

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

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Abstract Prompt strategies have been used to increase the compliance of preschool-aged children to teacher directives. This paper describes two experiments conducted to determine if classroom teachers could learn to use the LtM prompt hierarchy and if child compliance would increase in response to teacher behavior. This study builds on the current literature base by using prompting, specifically LtM with the additional requirement of teacher-child proximity and teacher-child eye level prior to beginning the prompt sequence, which is consistent with recommended practice in early childhood (Copple and Bredekamp, *Developmentally appropriate practice in early childhood programs* (revised edition), National Association for the Education of Young Children, Washington, DC, 2009). The participants consisted of 6 preschool teachers, with varying levels of education and experience, across 2 different early childhood classrooms. Teacher prompts and children's completion of teacher directives were measured during free choice center time. Results were consistent with previous research in that compliance to teacher directives increased in preschool children with the implementation of the LtM.

Keywords Teacher prompting · Least-to-most prompting · Child compliance

Early childhood classrooms often are children's first experiences in learning to interact with peers and adults outside of their families, and therefore should offer children a safe space to practice new skills such as language, conflict resolution, and forming friendships (Odom and Wolery 2003; McClelland et al. 2000; Wayne et al. 2007). In early childhood programs children learn many social skills such as appropriate ways to interact with peers and teachers, including how to negotiate, how to take turns, and how to manage conflicts. Effective social skills allow children to form bonds with other children and adults (Buhs and Ladd 2001; Eisenberg et al. 2010; McClelland et al. 2000). The teacher can facilitate these processes for children by providing directions to guide their observational behaviors (McGee and Daly 2007), as well as providing direct instruction on these skills (Alberto and Troutman 2009).

When adults alter their own behaviors, strategies, and techniques, they can encourage positive social behavior in young children. One promising intervention to encourage social behavior is teacher prompting (Austin and Agar 2005; Ingvarsson et al. 2009; Miles and Wilder 2009; Radley and Dart 2015; Wilder and Atwell 2006). Although there are various forms of teacher prompting, *least-to-most assistive prompting (LTM)* is a form of prompting that involves teachers giving children increasing assistance as needed in order for children to complete teacher directives (Horner and Keilitz 1975; Plaisance et al. 2016; Tarbox et al. 2007; Wolery and Gast 1984; Wilder and Atwell 2006; Wilder et al. 2006). Specifically, LtM has been used to systematically guide children to desired behaviors by providing increasing amounts of guidance interspersed with wait time. This paper describes two experiments conducted to determine if regular education classroom teachers and childcare providers (both referred to as "teachers") could learn to use the LtM prompt hierarchy and if child compliance would increase in response to teacher behavior.

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Method

This two-part investigation applies previously used prompting interventions that are well documented in the literature (Parsons and Reid 1999; Wilder and Atwell 2006; Wolery and Gast 1984) to promote child compliance within early childhood classrooms. A single-subject research design was used to record teacher behavior and child behavior in response to prompting. A multiple baseline design (see Kazdin 2011) was used to measure the LtM intervention across 3 teachers in each experiment. Experiment 1 involved implementing the LtM intervention across teachers while they interacted with the whole class, while Experiment 2 focused on implementing the intervention across teachers while they interacted exclusively with a target child who exhibited non-compliant behaviors. Research protocols were reviewed by the university's institutional review board; consent was obtained prior to data collection. The purpose of this study was to determine if the independent variable (teacher LtM prompts) could produce a change in the dependent variable (children's compliance) when the LtM intervention was implemented.

Behavior Definitions

Teacher Behavior

Prompts have been defined in the literature as specific cues that provide students with information about the behavior desired in a specific situation, with the prompt being delivered before the desired behavior (Simonsen et al. 2010). Teacher behaviors of interest are the prompts that teachers give children, which comprise the LtM intervention. *Teacher prompts* were defined as the teacher's verbal directive, demonstration, or physical assistance given to a child to complete a task related to interacting appropriately with materials or with a peer. A *verbal prompt* was defined as any directive statement told to the child by the teacher. An example of a verbal prompt was the teacher telling a child, "Gentle, move the paint brush up and down" or "You need to give that back to her." A teacher's request or directive was considered as the initial prompt. A *model prompt* was defined as the teacher demonstrating the desired behavior; the teacher also repeated the verbal prompt. An example of a model prompt from the above-mentioned verbal directives was for the teacher to model moving the paint brush up and down. When it was not appropriate or possible for the teacher to model the desired behavior, the teacher proceeded from a verbal prompt directly to a physical prompt (e.g., it was not possible for the teacher to model 'Come here'). A *physical prompt* was defined as the teacher physically helping the child complete the task; the teacher also repeated the verbal prompt. An example of a physical prompt from the above-mentioned

verbal prompts was the teacher physically assisting the child to give a toy back to the peer. *No directive given* was defined as the teacher never issuing a directive to any child.

