Experience Design Prototype: Prompt Hierarchy Concepts and Procedure for Supporting Gavin's Communication Goals

IDT 873 Advanced Instructional Design I – Kim Pinckney-Lewis

Overview

Gavin Pinckney-Lewis, age 4, is a member of the Pinckney-Lewis family and exhibits expressive and receptive speech delays. Currently, Gavin receives 60 minutes of speech therapy and 30 minutes of occupational therapy a week in conjunction with his PEP Pilot class to address the goals specified in his Individual Education Plan (IEP). Gavin also receives 30 minutes of private speech therapy a week to support his IEP goals and additional parent-specified goals. Family members are eager to support Gavin as he works towards his goals, but often are not sure of how to go about it. One of the universal therapeutic supports recommended for Gavin, regardless of content or theme, is the use of a fading prompt hierarchy. Prompt hierarchy refers to the procedure of using a sequence in which prompts are used to elicit specific behaviors. In Gavin's case, a fading prompt hierarchy refers to initially providing the amount of prompting required to obtain success in his responses, followed by using increasingly less assistive prompts, as Gavin is able to more accurately use appropriate expressive language. While the fading prompt hierarchy is often recommended to parents and caretakers of children with developmental speech delays, properly using the procedure does require a fundamental understanding of the concepts embedded within the hierarchy as well as practice with those concepts. ***This Experience Design Prototype will describe a 15-minute print-based instruction to provide Gavin's adult family members instruction on how to carry out the fading prompt hierarchy, which will support Gavin's developmental goals during their interactions with him.***

Rationale

Learning that a beloved family member has developmental challenges can often be hard to cope with and handle. Unless directly involved with the therapeutic interventions in place, family members are often left unsure of how to best to support the individual family member. Even when directly involved with the therapies, attempting to engage that family member in therapeutic practices can be intimidating; therapeutic interventions are typically highly prescriptive, such that family members may lack confidence to properly execute them. For children that need support, the task of supporting them can seem too great; there is always another goal to work towards that require a tremendous amount of effort and patience. Often, and overwhelming burden is placed on the parents or guardians of the child facing developmental delays to explain the therapeutic supports in place and to champion the appropriate ways in which other family members may support the child's goals. This training is needed to help assuage fears and alleviate parental burden by providing instruction on an enduring technique that will also support Gavin's goals when family members engage with him.

Persona Discovery

Lucky for Gavin, there are many adults in his family who love him and have a vested interest in his development. To help frame the instruction, the following personas will be considered.

Kim

Kim is Gavin's mother. Given her background in K-12 education and language acquisition, she serves as Gavin's primary advocate and seeker of therapeutic services. She serves as the main liaison between Gavin's Montessori preschool, county provided services through the PEP pilot class, and private therapy. She has sought out consultations with professional advocates, developmental pediatricians, and other specialists. She is often exhausted with having to explain all the details to other family members and facilitating their interactions with him.

Larry

Larry is Gavin's father; he lives with his wife and Gavin. He loves having fun and roughhousing with Gavin. His background is in television and journalism; when it comes to instructions or aids, they need to be simple and clean. He wants to see his son succeed, but does not always understand all of the educational, therapeutic jargon. He accompanies Gavin to his private speech therapy session each week. He appreciates working with Gavin on familiar, comfortable exercises and seeing Gavin make progress.

Bessie
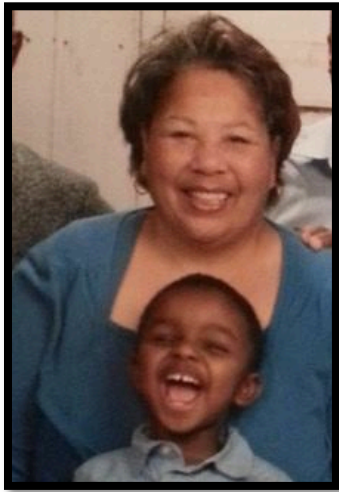
Bessie is Gavin's maternal grandmother, Gram Gram. She is a retired elementary school teacher who also specialized in reading recovery and worked with young children at risk for being non-readers. Despite suffering with some health issues and decreased mobility, she stays abreast of all of Gavin's therapies, goals, and objectives. She lives about 2½ hours away from Gavin, but sees him about once a month in person and frequently calls or Facetimes with Gavin and his family. To engage Gavin in conversation, she frequently asks him questions, and repeats the question until she gets an answer. If she doesn't understand the answer, she asks Kim what Gavin said.

