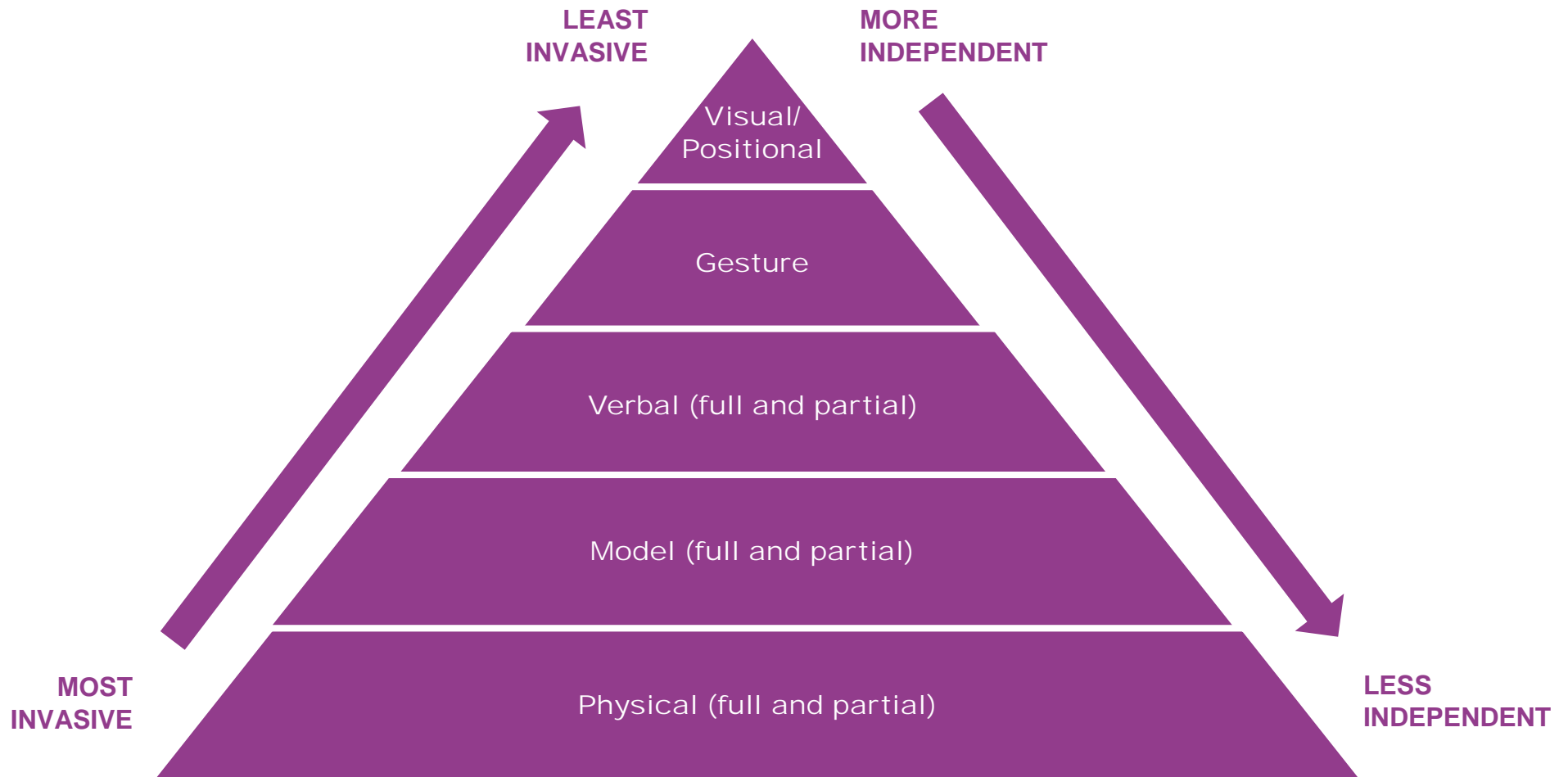


# Visual Schedules: PROMPT HIERARCHY

A prompting hierarchy provides a systematic method to assist the student to learn and use new skills. The prompt hierarchy can be used moving up the list from most invasive to least invasive to find the level where the student can accomplish the task correctly and then fade towards the less restrictive prompts.



**Full Physical:** The teacher uses “hand-over-hand” support to aid the child in completing a task (e.g., when teaching the child to pick up a cup, the teacher takes the child’s hand and guides him to pick it up).

**Partial Physical:** The teacher provides partial physical assistance to help the child complete a task (e.g., when teaching the child to pick up the cup, the teacher guides the child’s hand to the cup by tapping his elbow).

**Full Model:** The teacher models the desired behavior (e.g., when teaching the child how to clap, the teacher claps while telling the child to clap).

**Partial Model:** The teacher models only part of the desired behavior (e.g., when teaching the child how to clap, the teacher puts his hands in front of himself, but does not actually clap).

**Full verbal:** The teacher verbally models the desired behavior (e.g., when teaching the child to expressively label “car,” the teacher asks, “What is it? Say car.”).

**Partial verbal:** The teacher verbally models only part of the desired behavior (e.g., when teaching the child to expressively label “car,” the teacher asks, “What is it? Say c\_\_\_”).

**Gesture:** The teacher utilizes a physical gesture to encourage the desired behavior (e.g., when teaching the function of an object, the teacher says, “What do you drink with?” while holding his hand to his mouth shaping it like a cup).

**Visual/Positional:** The teacher places the target item in a location that is closer to the child (e.g., when teaching the child to label “toy,” the teacher places the toy closest to the child).