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)

LifeLine
1400 McCallie Avenue Chattanooga, TN 37404     423-622-4007    www.LifeLineFamilies.org