Melvin

Melvin is Gavin's maternal grandfather, PopPop. He lives with Bessie about 2½ hours away, but tends to see Gavin every month as well. When Gavin stays for visits at his grandparents' house, Melvin engages in a number of activities with Gavin, such as going to the park, visiting other family members, and swimming in the pool. He is less aware of all of Gavin's therapies but is very observant of Gavin's behavior and interactions with others outside the immediate family. His approach when Gavin is unresponsive to questions is just to keep talking. If he doesn't understand what Gavin is saying, he asks Kim what Gavin said.

Rachelle

Rachelle is Gavin's maternal aunt, Tía. She has lived in the same town as Gavin off and on and ranges from seeing him every other week when she is in town to once every other month when she is not in town. She is living the single life and not available to watch Gavin for long stints of time, but is interested in making the most of her interactions with Gavin when she has them. When she does not understand Gavin's responses, she will tell him, "I don't know what you're saying" and/or will ask Kim what Gavin said. She frequently comments that she always feels like Gavin is making progress until she interacts with another child around his age; that's when she notices the discrepancies.

Gwendolyn

Gwendolyn is Gavin's paternal grandmother, Mom Mom. Though she is retired now, she spent part of her career as a Teacher's Assistant. She lives about an hour and 40 minutes away, but typically stays with Gavin and Larry to help out when Gavin's mother is out of town. She frequently buys Gavin educational materials, but has many questions for Kim and Larry about how Gavin is progressing, for how long he will need therapeutic therapies, and how long it will be before he is able to respond to typical questions.

Allison
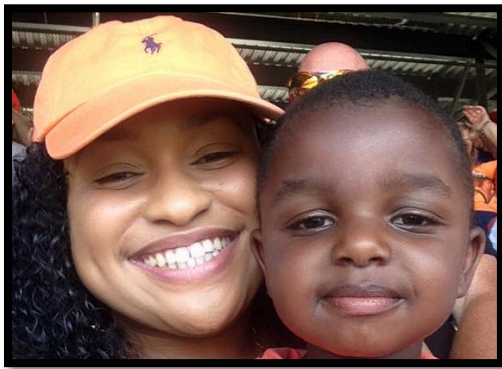
This is Gavin's paternal aunt, LaLa. As a new working professional, she is pretty busy and sees Gavin in spurts. She has overcome her own learning challenges and just likes to laugh, giggle, and have fun with Gavin. She has expressed being unsure what to do when Gavin only giggles in response to her questions, but does enjoy the giggling. She will ask Kim what Gavin is saying, if she does not understand his answer(s).

Task Analysis

Goal: Implement (fading) prompt hierarchy for Gavin when asking/responding to questions.
1. Provide natural cue by asking Gavin to perform a task
   a. Allow at least five seconds wait time for Gavin to provide a response.
   b. If Gavin responds with an appropriate answer (i.e., demonstrated independent performance by responding to the natural cue),
      i. Congratulate Gavin for using his words.
      ii. Validate his response (i.e., When I asked _____, you responded _____.)
      iii. Note: Task is complete; no need to proceed.
   c. If Gavin responds with an inappropriate or unintelligible answer, congratulate Gavin for attempting to respond and proceed to step 2.
   d. If Gavin does not respond, proceed to step 2 to invoke the next level of the prompt hierarchy.
2. Repeat the question while providing a visual prompt, if appropriate, that facilitates understanding of the question and/or appropriate response options.
   a. If a visual prompt is not appropriate, proceed to step 3.
   b. If a visual prompt is appropriate, allow at least five seconds wait time for Gavin to provide a response.
      i. If Gavin responds with an appropriate answer,
         1. Congratulate Gavin for using his words.
         2. Validate his response (i.e., When I asked _____, you responded _____.)
         3. To encourage full independence and appropriate response(s) to natural cues, repeat from step 1.
      ii. If Gavin responds with an inappropriate or unintelligible answer, congratulate Gavin for attempting to respond and proceed to step 3.
      iii. If Gavin does not respond, proceed to step 3 to invoke the next level of the prompt hierarchy.
3. Repeat the question while providing an additional verbal prompt, if appropriate, that facilitates understanding of the question and/or appropriate response options.
   a. If a verbal prompt is not appropriate, proceed to step 4.
   b. If a verbal prompt is appropriate, allow at least five seconds wait time for Gavin to provide a response.

