



CLIENT:

3 – Step Prompting Procedure

DATE:

Treatment Phase 1: 3-Step Prompting Procedure with Differential Reinforcement of Compliant Behavior during non-academic tasks

Purpose of Intervention: To increase the frequency of your child's compliance to non-academic tasks

Target Behavior: Non-compliance when instructed to complete non-academic tasks

What to do when presenting a non-academic task:

Three Step Prompting Procedure

Description: Three-step prompting is a procedure used to help a parent or teacher have a child do needed tasks or help teach a child to do something they may not know how to do. Three-step also helps parents and teachers ensure that a child follows through with a request. With consistent use, this procedure may also help increase the frequency by which your child does what you ask. There are three steps in this procedure. The easiest way to remember the steps is:

- 1. TELL**
- 2. SHOW**
- 3. DO**

1. In the first step, you **TELL** the child what you want him to do.
 - a. Bring the child to the location of the task
 - b. Make sure you have their attention before presenting the task
 - c. Make sure your directions are simple and short (e.g., "Fold the paper").
 - d. Give the child 5 seconds to respond
 - e. If the child does what you ask, provide enthusiastic and descriptive praise (e.g., "Great job folding the paper!").
 - f. If the child does not start or complete the task within 5 seconds or engages in problem behavior move to step 2.
2. In the second step, you **SHOW** the child what you want him to do by doing it yourself.
 - a. Repeat what you said the first time but also *show* them what you want them to do. For example, you could say "Fold the paper like me" (while folding the paper). "Now you do it."
 - b. After you show the child what you want them to do make sure to "undo" it so that they can try. For example, unfold the piece of paper that you just folded.
 - c. Give the child 5 seconds to respond
 - d. If the child does what you ask, provide descriptive praise but the praise should be brief and less enthusiastic than step 1.
 - e. If the child does not do it in about 5 seconds move on to the next step.
3. In the third step, you use hand over hand guidance to make the child **DO** the task.
 - a. Repeat the instruction as you guide them to do the task. For example, place your hand over his hand and help him fold the paper while saying "Fold the paper like this"
 - b. Provide no praise.

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Three Step Prompting Procedure Tips for Success!

Important tips to remember when:

- Presenting tasks:
 - Give instructions not requests. Say "Pick up the pen" but avoid "Please, could you pick up the pen."
 - Present only one task at a time and finish the instructions to the present task before starting a new one. For example, the child is sitting at the table and you tell him to fold a towel. He gets up from the table before folding the towel. You should finish the whole 3-step procedure for him to fold the towel before you tell him to sit back down at the table.
 - Break down large tasks into small steps. For example, instead of instructing the child to clean his room, have him to put one item away at a time.
 - Avoid presenting a task the child is physically unable to do or that is developmentally inappropriate.
 - Avoid presenting a task if you are unable or unwilling to follow through with the 3-step protocol.
- Providing praise:
 - The quality of your praise is dependent upon the child's level of independence. For example, if the child successfully completes the task *independently* (i.e., after the step one), give *enthusiastic* praise. If the child complies after you show him what to do (i.e., after step two) give him praise in a *neutral* tone of voice. If the child needs *guidance* to complete the task provide *no praise* at all.
 - Your praise should be descriptive (i.e., tell him *exactly* what he did that you liked). For example, say, "Good job *folding the towel*" rather than just "good job".
- Addressing problem behavior:
 - Ignore all inappropriate/problem behavior the child emits during the procedure.
 - Always follow through with the 3-step procedure once you issue an instruction.
 - The child will finish the task on their own or with your help but they will not get out of doing it.
- Monitoring your own behavior:
 - Repeat your personal goals and the procedure steps/tips to yourself to help keep your focus.
 - Remain *calm* at all times.
 - Show neutral affect, posturing, and facial expressions (i.e., put on your poker face) when presenting tasks.
 - If you notice yourself becoming upset, take a break!
- Looking at the big picture:
 - You are working to increase the amount of time your child does what you ask and teach new skills.
 - Behavior change does not happen over night. It takes time, practice, and consistency.
 - Implementing 3-step provides opportunities for your child to practice being compliant to your requests, experience the positive outcome for doing so, and for you to hone your 3-step skills.
 - The more you *effectively* use the intervention, the more opportunities you create for you and your child to develop and change behavior together.
- Before, during, and after the protocol
 - Spend 3-5 minutes pairing and building rapport with your child before and after the protocol
 - Provide a minimum 30-seconds reinformcent period following compliance to the Tell step.
 - Provide a 1-2 minute break from demands following compliance to 5-level 1 demands at the Tell Step (phase 1.a)