Y N	+ -
6.	1	C W T S G R K E NA Other:	1 2 3	Y N	+ -
7.	2	C W T S G R K E NA Other:	1 2 3	Y N	+ -
8.	3	C W T S G R K E NA Other:	1 2 3	Y N	+ -
9.	4	C W T S G R K E NA Other:	1 2 3	Y N	+ -
10.	5	C W T S G R K E NA Other:	1 2 3	Y N	+ -

Comments:

Appendix C

Name: _____ IOA _____ Session #: _____ Date: _____
 Setting: _____ Phase: _____ Session Start Time: _____ Session End Time: _____

Academic Task Data Sheet: Hidden Object

- Correct Response – Participant lifts up the correct cup and places the cup back on the table.
- Incorrect Response – Participant lifts up the incorrect cup. Participant lifts up the correct cup but flings the ball or throws the cup.

Prompt levels:

1. Light push on the arm;
2. Light push on the elbow;
3. 2-Finger grab at wrist;
4. 4-Finger grab at wrist;
5. Hand-over-hand

Problem Behaviors:

C - Crying; W - Whining; T - Throwing; S - Screaming; R - Resistance (jerk arm/elbow back); K – Kicking or Stomping feet; E – Eloping; G - Grunting

Levels of intensity:

- Level 1 – Participant engages in one of the problem behaviors listed above (excluding Crying/Whining)
- Level 2 – Participant engages in two of the problem behaviors listed above (excluding Crying/Whining)
- Level 3 – Participant engages in three or more of the problem behaviors listed above (excluding Crying/Whining)

Trial	Prompt Level	Problem Behaviors	Intensity Level	Picked back up?	Correct/Incorrect
1.	1	C W T S G R K E NA Other:	1 2 3	Y N	+ -
2.	2	C W T S G R K E NA Other:	1 2 3	Y N	+ -
3.	3	C W T S G R K E NA Other:	1 2 3	Y N	+ -
4.	4	C W T S G R K E NA Other:	1 2 3	Y N	+ -
5.	5	C W T S G R K E NA Other:	1 2 3	Y N	+ -
6.	1	C W T S G R K E NA Other:	1 2 3	Y N	+ -
7.	2	C W T S G R K E NA Other:	1 2 3	Y N	+ -
8.	3	C W T S G R K E NA Other:	1 2 3	Y N	+ -
9.	4	C W T S G R K E NA Other:	1 2 3	Y N	+ -
10.	5	C W T S G R K E NA Other:	1 2 3	Y N	+ -

Comments:

Appendix D

Name: _____ IOA _____ Session #: _____ Date: _____
 Setting: _____ Phase: _____ Session Start Time: _____ Session End Time: _____

Academic Task: Physical Imitation

- Correct Response – Participant engages in the correct response corresponding to the appropriate SD “Do this” (clap hands, touch nose, arms up, tap desk)
- Incorrect Response – Participant does not engage in the correct response corresponding the appropriate SD. Participant engages in problem behavior other than crying and whining.

Prompt levels:

1. Light push on the arm; 2. Light push on the elbow; 3. 2-Finger grab at wrist;
 4. 4-Finger grab at wrist; 5. Hand-over-hand

Problem Behaviors:

C - Crying; W - Whining; T - Throwing; S - Screaming; R - Resistance (jerk arm/elbow back); K – Kicking or Stomping feet; E – Eloping; G – Grunting; HB/SIB – Head Banging or any self-injurious behavior

Levels of intensity:

- Level 1 – Participant engages in one of the problem behaviors listed above (excluding Crying/Whining)
- Level 2 – Participant engages in two of the problem behaviors listed above (excluding Crying/Whining)
- Level 3 – Participant engages in three or more of the problem behaviors listed above (excluding Crying/Whining) or if participant engages in head banging or self-injurious behavior.

Trial	Prompt Level	Crying/Whining	Problem Behaviors	Intensity Level	Correct/Incorrect
1.	1	C W	SIB T S G R K E NA Other:	1 2 3	+ -
2.	2	C W	SIB T S G R K E NA Other:	1 2 3	+ -
3.	3	C W	SIB T S G R K E NA Other:	1 2 3	+ -
4.	4	C W	SIB T S G R K E NA Other:	1 2 3	+ -
5.	5	C W	SIB T S G R K E NA Other:	1 2 3	+ -
6.	1	C W	SIB T S G R K E NA Other:	1 2 3	+ -
7.	2	C W	SIB T S G R K E NA Other:	1 2 3	+ -
8.	3	C W	SIB T S G R K E NA Other:	1 2 3	+ -
9.	4	C W	SIB T S G R K E NA Other:	1 2 3	+ -
10.	5	C W	SIB T S G R K E NA Other:	1 2 3	+ -

Comments:

Appendix E

Name: _____ IOA _____ Session #: _____ Date: _____
 Setting: _____ Phase: _____ Session Start Time: _____ Session End Time: _____

Academic Task: Quiet Hands

- Correct Response – Participant places one hand on top of the other without engaging in problem behavior.
- Incorrect Response – Participant does not engage in the correct response. Participant engages in problem behavior other than crying and whining.