       i. If Gavin responds with an appropriate answer,
1. Congratulate Gavin for using his words.
2. Validate his response (i.e., When I asked _____, you responded _____.)
3. To encourage full independence and appropriate response(s) to natural cues, repeat from step 2.
      ii. If Gavin responds with an inappropriate or unintelligible answer, congratulate Gavin for attempting to respond and proceed to step 4.
     iii. If Gavin does not respond, proceed to step 4 to invoke the next level of the prompt hierarchy.
4. Repeat the question while providing a gestural prompt, if appropriate, that facilitates understanding of the question and/or appropriate response options.
    a. If a gestural prompt is not appropriate, proceed to step 5.
    b. If a gestural prompt is not appropriate, allow at least five seconds wait time for Gavin to provide a response.
       i. If Gavin responds with an appropriate answer,
1. Congratulate Gavin for using his words.
2. Validate his response (i.e., When I asked _____, you responded _____.)
3. To encourage full independence and appropriate response(s) to natural cues, repeat from step 3.
      ii. If Gavin responds with an inappropriate or unintelligible answer, congratulate Gavin for attempting to respond and proceed to step 5.
     iii. If Gavin does not respond, proceed to step 5 to invoke the next level of the prompt hierarchy.
5. Repeat the question while modeling, if appropriate, in a way that facilitates understanding of the question and/or appropriate response options.
    a. If modeling is not appropriate, proceed to step 6.
    b. If modeling is appropriate, allow at least five seconds wait time for Gavin to provide a response.
       i. If Gavin responds with an appropriate answer,
1. Congratulate Gavin for using his words.
2. Validate his response (i.e., When I asked _____, you responded _____.)
3. To encourage full independence and appropriate response(s) to natural cues, repeat from step 4.
      ii. If Gavin responds with an inappropriate or unintelligible answer, congratulate Gavin for attempting to respond and proceed to step 6.
     iii. If Gavin does not respond, proceed to step 6 to invoke the next level of the prompt hierarchy.
6. Repeat the question while providing a partial physical prompt, if appropriate, in a way that facilitates understanding of the question and/or appropriate response options.
    a. If a partial physical prompt is not appropriate, proceed to step 7.
    b. If a partial physical prompt is appropriate, allow at least five seconds wait time for Gavin to provide a response.
       i. If Gavin responds with an appropriate answer,
1. Congratulate Gavin for using his words.
2. Validate his response (i.e., When I asked _____, you responded _____.)
3. To encourage full independence and appropriate response(s) to natural cues, repeat from step 5.
      ii. If Gavin responds with an inappropriate or unintelligible answer, congratulate Gavin for attempting to respond and proceed to step 7.
     iii. If Gavin does not respond, proceed to step 7 to invoke the next level of the prompt hierarchy.
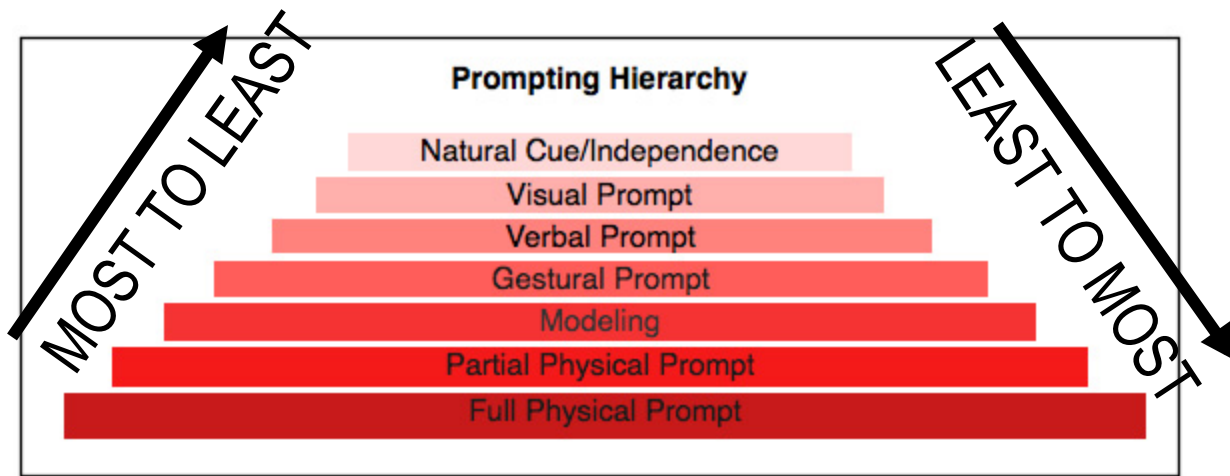
7. Repeat the question while providing a full physical prompt, if appropriate, in a way that facilitates understanding of the question and/or appropriate response options.
    a. If a full physical prompt is not appropriate,
        i. Repeat from step 1 if Gavin is not showing signs of fatigue.
        ii. Move on to one of Gavin's preferred activities (i.e., chasing, tickling) and revisit this question/answer sequence from step 1 at a later time.
    b. If a full physical prompt is appropriate, allow at least five seconds wait time for Gavin to provide a response.
        i. If Gavin responds with an appropriate answer,
            1. Congratulate Gavin for using his words.
            2. Validate his response (i.e., When I asked _____, you responded _____.)
            3. To encourage full independence and appropriate response(s) to natural cues, repeat from step 5.
        ii. If Gavin responds with an inappropriate or unintelligible answer, congratulate Gavin for attempting to respond and
            1. Repeat from step 1 if Gavin is not showing signs of fatigue.
            2. Move on to one of Gavin's preferred activities (i.e., chasing, tickling) and revisit this question/answer sequence from step 1 at a later time.
        iii. If Gavin does not respond, move on to one of Gavin's preferred activities (i.e., chasing, tickling) and revisit this question/answer sequence from step 1 at a later time.