In addition to teacher prompts, other aspects of teacher behavior were also recorded: (a) teacher proximity to the child, (b) teacher-child eye level, (c) teacher praise toward the child. *Teacher proximity* was defined as the teacher being within arm's reach of the child; when prompting, *eye level* was defined as co-planar facial elevation. A *praise statement* was defined as any encouraging statement that acknowledged the child's completed directive. An example of a praise statement was the teacher telling a child (after completing a directive), "It looks like you are working hard!" or "Thank you for giving the toy back to her." A praise statement was delivered following completion of a directive, regardless if the directive required prompting. In the case of physical assistance to complete the task, the praise statement served to reinforce the effort.

Child Behavior in Response to Teacher Prompts

A *completed directive* was defined as a completed action performed in response to a teacher prompt within 5 s. A *not completed directive* was defined as an action not performed in response to a teacher prompt within 5 s. An example of a task that would have been recorded as *not completed* would have been when a child was told to move the paint brush up and down, and one of the following events occurred: (a) the child walked away from the art easel, (b) the child continued to beat the paint brush on the easel, ignoring the teacher directive, or (c) the teacher gave another verbal prompt (not paired with a model or physical prompt). Directives were recorded as completed regardless of the level of prompt required; teacher level of prompt was also recorded according to the definitions provided above (see *Teacher behavior*). This procedure was implemented across both baseline and intervention conditions.

Procedures

Observation System

Event recording was used to record the teacher's behavior and the child's behavior in response to the teacher's prompt. An event was defined as a teacher providing any directive to a child; specifically, a directive event began when the teacher under observation 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 a new or repeated verbal prompt.

Observations occurred during free choice center time over the course of 3 weeks (not including follow-up). The

teacher behaviors were recorded continuously during each 10-min session (Experiment 1) or 15-min session (Experiment 2) using a stop watch with the primary observer cueing the reliability observer for interval changes. Latency between prompt delivery and execution of behavior was counted independently by each observer. Data were collected during the first 10-min of center time.

The observers included two graduate students who were trained with written instructions and example scenarios until each reached 80% agreement (Kazdin 2011) with the primary researcher. The observers reviewed the instructions with the primary researcher before conducting the observation sessions. Both experiments spanned a period of 3 weeks (not including follow-up).

Experiment 1: Whole Class Implementation

Participants

The participants in this study were female preservice teachers enrolled in early childhood programs at the university. Teacher One was a graduate assistant enrolled in a master's in early childhood program and Teacher Two and Teacher Three were student teachers. None of the teachers had prior experience working in a preschool setting and each had been working with the current group of children for 1 week at the beginning of the study. None of the teachers had previous training on interventions to increase child compliance.

Setting

The setting was an inclusive, 4-day a week, half-day program that served 18 3- and 4-year old children, with equal numbers of males and females. There were 16 typically developing children and 2 children with identified special needs in the program. The classroom staff included a lead teacher, two graduate assistants, and two student teachers. The program was accredited by the National Association for the Education of Young Children and was organized into the interest areas. Children were observed during a free choice center time, when they engaged in different interest centers while teachers rotated their attention to facilitate learning within each of the centers.

Experiment 2: Target Child Implementation

Participants

The participants in this study were 3 female teachers working in a preschool classroom in a private school. None of the teachers had previous training on interventions to increase child compliance.

The target child was a 4-year-old Caucasian male who attended the private childcare center. This child was targeted for intervention due to issues of noncompliance with teacher directives. Assessment results, based on the Ages & Stages Questionnaire, indicated that the child was functioning within normal limits for his age (Bricker et al. 1999), but exhibited problems with social interaction with both peers and adults.

