

A PROMPT HEIRARCHY

Level 0 - Independent Performance and/or Initiation

(Example: No prompts given except what the teacher naturally said or did; Student is expected to perform independently; natural supports.)

Level 1 – Expectant Waiting/Expectant Time Delay

(Example: The adult pauses with a look of expectation to give the student additional time and impetus to respond; silence.)

Level 2 – Manual Signs/Pictures/Visual Cues/Verbal Cues

Example:

- ASL Signs or Body Movements
- Pointing a Finger
- Shifting One’s Gaze to Object or Activity
- Shrugging One’s Shoulders
- Moving Closer to or Farther Away from the Student
- Visual Cues: Student is Shown a Representational Object or Picture to Cue Him to Perform the Behavior (Photo or PECs)
- Repetition of Directions
- Declarative/Indirect Statements (example: “Hmmm...this sure is a mess...”)
- Verbal Instruction (Direct: “Check your schedule.”)
- Calling Out Student, (ie.Using His or Her Name)
- Verbal Model of Language
- Provision of Phonemic/Sound Cues
- Closed Sentences (“It’s time to line _____”)
- Questions (“What were we just doing?”)

Level 3 – Combinations of Cue

- Multi-Sensory Cues
- Tactile and Visual Cues
- Visual and Verbal Cues

Level 4 – Physical Cues/Assistance

- The adult touches the students or physically guides him through the desired behavior (hand over hand).
- The student is seated next to the adults
- The adult carries the student’s belongings or equipment
- The non-violent crisis intervention: physical control or restraint

Estimate while prompting, then record data corresponding to the average range of performance per skill.

(originally received from A.Kennedy/www.HCDE.org)