Objectives
1. At the end of this print-based instruction, learners will be able to list the types of prompts in the prompt hierarchy in order from least to most intrusive with 100% accuracy, given a job aid. (Procedure/Recall)

2. At the end of this print-based instruction, learners will be able to match 7 out of 7 prompt definitions to their prompt type names, given a job aid. (Concept/Recall)

3. At the end of this print-based instruction, learners will be able to create one example of a prompt that is less intrusive that a stated prompt, given a scenario and a job aid. (Concept/Application)

4. At the end of this print-based instruction, learners will be able to create one example of a prompt that is more intrusive than a stated prompt, given a scenario and a job aid. (Concept/Application)

Instructional Strategies
1. Learning Objective #1:
    a. Initial Presentation: Print-based instruction will provide a visual example of the (fading) prompt hierarchy procedure. (A sample image is provided below; modifications will be made during final instrument development.)

Prompting Hierarchy

MOST TO LEAST

LEAST TO MOST

Natural Cue/Independence
Visual Prompt
Verbal Prompt
Gestural Prompt
Modeling
Partial Physical Prompt
Full Physical Prompt

  b. Generative Strategy: Learners will review/rehearse the definition of each procedures step/concept (initially presented in response to learning objectives 2-4) and rehearse a worked example that is aligned with the task-analysis procedures, as prompted in the print-based instruction.

2. Learning Objective #2:
  a. Initial Presentation: Print-based instruction will provide the concept name(s), definition(s), and an example. (A sample chart of concepts and definitions is provided below; modifications will be made during final instrument development.)