Setting

The setting for this experiment was a full-day preschool program that served a mixed-aged group of 14 children ranging from 36 to 60 months (8 males and 6 females). The classroom was organized into interest areas. Children were observed during a free choice center time, when they engaged in different interest areas while teachers interacted with the children.

Experimental Conditions

Baseline

The purpose of collecting baseline data was to determine current teacher behavior and current child behavioral responses to teacher directives. Teachers supervised and rotated their attention among children during the observation and were not given any instructions regarding their behavior in the classroom while teacher prompts and child completion of teacher directives were measured.

Least-to-Most (LtM) Assistive Prompt Hierarchy Intervention

A system of LtM assistive prompts (Parsons and Reid 1999; Wilder and Atwell 2006; Wolery and Gast 1984; Wolery and Wilbers 1994) was implemented contingent on the child's completion of a teacher's directive. The LtM consisted of the following 8 step sequence: (a) teacher-child proximity, (b) teacher-child eye level, (c) issue a verbal request, (d) wait 5 s for a response, (e) if not completed, issue the verbal request again paired with a model, (f) wait 5 s for a response, (g) if not completed, issue the verbal request again paired with physical assistance to task completion, (h) praise completion (steps c-h based on Horner and Keilitz 1975; Parsons and Reid 1999; Wilder and Atwell 2006). The first two steps (teacher-child proximity and teacher-child eye level) were added because each is considered a recommended early childhood practice by the NAEYC (Cople and Bredekamp 2009) (see Table 1).

Table 1 Least-to-most (LtM) assistive prompt hierarchy intervention based on Horner and Keilitz (1975)

Steps	Example
Teacher-child proximity ^a	Teacher gets within arms' reach of child
Teacher-child eye level ^a	Teacher gets face-to-face with child
Issue a verbal request	"Please pick up the book"
Wait 5 s for a response	Teacher waits for child to process request/initiate response
If not completed, issue the verbal request again paired with a model	Teacher repeats verbal request while gesturing
Wait 5 s for a response	Teacher waits for child to process request/initiate response
If not completed, issue the verbal request again paired with physical assistance to task completion	Teacher repeats verbal request while using hand-over-hand assistance to help child complete request
Praise completion	"You picked up the book. Thanks for helping"

^aConsidered a recommended early childhood practice by the NAEYC (Copple and Bredekamp 2009)

Teacher Training on LtM Prompting

Teachers were given the above instructions in written form; the behavior definitions, example scenarios were discussed, and teachers engaged in role-play prior to implementing the intervention. During the observation sessions, the researcher coached the teachers through the LtM prompting sequence. During coaching, the researcher shadowed the teacher closely and provided verbal guidance to the teacher through the interaction with the child in order for the teacher to become fluent in her implementation of the LtM prompting procedure.

Event recording was used to collect data. An event was scored as correctly prompted when the teacher followed the above-mentioned steps of the LtM in order. An event was scored as incorrectly prompted when the teacher did not follow the steps of the LtM in order.

Fidelity of Implementation

For Experiment 1, coaching was used in each session of intervention, making the fidelity of implementation 100%. For Experiment 2, the primary researcher provided coaching to each teacher for approximately the first 5 sessions of the intervention (Teacher One = 7 sessions, Teacher Two = 6 sessions, Teacher Three = 2 sessions). Percentage of correct LtM prompting was calculated by dividing the number of completed directives by the total number of directives given by the teacher and multiplied by 100. Teacher One implemented the intervention correctly 6% during baseline

(range: 0–14%). During intervention she implemented the intervention correctly an average of 80% (range: 67–86%). Teacher Two implemented the intervention correctly 2% during baseline (range: 0–17%). During intervention she implemented the intervention correctly an average of 82% (range: 75–100%). Teacher Three implemented the intervention correctly 3% during baseline (range: 0–33%). During intervention she implemented the intervention correctly an average of 80% (range: 71–83%). A follow-up data point was taken on each teacher approximately 2 weeks after intervention ceased. Teachers were not given any instructions, review, or coaching. Each teacher was observed as previously stated during free choice play center time. For Experiment 1, Teacher One implemented the intervention with 67% fidelity, Teacher Two implemented the intervention with 75% fidelity, and Teacher 3 implemented the intervention with 100% fidelity. For Experiment 2, Teacher One and Teacher Two implemented the LtM prompting intervention with 100% fidelity and Teacher 3 implemented it with 89% fidelity.

