

Using Least-to-Most Assistive Prompt Hierarchy to Increase Child Compliance with Teacher Directives in Preschool Classrooms

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Research Questions:

Can regular education teachers learn to use the LtM prompt hierarchy?

Would child compliance increase in response to teacher behavior?

Behavior Definitions

Teacher Behavior

• *Teacher prompts*-verbal directives, demonstrations, or physical assistances

- *Verbal*-told to the child by teacher
- *Model*-teacher demonstrating the behavior
- *Physical*-teacher physically helping child with the task

• *Teacher proximity*-within arm's reach of child

• *Eye-level*-co-planer facial elevation

• *Praise*-encouraging statement that acknowledged the child's completed directive.

Child Behavior in response to Teacher Prompts

• *Completed Directive*- completed action performed in response to a teacher prompt within 5s.

Procedures

Observation system

Event recording – an event began when a teacher gave any prompt to a child and ended when one of the following occurred: (a) the child completed the task within 5 s, (b) the child did not complete task within 5 s, (c) the teacher under observation issued anew or repeated verbal prompt

Subjects & Setting

Experiment 1: Whole Class

- Participants: Female teachers-teacher 1-graduate assistant in Early Childhood Masters program, teacher 2 and 3- undergraduate student teachers in Early Childhood program. Teachers had been with children for 1 week prior without any previous training on interventions to increase child compliance.
- Setting: All inclusive, 4 day a week half -day program. 18 children- 3 and 4 year olds. 2 of the 18 were identified with special needs. Research took place during free choice play.
- Interobserver agreement checks were conducted during 19% of all observation sessions.

Experiment 2: Target Child

- Participants: 3 female teachers working in a full day private preschool. None of the teachers had previous training on interventions to increase child compliance.
- Target child- 4 year old Caucasian male due to noncompliance with teacher directives. Ages and Stages Questionnaire indicated child functioning on level but displayed problems with social interactions with peers and adults.
- Setting: 14 children - 36-60 months old. Research took place during free choice play.
- Interobserver agreement checks were 20% across baseline, during the LtM, and follow-up.

Discussion

Teachers implemented interventions with fidelity, increased their prompting of children, increased the number of directives initiated allowing for the teachers confidence about facilitating compliance to increase.

Future Research

Investigation of methods to improve intervention training, implementation, and generalization of intervention.

LtM Assistive Prompt Hierarchy:

8 Step sequence:

- 1)Teacher-child proximity
- 2)Teacher child eye level
- 3)Issue a verbal request
- 4)Wait 5 sec for a response
- 5)If not completed, issue verbal request again paired with a model
- 6)Wait 5 sec for a response
- 7)In not completed issue the verbal request paired with physical assistance to task completion
- 8)Praise completion

