

Early Childhood Education Laboratory Preschool

Measure of the Effect of Least to Most Prompt on Child Compliance During Whole Group

Prompt strategies have been used to increase the compliance of preschool-aged children to teacher directives. Compliance allows for the class to run smoothly and have minimal distractions. It allows for others to be able to focus and understand what is being taught. The purpose of this study was to measure the effects of the least to most prompt hierarchy on child compliance during whole group. The design for this study was a multiple baseline design across three different whole group activities (morning meeting, morning literacy, and afternoon literacy/reflection). The whole group “gives children opportunities to practice skills such as talking to a group, listening to their classmates, responding appropriately with questions or comments, working cooperatively, and using and processing new information” (Coppie & Bredekamp, 2009, p. 39). Therefore, the whole group setting is effective for working on child compliance. The participants consisted of three preschool teachers (one lead teacher and one facilitating teacher), with varying levels of education and experience, across three targeted children. Teacher prompts and children's compliance were measured during the three whole group activities. The results of this study showed that the prompt strategies were effective when implemented properly. Each of the targeted children’s amount of compliance increased dramatically throughout the study.