Module 4d Quiz
Teaching Techniques: Prompting and fading

1. *"The challenge for those involved in developing new skills for learners with autism…is to help them to display _____ functional responses, provide _____ and _____ feedback, and arrange _____ opportunities for skills to be practiced under conditions in which they will eventually be used. All of this must be done in such a way as to ensure that the skills can be performed _____, without frequent extra _____ from others"*

2. Prompts are _____ stimuli that are effective in getting responses to _____

3. A prompt is a discriminative _____.

4. The prompt is added to a situation in which the naturally occurring stimulus does not yet _____the response (i.e. it is not yet an S^D for the response)

5. When working with students with Autism
   □ it is usually sufficient to prompt a couple of times then withdraw the prompt completely
   □ it is usually necessary to withdraw prompts gradually, in small steps, over a series of learning opportunities

6. Another way of saying "transferring stimulus control" is _____

7. In your own words explain what "prompt" means.

8. *"We define prompting as an instructional technique used to help students make correct responses until they learn to respond to the stimuli that control the behavior of _____"*

9. People cannot benefit from the prompting procedure known as modeling unless they have learned to _____ other's behavior

10. *"Prompts are useful initially in helping people display new desirable behavior, but new skills are mastered (i.e., performed correctly and independently) only if prompts can be _____."*

11. Name the 6 prompt fading procedures described in the chapter?
    a. _____
    b. _____
    c. _____
    d. _____
    e. _____
    f. _____

12. Koegel, Russon, Rincover, and Schreibman (1982) suggested that, *"(a) A prompt is only a prompt if it _____, and if it does not work it should be _____ and (b) prompts must be _____ and the child or adult must respond to the relevant stimulus in the natural environment."*

13. To prevent prompt dependency which strategy should you follow?
    ☐ After initially reinforcing prompted responses you should discontinue reinforcement for responses that were prompted
    ☐ You should always reinforce prompted responses

14. Before designing instructional programs it is often helpful to ask, in typical situations, *"What stimuli should _____ a person to engage in the target behavior?"*

15. According to the authors, what should you do with your prompting strategy if the student starts to make errors during teaching?

16. Should you expect the same prompting strategy to be effective regardless of the skill you are teaching or the student you are working with?
- ☐ True
- ☐ False

Important!

Fax your completed quiz to Kirsty at 410-529-1158 or scan it and email to little_redcar@yahoo.com