**MORE INDEPENDENT** 





# PROMPT HIERARCHY

When the targeted skill has been achieved at the independent level the student can now be supported to accomplish the skill at an increased level of complexity, with the appropriate prompts.

# **INDEPENDENT**

Task able to be completed without prompts.

# VISUAL PROMPT

A visual to assist the student in knowing the intended response. e.g. pictures, text, photos, videos.

#### INDIRECT VERBAL PROMPT

A verbal cue that something is expected of the student, but very little information is given.

e.g. "What's next?" "Where are you supposed to go?"

## DIRECT VERBAL PROMPT

A verbal offering that gives the full response expected. e.g. putting out a letter F flashcard and saying, "Say F."

## **GESTURAL PROMPT**

Giving some type of gesture or movement that shows the student what to do. e.g. pointing to correct answer or target, making eye contact with student and nodding to indicate turn.

### MODEL PROMPT

Showing the student exactly what to do in order for them to respond or perform a task correctly.

e.g. if you tell your student to clap his hands, you clap your hands, saying, "Put the ball in the bucket", as you put the ball in the bucket to show them.

#### PHYSICAL PROMPT

Physical assistance with student to allow them to demonstrate the correct response, e.g. physically touching or moving your students hand to complete the response.

Support the student to achieve independence in the targeted skill using the prompt hierarchy.





MORE INVASIVE