Prompt Hierarchy Concept	Definition	Examples and Non-Examples
Prompt	Any supportive behaviors that cause learners to know how to demonstrate a behavior correctly or increases the probability of correct responding.	Example: Visual prompt of a female symbol on the Women's restroom door, increasing the probability that females will enter that door to use the restroom and not the Men's restroom door.
Natural Cue/Independence	Any naturally occurring an environmental stimulus that elicits an appropriate behavioral response without any additional prompting.	Example: Feeling the urge to use the bathroom prompts an individual to ask to use the restroom or go to the restroom. Example: Feeling hunger prompts a child to ask for a snack. Non-Example: Telling a child it's time to eat.
Visual Prompt	Two-dimensional supports that can include words, symbols, graphics, signs, etc.	Example: Provide picture or drawing of clock with clock hands arranged to indicate particular time with picture showing individuals engaging in certain activity appropriate for time, e.g., relaxing at break. Non-Example: Giving a child shoes when you have asked them to put on their shoes.
Verbal Prompt	Use of specific verbal statement that tells learner what to do and how to do it. It is not a suggestion or simply telling them. Five main verbal prompt types include: 1) telling how to do behavior, (2) telling how to do part of behavior, (3) giving a	Example: When playing checkers, a person right next to the learner would say "When my piece is next to yours like that, you need to jump it. Go ahead and jump my piece now." Non-example: "Let's play checkers."

Prompt Hierarchy Concept	Definition	Examples and Non-Examples
	rule to follow, (4) giving a hint, and (5) providing options.	*This is a suggestion or direction, but not verbal prompt because it is not specific to performance of behavior.*
Gestural Prompt	A movement of part of the body, typically the hand or head, to express an idea or meaning that supports eliciting a desired behavior.	Example: Pointing, motioning, or head nodding to the bathroom when suspecting a child has to use the potty. Non-Example: Taking the child to the restroom.
Modeling	Demonstrating the behavior expected of the learner. For this to be successful, the learners must posses the prerequisite skills of attending and imitating. If the learner is imitation deficient, this prompt may need to be combined with other prompts.	Example: Performing the act of saying hello to people when they come in the room, as a demonstration. Example: Demonstrating putting on a coat. Non-Example: Telling the child to say hello. Non-Example: Putting the child's coat on for them.
Partial Physical Prompt	Using touch to partially guide the learner through the desired movement or behavior. This prompt should always be paired with less intrusive prompts (i.e., verbal and/or gestures).	Example: Nudging the child's hand to wave hello as others enter the room. Non-Example: Fully waving the child's hand to say hello.
Full Physical Prompt	Fully placing your hand over the learner's hand to guide their hand or body through the execution of the behavior or response. This is the most intrusive and controlling prompt. It should only be used when appropriate, and the learner will not respond to less intrusive prompts.	Example: Holding your hand over one of the learner's hand to secure a cup; holding your hand over the learner's other hand to pour a drink into the glass. Example: Holding your hand over the learner's hand(s) to guide them through a sign-language response to a question. Non-Example: Nudging the learner's hand to hold the cup. Non-Example: Modeling the appropriate sign language response.

      b. Generative Strategy: Learners will review/rehearse the definition and worked example as prompted in the print-based instruction. Identify examples that confirm the learner's comprehension of the concept.

3. Learning Objective #3:

      a. Initial Presentation: Print-based instruction will provide the concept name(s), definition(s), and an example.

      b. Generative Strategy: Learners will review/rehearse the definition and worked example, as prompted in the print-based instruction. Learners will identify examples from the print-based instruction that confirm their comprehension of the concept. (A sample worked example is provided below; modifications will be made during final instrument development, including the addition of if/then considerations in accordance with the task analysis.)

Prompt Level	Greeting
Natural Cue/Independence	Learner says "hello" upon seeing person enter room.
Visual Prompt	Show a two-dimensional textual image of the word "hello."
Verbal Prompt	Remind the learner of the rule: When someone enters the room, you say, "hello" to greet them.
Gestural Prompt	Silently nod or point to the person who has entered the room.
Modeling	Say to the learner: "Let's greet the person who just came in. Hello, ____. Now you try."
Partial Physical Prompt	Gently touch the learner's elbow to raise their hand to begin the wave greeting process.
Full Physical Prompt	Pick up the learner's hand and wave it in greeting.

    c. Integrative Strategy: Learners will determine whether new instances in the print-based instruction are examples or non-examples of the concept. Learners will generate a new example of the concept(s), as prompted in the print-based instruction.

4. Learning Objective #4:
    a. Initial Presentation: Print-based instruction will provide the concept name(s), definition(s), and an example.
    b. Generative Strategy: Learners will review/rehearse the definition and worked example, as prompted in the print-based instruction. Learners will identify examples from the print-based instruction that confirms their comprehension of the concept.
    c. Integrative Strategy: Learners will determine whether new instances in the print-based instruction are examples or non-examples of the concept. Learners will generate a new example of the concept(s).