Interobserver Reliability

Interobserver agreement refers to the evaluation of how well the data from separate observers correspond (Cooper et al. 2007; Kazdin 2011). It is generally assumed that if observers record the same behavior, their data probably reflects the actions of the participants (Kazdin 2011).

For Experiment 1, Interobserver agreement checks were conducted during 19% of all observation sessions and for Experiment 2, during 20%, across baseline, during the LtM intervention conditions, and follow-up.

Agreements were recorded when observers recorded the same prompt, whereas disagreements were recorded when the observers recorded different prompts. Events on the data sheet were organized in a minute-by-minute format for reliability purposes and calculated for overall agreement, occurrence agreement, and nonoccurrence using the formula of number of agreements divided by number of agreements plus disagreements multiplied by 100%.

Experiment 1

For correct prompts for Teacher One, overall agreement averaged 89% (range: 67–100%), occurrence agreement averaged 89% (range: 67–100%), and nonoccurrence agreement averaged 83% (range: 50–100%). For correct prompts for Teacher Two, overall agreement, occurrence agreement, and nonoccurrence agreement all averaged 100%. For correct prompts for Teacher Three, overall agreement, occurrence agreement, and nonoccurrence agreement all averaged 100%.

For completed directives for Teacher One, overall agreement averaged 100%, occurrence agreement averaged 100%, and nonoccurrence agreement averaged 100%. For completed directives for Teacher Two, overall agreement, occurrence agreement, and nonoccurrence agreement all averaged 100%. For completed directives for Teacher Three, overall agreement, occurrence agreement, and nonoccurrence agreement all averaged 100%.

Experiment 2

For correct prompts for Teacher One, overall agreement averaged 100%, occurrence agreement averaged 100%, and nonoccurrence agreement averaged 100%. For correct prompts for Teacher Two, overall agreement was 91% (range: 80–100%), occurrence agreement was 89% (range: 75–100%), and nonoccurrence agreement was 75% (range: 50–100%). For correct prompts for Teacher Three, overall agreement, occurrence agreement, and nonoccurrence agreement all averaged 100%.

For completed directives for Teacher One, overall agreement averaged 81% (range: 75–88%), occurrence agreement averaged 77% (range: 75–80%), and nonoccurrence agreement averaged 44% (range: 0–83%). For completed directives for Teacher Two, overall agreement was 80% (range: 75–86%), occurrence agreement was 72% (range: 67–80%), and nonoccurrence agreement was 65% (range: 50–80%). For completed directives for Teacher Three, overall agreement was 89% (range: 75–100%), occurrence agreement was 63% (range: 0–100%), and nonoccurrence agreement was 88% (range: 75–100%).

Results

The purpose of this study was to determine if regular education teachers could learn to use the LtM prompt hierarchy and if child compliance would increase in response to teacher behavior. Although teacher use of LtM prompting and completed child directives varied for each teacher during baseline, results indicated that when the LtM intervention was implemented, correct teacher prompting and completed child directives increased for all teachers across both experiments. Results are presented for each teacher chronologically across baseline and intervention for Experiment 1 in Fig. 1, and for Experiment 2 in Fig. 2.

Experiment 1

As indicated in Fig. 1, baseline levels of child compliance to teachers' directives initially varied for each teacher, averaging below 50% (range: 37–50%), with teachers' correct

use of prompting averaging 3% (range: 0–4%). After the LtM prompting intervention was implemented, the percentage of compliance to teacher directives increased across all teachers, averaging 94% (range: 89–100%), with teachers' correct use of prompting averaging 87% (range: 79–93%). Additionally, gains in child compliance were maintained 2 weeks after the initial intervention period (100% child compliance to teacher directives).

During baseline for Teacher One, an average of 1.75 prompts (range: 1–3) were initiated by the teacher per observation session (see Table 2). *Correct prompts* averaged 4% (range: 0–17%) and children's *completed directives* averaged 37% (range: 0–50%) of observation intervals. During intervention for Teacher One, an average of 3.66 prompts (range: 2–7) were initiated by the teacher per observation session (see Table 2). *Correct prompts* averaged 80% (range: 50–100%), which was a 76 percentage point increase; children's *completed directives* averaged 94% (range: 75–100%), which was a 57 percentage point increase. During follow-up for Teacher One, 4 prompts were initiated by the teacher; *correct prompts* and children's *completed directives* were 100%.