Data

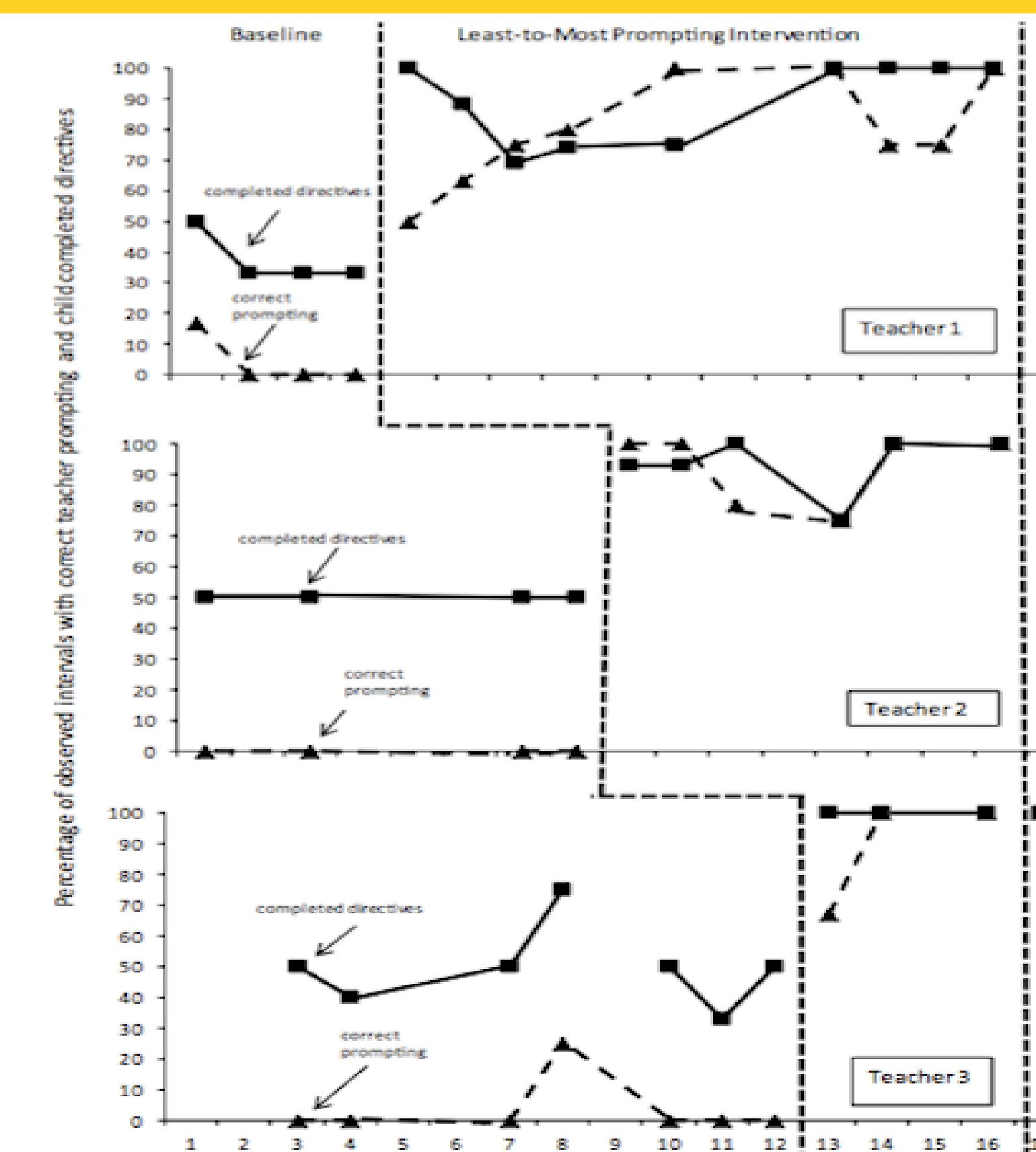


Fig. 1 Percent of observed intervals with correct teacher prompting and child completed directives

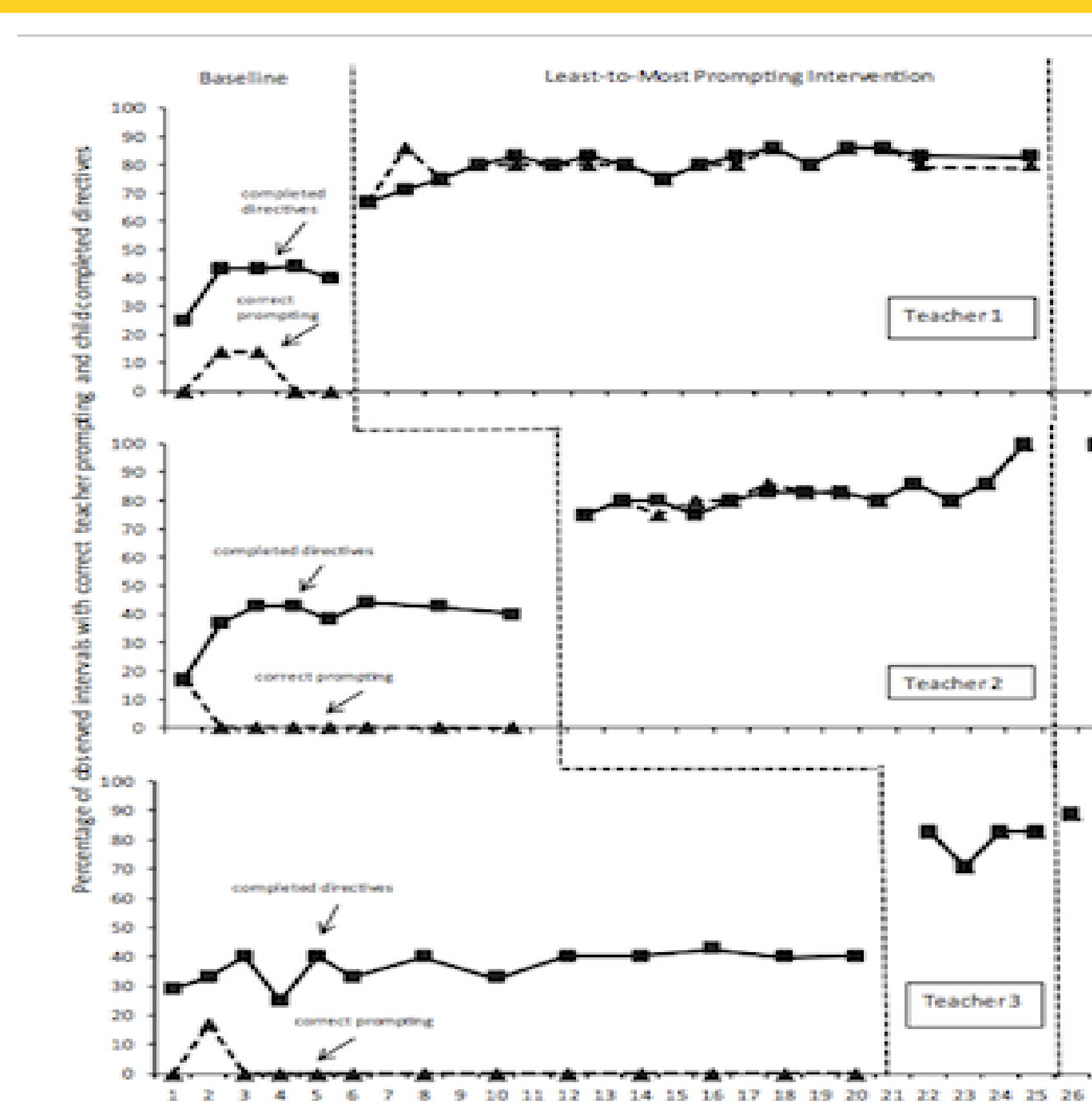


Fig. 2 Percent of observed intervals with correct teacher prompting and child completed directives

