

# System of Least Prompts for Teaching Board Game Play to Young Children with Disabilities

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## INTRO

- Children with or at risk for disabilities often have deficits in play skills and social communication (Oppenheim-Leaf, Leaf, & Call, 2012; American Psychiatric Association, 2000).
- Play provides a context for expanding social communication and interaction skills (Davis-Temple, Jung, & Sainato, 2014) and the opportunity to form relationships with peers, siblings, and caregivers (Lifter, Mason, & Barton, 2011).
- Board games also provide multiple and varied opportunities for children to understand and follow rules, how to give peers complements, how to help peers, and how to share (Arntzen, Halstadro, & Halstadro, 2003; Davis-Temple et. al., 2014).

## METHODS

1. 4 target participants at risk for or with disabilities, and 4 four peer participants
2. One target participant and peer, played developmentally appropriate board games
3. Multiple-probe across participants design

## RESULTS

- We observed a functional relation between the system-of-least prompts procedure and an increase in game play behaviors among preschool children with disabilities.
- We did not observe a functional relation between the onset of intervention and an increased rate in game play related social communication.

## DISCUSSION

- Systematic instruction can be used to increase and promote play between peers.
- Thinning of reinforcement is necessary to maintain game play behavior.
- Salient reinforcers are needed to maintain motivation and game play behaviors.

# System of least prompts, peer models, visuals, and contingent reinforcement led to increased unprompted correct game play behaviors of preschool children with disabilities.



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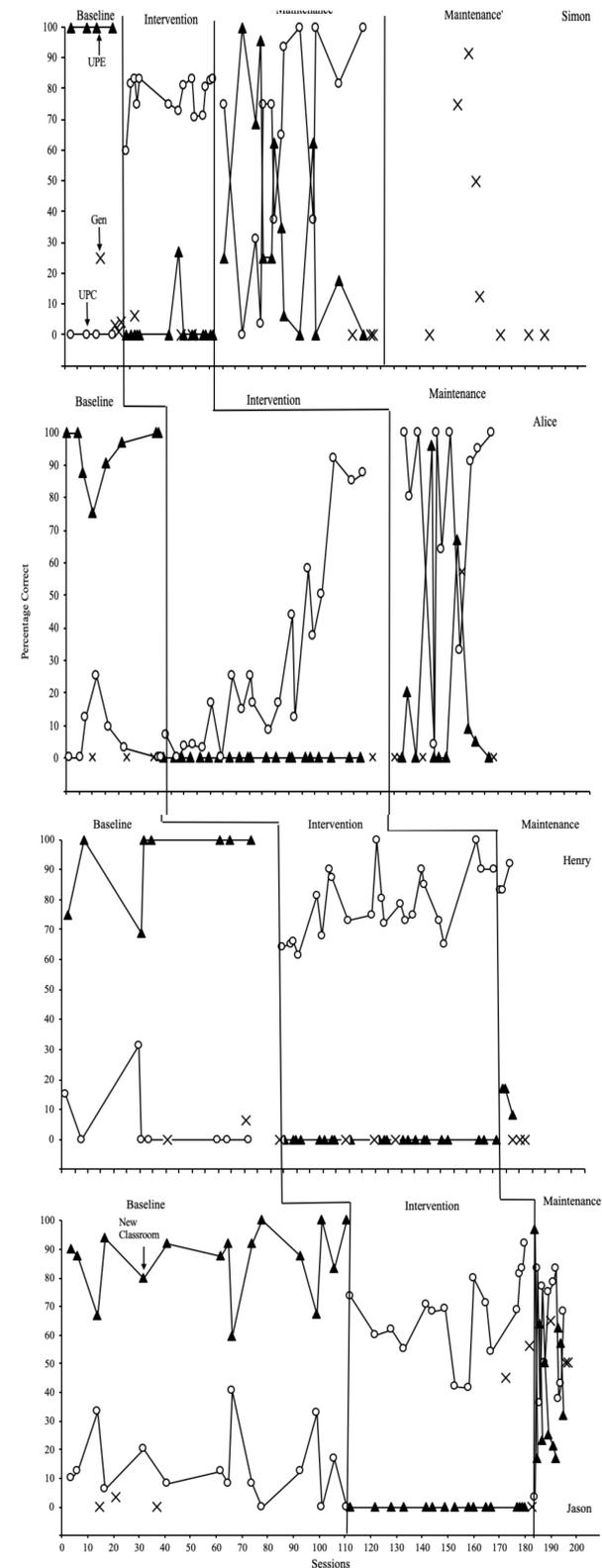


Figure 1. Unprompted correct game play behavior