During baseline for Teacher Two, one prompt was initiated by the teacher per observation session (see Table 2). *Correct prompts* averaged 0% and children's *completed directives* averaged 50% (range: 50–50%) of observation intervals during baseline. During intervention for Teacher Two, 2.5 prompts (range: 1–5) were initiated by the teacher per observation session (see Table 2). *Correct prompts* averaged 93% (range: 75–100%), which was a 93 percentage point increase; children's *completed directives* averaged 96% (range: 75–100%), which was a 46 percentage point increase. During follow-up for Teacher Two, 3 prompts were initiated by the teacher; *correct prompts* and children's *completed directives* were 100%.

During baseline for Teacher Three, 1.85 prompts (range: 1–4) were initiated by the teacher per observation session (see Table 2). *Correct prompts* averaged 4% (range: 0–25%) and children's *completed directives* averaged 50% (range: 33–75%) of observation intervals during baseline. During intervention for Teacher Three, 3.33 prompts (range: 2–5) were initiated by the teacher per observation session (see Table 2). *Correct prompts* averaged 89% (range: 66–100%), which was an 85 percentage point increase; children's *completed directives* averaged 100% (range: 100%), which was a 50 percentage point increase. During follow-up for Teacher Three, 4 prompts were initiated by the teacher; *correct prompts* and children's *completed directives* were 100%.

During baseline, 54% of all events represent a teacher's interaction with a child that had an identified disability; during intervention, 33% of all events represent a teacher's

