

# Simultaneous Prompting

**WHAT IS IT?** An errorless teaching procedure. A variation of Constant Time Delay procedure. The controlling prompt is always delivered at a zero-second delay to reduce errors. Probe sessions are conducted prior to teaching sessions to check for skill mastery.

## WHY IS IT IMPORTANT?



- To teach new skills.
- To reduce errors.
- To teach efficiently.

- To teach discrete behaviors (e.g., a small unit of behavior)
- To teach chained skills (e.g., a chain of behaviors that make up a complex skill). A task analysis is required for chained behaviors (e.g., dressing, purchasing, vocational skills, etc.)



## WHEN CAN IT BE USED?

## HOW TO IMPLEMENT?

- The controlling prompt is *always* delivered at a 0-second delay, or immediately after the target stimulus (cue) is delivered to prevent or reduce errors from occurring.
- “How does the teacher know the students are learning anything?” To answer that question the teacher conducts test trials or probes immediately before each instructional session to test mastery of targeted skills previously taught.
- For example, a teacher might present a picture and ask, “What is this?” but provide no prompts. This probe session tests whether or not the student has acquired the material. Instruction ends when the learner reaches a criterion level (e.g., 100% correct for 3 consecutive days) during probe sessions.
- The primary advantage of simultaneous prompting, compared to time delay procedures, is that a learner doesn't need to have the prerequisite skill of waiting for a prompt if he/she cannot independently emit the behavior.
- It's also a less complicated procedure for teachers, paraprofessionals, or peer tutors to use due to fewer response variations (e.g., unprompted corrects and unprompted incorrects are not possible) and fewer prompt variations (e.g., no need to vary prompt intrusiveness or delay).

To view a short video, scan here:



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Cooper J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis (2nd ed)*. Upper Saddle River, NJ: Pearson Education, Inc.

Jannike, S., Schuster, J. W., Jones, M. J., Collins, B. C., Hall, M. (2014). Comparing simultaneous prompting and constant time delay to teach leisure skills to students with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 381-395.

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