

## Research-Based Practice: Priming

### References:

- Gengoux, G. W. (2015). Priming for social activities: Effects on interactions between children with autism and typically developing peers. *Journal of Positive Behavior Interventions*, 17(3), 181-192.
- Koegel, L. K., Koegel, R. L., Frea, W., & Green-Hopkins, I. (2003). Priming as a method of coordinating educational services for students with autism. *Language, Speech & Hearing Services in Schools*, 34(3), 228-235.

**Description:** In general, priming involves letting students know what to expect prior to a routine or activity to decrease behavior problems and increase active engagement. When using problem, you can use verbal communication, but it is often necessary to support the verbal instruction with visual supports (pictures, symbols, video clips, checklists, etc.). Examples of ways that priming may be used include, but are not limited to:

- Remind students of behavioral expectations before an instructional activity.
- Let students know what to expect during a school assembly, field trip, or other special event.
- Pre-teach a lesson one-on-one before including the student in the related group lesson to set the student up for success.
- Let students know how they will be positively reinforced for meeting specific behavioral, social, or academic expectations.
- Have parents pre-teach skills and concepts at home to decrease anxiety when learning in group arrangements in school and set up the student for academic success.