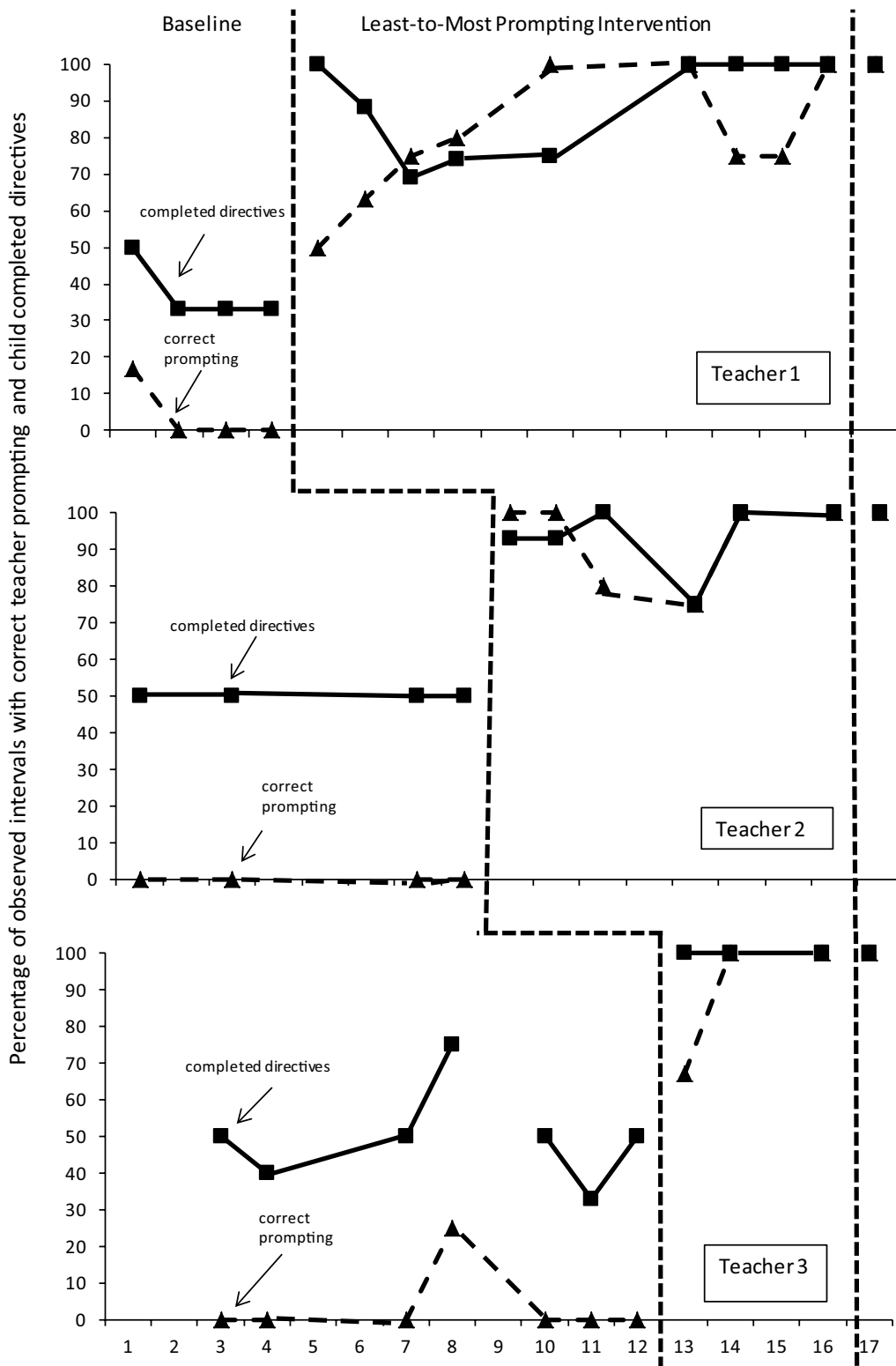


Fig. 1 Percent of observed intervals with correct teacher prompting and child completed directives