Assessments and Evaluations

Summative Assessments
Each of the learning objectives will be assessed in the following ways:
1. Learning Objective #1: The print-based instruction will include a worksheet with two columns. On the left column, the concepts/steps from the prompt hierarchy will be placed in random order. Participants will be instructed to write the concepts/steps from the prompt hierarchy in the correct order from least intrusive to most intrusive to the learner. The participants will be able to reference the job aid presented in the print-based instructional materials. The answer key will be provided on the back of the worksheet so that participants can check their answers. (A sample assessment is provided below; modifications will be made during final instrument development.)

Prompt Hierarchy Order

Directions: Review each of the prompt hierarchy steps in the left column. Use the right column to write those prompt types in order from least intrusive to most intrusive to the learner. You may reference the job aid provided in this instruction. When you are done, you may check your answers on the reverse side of this worksheet.

Prompt Types	Order from least to most intrusive
Visual Prompts	1.
Modeling	2.
Partial Physical Prompt	3.
Full Physical Prompt	4.
Verbal Prompts	5.
Natural Cue	6.
Gestural Prompt	7.

Answer Key: 1. Natural Cue, 2. Visual Prompt, 3. Verbal Prompt, 4. Gestural Prompt, 5. Modeling, 6. Partial Physical Prompt, 7. Full Physical Prompt

2. Learning Objective #2: The print-based instruction will include a worksheet with two columns. On the left column, the concepts/steps names from the prompt hierarchy will be provided with letter assignments (for matching purposes). On the right column, definitions of the concepts/steps will be provided in random order. An underlined space will be provided before each definition. Participants will be instructed to write the letter of the concepts/steps from the prompt hierarchy on the left, in the correct space on the right that corresponds to its definition. The participants will be able to reference the job aid presented in the print-based instructional materials. The answer key will be provided on the back of the worksheet so that participants can check their answers. (A sample assessment is provided below; modifications will be made during final instrument development.)

Assessment #2
Prompt Hierarchy Concept Definitions
Directions: Review each of the prompt hierarchy concepts/steps in the left column. Use the right column to write those prompt types in order from least intrusive to most intrusive to the learner. You may reference the job aid provided in this instruction. When you are done, you may check your answers on the reverse side of this worksheet.

Prompt Types	Order from least to most intrusive
A. Natural Cue/Independence	1. _____ A movement of part of the body, typically the hand or head, to express an idea or meaning that supports eliciting a desired behavior.
B. Visual Prompt	2. _____ Using touch to partially guide the learner through the desired movement or behavior. This prompt should always be paired with less intrusive prompts (i.e., verbal and/or gestures).
C. Verbal Prompt	3. _____ Use of specific verbal statement that tells learner what to do and how to do it. It is not a suggestion or simply telling them. Five main verbal prompt types include: 1) telling how to do behavior, (2) telling how to do part of behavior, (3) giving a rule to follow, (4) giving a hint, and (5) providing options.
D. Gestural Prompt	4. _____ Fully placing your hand over the learner's hand to guide their hand or body through the execution of the behavior or response. This is the most intrusive and controlling prompt. It should only be used when appropriate, and the learner will not respond to less intrusive prompts.
E. Modeling	5. _____ Two-dimensional supports that can include words, symbols, graphics, signs, etc.
F. Partial Physical Prompt	6. _____ Any naturally occurring an environmental stimulus that elicits an appropriate behavioral response without any additional prompting.
G. Full Physical Prompt	7. _____ Demonstrating the behavior expected of the learner. For this to be successful, the learners must posses the prerequisite skills of attending and imitating. If the learner is imitation deficient, this prompt may need to be combined with other prompts.

Answer Key: 1. D, 2. F, 3. C, 4. G, 5. B, 6. A, 7. E

3. Learning Objectives #3 and #4: The print-based instruction will include a worksheet. A scenario, natural cue, and one additional prompt level example will be provided. Participants will be instructed to provide two additional prompt examples: one at less intrusive level, and at a more intrusive level. Sample responses will be provided on the back of the worksheet so that participants can compare their own responses. (A sample assessment is provided below; modifications, including the build out of all examples, will be made during final instrument development.)

