

# MOST-TO-LEAST & LEAST-TO-MOST PROMPTING

**WHAT IS IT?** An errorless learning teaching procedure.

- Most-to-Least Prompting (MTL): Uses a high level of support (prompting) when teaching a new skill, and then systematically fades towards less restrictive prompts as the learner masters the skill.
- Least-to-Most Prompting (LTM): This is the opposite of MTL prompting. The teacher gives the participant an opportunity to perform the response with the least amount of assistance on each trial and moves to the next prompt in the hierarchy if the student performs an incorrect response.

## WHY IS IT IMPORTANT?



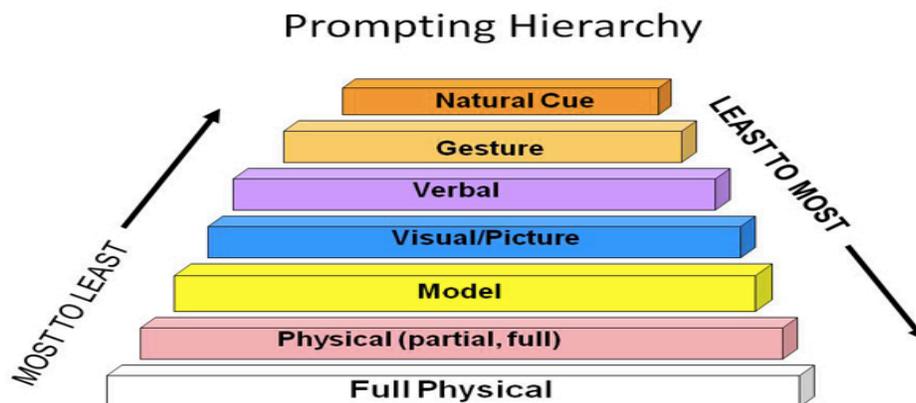
- To teach new skills.
- To reduce errors.
- Greater opportunity for reinforcement due to fewer errors, and consequently, reduced frustration for the student.

- You can use MTL and LTM prompting when teaching discrete (e.g., short, single responses) and chained behaviors (e.g., a series of behavior that make up a complex skill).
- A task analysis will be required for chained behaviors such as hand washing.



## WHEN CAN IT BE USED?

## HOW TO IMPLEMENT?



# HOW TO IMPLEMENT CONTINUED

- Gain attention prior to delivering the cue.
- Wait for the learner to respond if using LTM.
- Allow 3-5 seconds of response time between prompt levels.
- Respond to correct responses with reinforcement.
- Gradually fade out prompts when students demonstrate independence.
- Respond to incorrect responses by moving up the prompt hierarchy.
- Avoid repeating the same prompt more than once. For example, don't give 4 gestural prompts on the same teaching step. Instead, give one gestural prompt if the student doesn't respond, move to the prompt level (e.g., partial physical prompt).
- Avoid overusing verbal prompts. After giving one verbal prompt, silently move to the next prompt level in the hierarchy. Too much talking can confuse and frustrate the learner. Also, verbal prompts are difficult to fade and dependency on the instructor can occur with over usage of verbal prompts.

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- Individualized to the learner.
  - MTL is preferable if errors have been found to impede a child's learning or to increase problem behavior.
  - MTL is preferable when a child's learning history is unknown.
  - LTM may be preferable for students who make fewer errors and show rapid acquisition when using LTM.
  - LTM may be preferable to those who do not like to be touched and benefit from modeling over full physical prompts.
  - Consider the task being taught, for example, the learner may readily answer questions with LTM but require MTL when learning to button a shirt.

 WHICH ONE DO I USE?



To view a short videos, scan here:



## REFERENCES

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