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

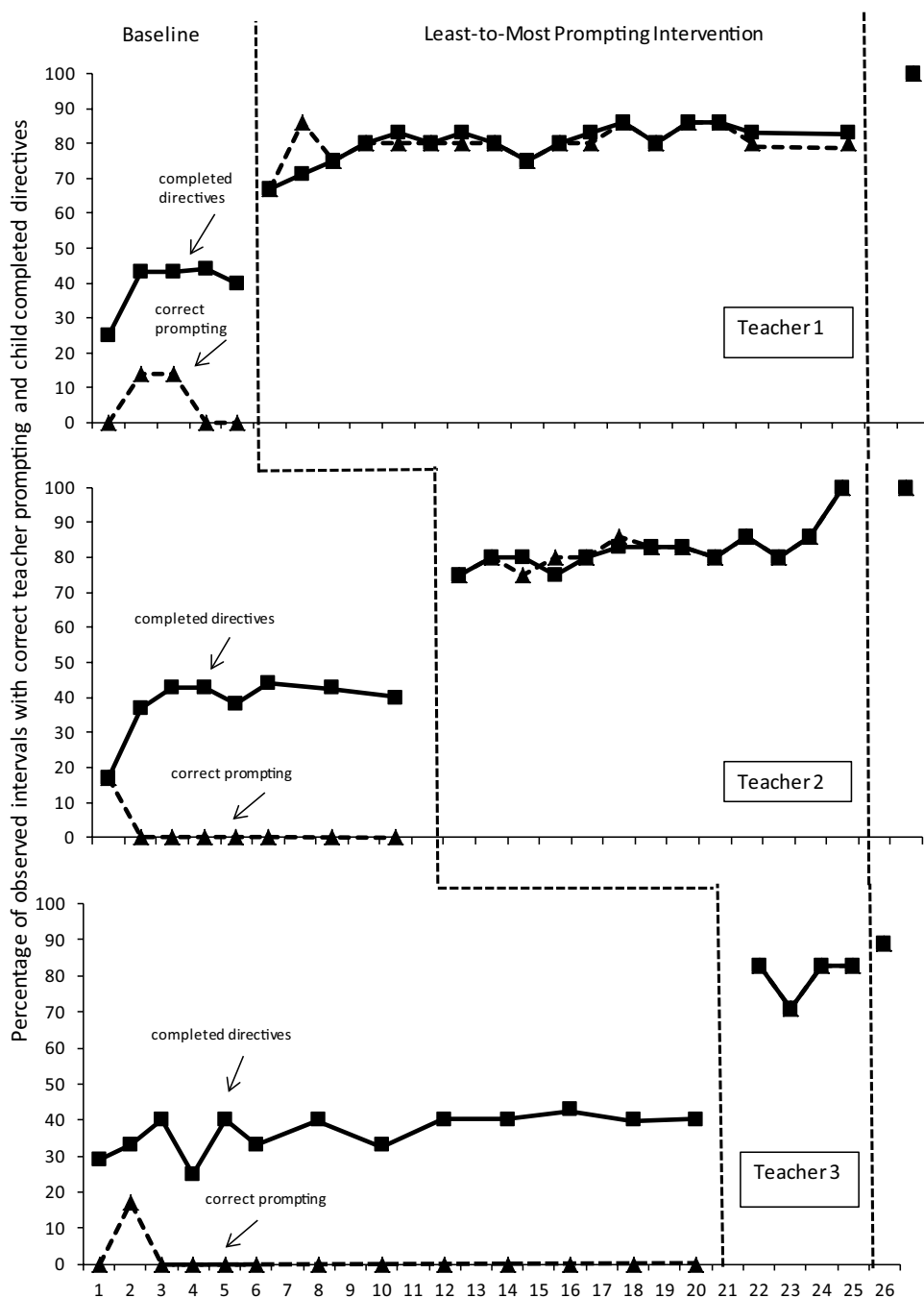


Table 2 Experiment 1: number of child completed directives across baseline, intervention, and follow-up sessions

Teacher	Baseline	Intervention	Follow-up
Teacher 1	1.75 (1–3)	3.66 (2–7)	4
Teacher 2	1	2.5 (1–5)	3
Teacher 3	1.85 (1–4)	3.33 (2–5)	4

interaction with a child that had an identified disability. The number of events per teacher remained approximately the same across baseline and intervention sessions (Teacher

One-5/4; Teacher Two-2/3; Teacher Three-4/3). During each 10-min session, teachers interacted with approximately 2 children.

Experiment 2

As indicated in Fig. 2, baseline levels of child compliance to teacher directives initially varied by the teacher, averaging 38% (range: 37–39%), with teachers’ correct use of prompting averaging 3% (range: 1–6%). After the LtM prompting intervention was implemented, the percentage of

compliance to teacher directives increased across all teachers, averaging 79% (range: 76–82%), with teachers' correct use of prompting averaging 78% (range: 71–80%). Additionally, gains in child compliance were maintained 2 weeks after the initial intervention period (96% child compliance to teacher directives).

During baseline for Teacher One, an average of 6.4 prompts (range: 4–9) were initiated by the teacher per observation session (see Table 3). *Correct prompts* averaged 6% (range: 0–14%) and the target child's *completed directives* averaged 33% (range: 14–43%) of observation intervals. During intervention for Teacher One, an average of 8.7 prompts (range: 5–13) were initiated by the teacher per observation session (see Table 3). *Correct prompts* averaged 75% (range: 0–86%), which was a 69 percentage point increase; the target child's *completed directives* averaged 79% (range: 40–86%), which was a 46 percentage point increase. During follow-up for Teacher One, 13 prompts were initiated by the teacher; *correct prompts* and children's *completed directives* were 100%.

During baseline for Teacher Two, 0.13 prompts (range: 0–1) were initiated by the teacher per observation session (see Table 3). *Correct prompts* averaged 2% (range: 0–13%) and the target child's *completed directives* averaged 41% (range: 17–60%) of observation intervals during baseline. During intervention for Teacher Two, 8 prompts (range: 6–12) were initiated by the teacher per observation session (see Table 3). *Correct prompts* averaged 82% (range: 75–100%), which was an 89 percentage point increase; the target child's *completed directives* averaged 82% (range: 75–100%), which was a 41 percentage point increase. During follow-up for Teacher Two, 9 prompts were initiated by the teacher; *correct prompts* and the target child's *completed directives* were 100%.

During baseline for Teacher Three, 5 prompts (range: 3–7) were initiated by the teacher per observation session (see Table 3). *Correct prompts* averaged 3% (range: 0–33%) and the target child's *completed directives* averaged 35% (range: 0–43%) of observation intervals during baseline. During intervention for Teacher Three, 11 prompts (range: 10–12) were initiated by the teacher per observation session (see Table 3). *Correct prompts* averaged 80% (range: 71–83%), which was a 77 percentage point increase; the

target child's *completed directives* averaged 80% (range: 71–83%), which was a 45 percentage point increase. During follow-up for Teacher Three, 16 prompts were initiated by the teacher; *correct prompts* were 89% and the target child's *completed directives* were 89%.

