Prompting:
Prompts function by either reminding us to perform a behaviour we already know how to do or by helping us to perform a behaviour we don't do often/well
- 2 categories of prompts - response prompts + stimulus prompts

Response Prompts:
- when the behavioural analyst makes a response to induce performance of the target behaviour

Physical Guidance Prompts:
- a type of response prompt
- manually moving the body through the desired action/sequence = physical guidance prompt
      - often used to teach children who have not yet learned language simple tasks
      - also helps with activities such as learning an instrument or dancing

Verbal Prompts:
- words that induce a specific behaviour
      - these prompts are useful for teaching children learning new words
- more elaborate form of verbal prompts = instructions
      - does not have to be direct, but it serves to encourage the person to make the desired response

Gestural Prompts:
- physical motions that the target previously learned about
      - examples: a teacher putting a finger to his/her lips means to "be quiet", nods meaning approval, a cop
        directing traffic, etc.

Modeling Prompts:
- in modeling prompts, the antecedent = the modeled action
      - the modeling action demonstrates how + induces the person to perform the behaviour

Stimulus Prompts:
- involves altering the normal antecedent either by changing something about the stimulus prompt (a within-stimulus
  prompt), or by adding another stimulus to it (extra-stimulus prompt) to increase the likelihood that the person will
  respond correctly
      - can involve pictures, sounds, or environmental alterations

Pictorial Prompts:
- uses pictures to alter the normal antecedent
- usually consist of a single picture to induce the person to perform a specific response, but can also show a sequence
  of pictures to prompt each link in a complex behavioural chain

Auditory Prompts:
- sounds other than words the person previously learned for particular behaviours

Environmental Prompts:
- in environmental prompts, alterations are made to the physical surroundings
      - examples: spreading the desks of students apart more in a classroom so they'll pay attention more, putting
        your jogging clothes on your bed to remind you to go jogging in the morning, etc.

Transferring Stimulus Control:
Fading: gradually removing/changing a prompt so that it becomes more + more like the normal antecedent for the
behaviour
      - involves a process of decreasing assistance in which the frequency/magnitude of the prompt's presentation
        is gradually reduced

- it not only reduces people's reliance on prompts but also enhances performance of target behaviours + generalizations to new situations

Response Prompt Fading:
- reducing a response prompt's magnitude can be accomplished in two ways: 1) we could alter the type of prompt from one that is very direct or 2) we can lessen the completeness/strength of the response prompt
- for a verbal prompt, its magnitude can be reduced by saying the words softer or saying only parts of them

Stimulus Prompt Fading:
- fading stimulus prompts also involves removing them gradually by reducing their magnitude/frequency
- if one wants to reduce the magnitude of an auditory prompt, such as an alarm, decreasing its volume is an example of stimulus prompt fading

Sizes of Fading Steps:
- if the steps are too large, the person will make many errors, and the usefulness of the prompts will be impaired. If the steps are too small, the person might become too dependent on the prompts + the learning process will be inefficient + tedious
- the steps should be small enough to keep errors to a minimum

Increasing Assistance + Delay Approaches:
Increasing assistance (least-to-most strategy) - begins with a normal discriminative stimulus. If the individual does not respond correctly, a minimal prompt is given. If the individual still does not respond correctly, stronger + stronger prompts are introduced until the correct response occurs
- although the level of assistance increases when individuals do not respond correctly, the require less + less assistance over time
- can be used for both response + stimulus prompts
Delayed prompting (time delay) - a normal discriminative stimulus + a response prompt are presented together initially and then the prompt is delayed following presentation of the discriminative stimulus
- delay could be constant or progressive (increasing by 1 second with each trial)
- if a delayed prompting procedure is designed appropriately, the person will begin to respond correctly during the delay period