Assessment #3

Prompt Hierarchy Scenario and Examples

Directions: Review each of the prompt hierarchy concepts/steps in the left column. In the right column, one prompt example appropriate for this example is provided. First, select one less intrusive prompt type, label is less intrusive, and provide an example appropriate for this scenario. Then, select one more intrusive prompt type, label it as more intrusive, and provide another example appropriate foe this scenario. You may reference the job aid provided in this instruction. When you are done, you may check your answers against the samples provided on the reverse side of this worksheet.

Scenario: You walk into a room where Gavin is playing by himself. You ask, "How are you?"

Prompt Types	Examples based on the scenario
A. Natural Cue/Independence	
B. Visual Prompt	
C. Verbal Prompt	You say, "When someone asks you how you are, you look them in the eye and provide a response, like I'm ok."
D. Gestural Prompt	
E. Modeling	
F. Partial Physical Prompt	
G. Full Physical Prompt	

Formative Print-based Instruction Evaluation

Formative evaluation serves to uncover problems and improve functionality of an instructional intervention. The formative evaluation for this print-based instruction will include a beta test as an ongoing effort throughout the design and development process for this intervention: the lead instructional designer will consult a peer Instructional Design PhD student to solicit feedback regarding the instructional soundness, appropriateness and feasibility of the course via one-on-one design and content reviews. The lead Instructional Designer will make adjustments to the design and development of course materials based on the feedback solicited, as appropriate.

While feedback from a peer Instructional Designer can provide great insight into the appropriateness of the materials and whether or not revisions are needed from a Subject Matter Expert Instructional Design perspective, direct feedback from the target audience or small group evaluation, would also be valuable. This audience could provide better insight into the appropriateness of the time allotted for discussion and activities, ease of material use, and any other recommendations that would be valuable from a participant perspective. To obtain these data, this print-based instruction would be implemented first in a pilot with at least one of the identified audience members. After the pilot, the participant(s), will complete a short reaction survey. (See the survey that follows.)

Pilot Participant Reaction Survey

Part I Directions: For each statement on the left of the table, place an X in the box corresponding to the degree of which you agree with the statement.

Statement	Level of Agreement				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. This print-based instruction prepared me to list the types of prompts in the prompt hierarchy in order from least to most intrusive with 100% accuracy, given a job aid.					
2. This print-based instruction prepared me to match 7 out of 7 prompt definitions to their prompt type names, given a job aid.					
3. This print-based instruction prepared me to create one example of a prompt that is less intrusive that a stated prompt, given a scenario and a job aid.					
4. This print-based instruction prepared me to create one example of a prompt that is more intrusive than a stated prompt, given a scenario and a job aid.					
6. The 15 minutes allotted for content coverage was appropriate.					
8. The print-based materials, including all handouts, were easy to use.					

Part II Directions: Please complete each of the following feedback prompts.
1.   What worked well was…

2.   What did not work well was…

Summative Print-Based Instruction Evaluation

To determine how effective the print-based instruction is upon implementation, the results of the summative assessments described previously will be collected by the instructional designer. In addition, a Level 1 evaluation survey will be employed; data will be collected by the instructional designer to determine participant reactions to the print-based evaluation.

Level I Survey

Part I Directions: For each statement on the left of the table, place an X in the box corresponding to the degree of which you agree with the statement.

Statement	Level of Agreement				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I can list the types of prompts in the prompt hierarchy in order from least to most intrusive with 100% accuracy, given a job aid.					
2. I can match 7 out of 7 prompt definitions to their prompt type names, given a job aid.					
3. I can create one example of a prompt that is less intrusive that a stated prompt, given a scenario and a job aid.					
4. I can create one example of a prompt that is more intrusive than a stated prompt, given a scenario and a job aid.					
6. The 15 minutes allotted for content coverage was appropriate.					
8. The print-based materials, including all handouts, were easy to use.					
9. This print-based instruction was useful.					
10. I feel better informed about the prompt hierarchy.					

Part II Directions: Please complete each of the following feedback prompts.
1. What worked well was…

2. What did not work well was…