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Description automatically generated**ABA Prompting Cheat Sheet**

**Response prompts:**Response prompts demonstrate the correct response to the learner. BCBAs and RBTs use response prompts when the target behavior is a specific action, like washing hands or tying shoes. Here are common types of response prompts in a typical order of most supportive/intrusive to least. However, your hierarchies may vary depending on the target behavior and your learner's needs.

1. **Full and partial physical**  
   *Descriptions:*
   * Full physical:   
     The ABA clinician provides complete physical assistance to the learner. They guide the learner's movements entirely, effectively completing the task for them.
   * Partial physical:   
     The clinician provides partial physical assistance to the learner. Instead of fully guiding the learner’s movements, the educator offers partial support, like guiding a movement without completing it.

*When to use:*

* Full physical:  
  This is most suitable when the learner is new to the task or lacks the motor skills to perform it independently.
* Partial physical:   
  This is best when the learner needs significant support but not as much as a full physical prompt.

*Example*: An RBT asks the learner to wash their hands.

* + Full physical:   
    The RBT guides the child's hands, leading them through the entire process of washing their hands.
  + Partial physical prompt:  
    The RBT assists the child in placing their hands under the faucet and then allows them to complete the rest of the task independently.

1. **Modeling**

*Description:*   
The ABA therapist models the target behavior for the student by acting it out.

*When to use* :  
Modeling prompts work best when teaching a specific action that does not require physical support to perform correctly. They’re useful for actions that the ABA therapist can model partially or fully.

*Examples:* After asking a student to wash their hands, the ABA therapist models the action themselves. Or, after asking a student to raise their hand, the ABA therapist raises their own hand.

1. **Verbal prompts (vocal and non-vocal)**  
   *Description:*

* Vocal: The therapist gives the learner verbal instructions that usually describe the correct response
* Non-vocal: The therapist uses hints like signs, pictures, or written words that describe some aspect of the correct response

*When to use:*  
These prompts suit learners who require substantial support but have already mastered the skill with physical or modeling prompts. When deciding between vocal or non-vocal prompts, consider the learner's preference.

Depending on the prompt type, a vocal prompt may offer more or less support than a non-vocal prompt.

*Examples:*

* Non-vocal: The RBT asks the learner to get a basketball, then shows them a card with an image of an orange circle.
* Non-vocal: The RBT asks the learner to get a basketball, then says, “It’s orange and round.”

**Stimulus prompts:**   
Stimulus prompts provide additional cues that direct the learner's attention to the correct stimulus or guide their behavior toward the desired response. BCBAs and RBTs typically use stimulus prompts when the correct response involves selecting or producing a specific object.   
  
Here are common types of stimulus prompts in a typical order of most supportive/intrusive to least. As with response prompts, your hierarchies may vary depending on the target behavior and your learner's needs.

1. **Movement/gestural**  
   *Description:*

The therapist uses a non-verbal cue or movements that direct the learner’s attention to a specific stimulus and prompt a specific response. For example, the therapist might point, nod, or otherwise gesture to hint at the correct response.   
  
*When to use:*

This is effective when the correct response involves an item that the therapist can gesture toward or tap. They’re also effective for learners who respond well to visual cues or when verbal prompts are insufficient to yield the correct response.  
  
*Examples:*   
A teacher asks the learner to pick the red card and then points to the card.  
Or a teacher asks a learner to get a soccer ball and then gestures toward the ball.

1. **Positional**  
   *Description:*

The therapist moves the correct item closer to the student than the other options.

*When to use:*  
Positional prompts are most effective when learners need help selecting or interacting with objects. They are especially useful when learners have progressed beyond gestural prompts but still require moderate support to complete the task correctly.  
  
*Examples:*A teacher asks the learner to pick the red card, which is placed closer to the learner than the green and blue cards.Or, an RBT asks the learner to begin reading time and places a book closer to the child than other items in the environment, like toys.

1. **Redundancy***Description:*   
   The therapist makes the correct object visually distinct from others, signaling to the learner that it is the correct response. This distinction can be achieved through changes in the object's color, size, or shape.  
    *When to use:*   
   Among stimulus prompts (Positional, Movement, Redundancy), redundancy prompts provide the least support to learners. Redundancy prompts are suitable when learners have mastered the response with more intrusive prompts, such as positional and movement.  
     
   *Example:*   
   An RBT instructs a learner to select the card with a ball. The card featuring the ball has a red background, while others have white backgrounds.

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