

Prompts

<p>Physical Prompts Full Physical -FP Part Physical –PP</p>	<p>The most intrusive / restrictive type of prompt. Ranges from full physical guidance to a partial physical prompt such as a light touch to encourage a response.</p>
<p>Verbal Prompts V</p>	<p>Verbal instruction to perform the required action</p>
<p>Visual Prompts: VS</p>	<p>Object Prompts The object acts as a stimulus for the response. Pictorial prompts – Photos and Visuals A picture or other two dimensional representation (words, symbols, etc.) acts as a stimulus for the response. Positional Prompts Positioning the correct response in a way that the student is more likely choose it (often used in direct instruction situations).</p>
<p>Gestural/ Sign Prompts GS</p>	<p>A point or other gesture to prompt the expected response.</p>
<p>Model Prompts: M</p>	<p>Demonstration of the behaviour to be performed (i.e., showing how to perform the behaviour/action).</p>

Adjustments and Accommodations

Most-to-Least Prompting

- Use when the student has minimum influence over behaviour (adult maintains maximum control over behaviour)
- Minimizes error (errorless learning)
- When used with physical prompting: Referred to as Graduated Guidance
- High risk of prompt dependency

Least-to-Most Prompting

- Allows the child maximum influence over behaviour
- Student may experience more errors
- May need to increase level of prompting if errors continue
- Lower risk of prompt dependency

Prompt Fading

- Systematically fade prompts as soon as possible to avoid prompt dependency
- Plan for prompt fading as part of the teaching plan