Prompt levels:

1. Light push on the arm; 2. Light push on the elbow; 3. 2-Finger grab at wrist;
 4. 4-Finger grab at wrist; 5. Hand-over-hand

Problem Behaviors:

C - Crying; W - Whining; T - Throwing; S - Screaming; R - Resistance (jerk arm/elbow back); K – Kicking or Stomping feet; E – Eloping; G – Grunting; HB/SIB – Head Banging or any self-injurious behavior

Levels of intensity:

- Level 1 – Participant engages in one of the problem behaviors listed above (excluding Crying/Whining)
- Level 2 – Participant engages in two of the problem behaviors listed above (excluding Crying/Whining)
- Level 3 – Participant engages in three or more of the problem behaviors listed above (excluding Crying/Whining) or if participant engages in head banging or self-injurious behavior.

Trial	Prompt Level	Crying/Whining	Problem Behaviors						Intensity Level			Correct/Incorrect		
1.	1	C W	SIB	T	S	G								
			R	K	E	NA								
			Other:											
2.	2	C W	SIB	T	S	G								
			R	K	E	NA								
			Other:											
3.	3	C W	SIB	T	S	G								
			R	K	E	NA								
			Other:											
4.	4	C W	SIB	T	S	G								
			R	K	E	NA								
			Other:											
5.	5	C W	SIB	T	S	G								
			R	K	E	NA								
			Other:											
6.	1	C W	SIB	T	S	G								
			R	K	E	NA								
			Other:											
7.	2	C W	SIB	T	S	G								
			R	K	E	NA								
			Other:											
8.	3	C W	SIB	T	S	G								
			R	K	E	NA								
			Other:											
9.	4	C W	SIB	T	S	G								
			R	K	E	NA								
			Other:											
10.	5	C W	SIB	T	S	G								
			R	K	E	NA								
			Other:											

Comments:

Appendix F

Name: _____ IOA _____ Session #: _____ Date: _____
 Setting: _____ Phase: _____ Session Start Time: _____ Session End Time: _____

Prompt Hierarchy Data (No Demand)

- Correct Response – Participant does not engage in any of the target behaviors displayed below. This does not include crying or whining.
- Incorrect Response – Participant engages in any problem behavior other than crying and whining.

Prompt levels:

1. Light push on the arm;
2. Light push on the elbow;
3. 2-Finger grab at wrist;
4. 4-Finger grab at wrist;
5. Hand-over-hand

Problem Behaviors:

C - Crying; **W** - Whining; **T** - Throwing; **S** - Screaming; **R** - Resistance (jerk arm/elbow back); **K** – Kicking or Stomping feet; **E** – Eloping; **G** – Grunting; **HB/SIB** – Head Banging or any self-injurious behavior; **F** – Flopping

Levels of intensity:

- Level 1 – Participant engages in one of the problem behaviors listed above (excluding Crying/Whining)
- Level 2 – Participant engages in two of the problem behaviors listed above (excluding Crying/Whining)
- Level 3 – Participant engages in three or more of the problem behaviors listed above (excluding Crying/Whining) or if participant engages in head banging or self-injurious behavior.

Trial	Prompt Level	Crying/ Whining	Problem Behaviors	Intensity Level
1.		C W	SIB T S G F R K E NA Other:	1 2 3
2.		C W	SIB T S G F R K E NA Other:	1 2 3
3.		C W	SIB T S G F R K E NA Other:	1 2 3
4.		C W	SIB T S G F R K E NA Other:	1 2 3
5.		C W	SIB T S G F R K E NA Other:	1 2 3
6.		C W	SIB T S G F R K E NA Other:	1 2 3
7.		C W	SIB T S G F R K E NA Other:	1 2 3
8.		C W	SIB T S G F R K E NA Other:	1 2 3
9.		C W	SIB T S G F R K E NA Other:	1 2 3

10.		C W	SIB T S G F R K E NA Other:	1 2 3
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Comments:

Appendix G

Date:	Initials:			Prompt Level:						
	1	2	3	4	5	6	7	8	9	10
Before										
A neutral activity is present during session										
Tutor										
No demand is given										
Tutor prompts (at appropriate prompt level)										
Student Response										
Resists prompt										
Problem behavior occur										
Tutor Response (if correct)										
Immediately delivers edible and social praise										
Tutor Response (if incorrect)										
Ends trial										
Key:	✓ = Occurred — = Did NOT occur			/ = No opportunity to occur			NR = No Response			

