

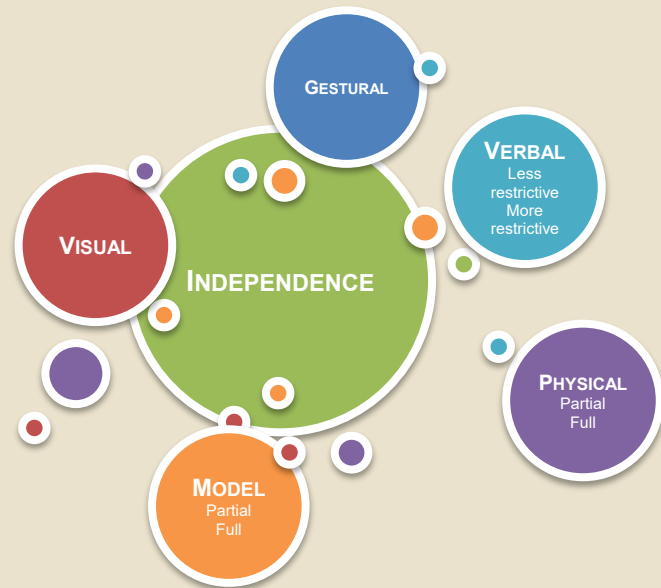


PROMPT HIERARCHY HOME EXAMPLES

Use the Prompt Hierarchy Home Examples to create prompting levels based on your child's needs or type of goal addressed.

PROMPTING...

Prompting can be used to address many different skills and target behaviors for elementary-aged children. Research supports the use of prompting for target skills and behaviors in the following domains: social, communication, joint attention, behavior, school readiness, play, motor, adaptive, and academic. To reduce dependency, prompting should be used from least-to-most. *However*, the order of prompting levels, or what is the least-to-most hierarchy, is not always the same due to differences in child needs and/or the type of target skill/behavior. See the target skills/behaviors below for examples of how prompting levels can vary depending on child needs and/or the target skill/behavior.



TARGET SKILL/BEHAVIOR: *Sight word identification during book reading*

Level 1	Independent	After task directive/cue, "What word?" provide response time with no additional prompt
Level 2	Gestural	Point to the word in the book (or write it on a notecard or sticky note and point to it)
Level 3	Verbal: Less restrictive	Tell child the first sound of word
Level 4	Verbal: More restrictive	Tell child the sight word

TARGET SKILL/BEHAVIOR: *Zippering up coat*

Level 1	Independent	After task directive/cue "Zip jacket," provide response time with no additional prompt.
Level 2	Physical: Partial	Place the child's hands on the zipper
Level 3	Physical: Full	Provide the child hand-over-hand assistance to zip jacket



TARGET SKILL/BEHAVIOR: Cleaning up toys after an activity

Level 1	Independent	After task directive/cue (“it’s time to clean up”), provide response time with no additional prompt.
Level 2	Gestural	Point to the container where the toys should go
Level 3	Model: Partial	Show child how to put one of the toys in the container
Level 4	Physical: Partial	Hand child one of the toys
Level 5	Verbal	Tell child, “put the toy in the basket”

TARGET SKILL/BEHAVIOR: Asking for help (Child using an ‘I need help.’ card to communicate)

Level 1	Independent	After task directive/cue (giving child a task where help is needed), provide response time with no additional prompt.
Level 2	Gestural	Point to the “I need help.” card
Level 3	Verbal	Ask the child, “Do you need help?”

TARGET SKILL/BEHAVIOR: Sitting in seat for mealtime

Level 1	Independent	After task directive/cue (telling child it is time for snack/meal), provide response time with no additional prompt.
Level 2	Gestural	Point to child’s designated seat at the table
Level 3	Visual	Show child a picture of a person sitting at the table (could be a picture on your phone of the child seated for meals)
Level 4	Verbal	Tell child to “Sit down, please.”
Level 5	Physical: Partial	Take child’s hand to guide them to designated seat

TARGET SKILL/BEHAVIOR: Responding to a greeting

Level 1	Independent	After task directive/cue (someone greets child), provide response time with no additional prompt.
Level 2	Visual	Show child a card that says, “Good morning.”



Level 3	Verbal: Less restrictive	Ask child, "What do you say?"
Level 4	Verbal: More restrictive	Tell child to say, "Good morning."

TARGET SKILL/BEHAVIOR: *Taking turns*

Level 1	Independent	After task directive/cue (starting a turn-taking activity like kicking a ball, driving a car down a ramp, etc.), provide response time with no additional prompt.
Level 2	Visual	Show the child a card that says, "Your turn."
Level 3	Gestural	Point to the card that says, "Your turn."
Level 4	Verbal	Tell the child, "It's your turn to go."
Level 5	Physical: Full	Take the child's hand to guide them in playing the game

TARGET SKILL/BEHAVIOR: *Walking on the sidewalk*

Level 1	Independent	After task directive/cue ("We're going on a walk"), provide response time with no additional prompt.
Level 2	Visual	Show child a picture of a person walking on the sidewalk (can be a phone picture of the child doing the activity on the sidewalk)
Level 3	Verbal: Less restrictive	Tell child, "stay on the sidewalk"
Level 4	Physical: Less restrictive	Take child's hand and guide them physically onto the sidewalk

TARGET SKILL/BEHAVIOR: *Drawing a circle*

Level 1	Independent	After task directive/cue (tell child time to draw a circle), provide response time with no additional prompt.
Level 2	Visual	Show the child a picture of a circle
Level 3	Model: Partial	Show child how to draw half of a circle
Level 4	Model: Full	Show child how to draw a full circle
Level 5	Physical: Full	Provide the child hand-over-hand assistance to draw a circle