Discussion

There are a few significant results from this project. First, the participating teachers implemented the intervention with fidelity. As no determination can be made on the effectiveness of an intervention if it is not applied appropriately, this finding is important. Teachers in our sample were able to implement the LtM strategies in the course of the naturally-occurring routines in the preschool classroom. All teachers increased their prompting of children, which also led to increased child compliance.

In addition, not only did the children increase the number of directives completed, but the teachers began to increase the number of directives initiated. There could be a few reasons for this occurrence. First, the increase in teacher directives may be related to the children's increased compliance. In other words, as the children increased their positive response to teacher directions, the teacher engaged in more of this behavior. In addition, it could be that the intervention was helpful in increasing teachers' sense of efficacy. Through the intervention the teachers gained practice in giving directions and as this skill was increased, the teachers' confidence in their ability to facilitate children's compliance was increased.

The techniques included in the intervention, such as the use of teacher-child proximity, teacher-child eye level (Copple and Bredekamp 2009), and praise (Parsons and Reid 1999; Wilder and Atwell 2006) are also practices advocated and supported in the early childhood education literature. Because this was a *package* intervention in which all components of the intervention were implemented together, we cannot say with certainty which of the components had more of an effect on garnering child compliance (for example, if praise had more of an effect than physical assistance). The goal of the present study was to determine if the LtM intervention could be used successfully to increase child compliance in the natural environment of the early childhood classroom. Teacher familiarity with prompts may have impacted how quickly they learned the LtM prompting procedure. Because the skills were already in their repertoire, they merely had to learn to systematically order the steps in the intervention (Dusenbury et al. 2005; Yeon et al. 2009). These results are consistent with previous research, which concludes that experience influences teacher implementation of interventions (Dusenbury et al. 2005; Yeon et al. 2009).

Table 3 Experiment 2: number of child completed directives across baseline, intervention, and follow-up sessions

Teacher	Baseline	Intervention	Follow-up
Teacher 1	6.4 (4–9)	8.7 (5–13)	13
Teacher 2	0.13 (0–1)	8 (6–12)	9
Teacher 3	5 (3–7)	11 (10–12)	16

It is important to note that teachers in this study had varying levels of education and prior experience in child care; therefore, this intervention could be viewed as applicable to a wide variety of child care teachers. The education level of the teachers in the current study ranged from high school diploma to a Master of Science and the experience ranged from no previous experience in childcare to 13 years of experience in child care. Previous research indicates that level of education corresponds with sensitivity and appropriateness of interactions with children (Maxwell et al. 2001); therefore training caregivers about appropriate teacher-child interactions can exert an influence on their practices with children (Fukkink and Lont 2007). In the present study, teachers with varying levels of experience and education benefitted from the training procedures.

Future Research

Additional research is needed to determine other aspects that may affect the LtM prompting intervention for both teachers and the target child. The findings from the present research are promising and warrant additional research. Specifically, future research could investigate methods to improve intervention training, intervention implementation, and the generalization of the intervention.

Previous research in psychology indicates that a behavior must be practiced for 21 days in order for it to become a habit (Tobias 2009). This research could be generalized to intervention research, which may show that if teachers practice intervention procedures for 21 days then the intervention will become a habit for the teacher. Additional research into the LtM prompting intervention should extend the intervention period so that all three teachers have at least 3 weeks or 21 days during the intervention period.

Future research in this area might consider other methods of delivery of the LtM intervention. Video clips of teachers can be used both to train teachers and for self-monitoring during the intervention. Video clips have been used in previous research to teach children with autism appropriate behaviors, teach people to self-monitor, and to encourage teachers to evaluate their teaching practices (Buggey 2005; Malmstrom et al. 2004; Pelletier et al. 2010). Teachers can be videotaped during baseline conditions then when they are trained to use the LtM prompting intervention, the trainer can show them occasions where the intervention procedures could have been used. Video clips could also be used during the intervention in order for teacher to monitor themselves and become more aware of when and how to use the intervention procedures.

Finally, future research in this area could examine the generalization of the intervention procedures. The teachers in the current study were trained to use the LtM prompting intervention with one child. It would be interesting to

study whether or not the teachers are able to generalize the intervention to other children in the classroom. The teachers in the current study were also told not to inform other teachers about the intervention. Future studies could examine whether teachers share the intervention with other teachers in the absence of being told not to discuss the intervention.

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