



Prompting Hierarchy

By: Chris Kuehl

Specialist of Physical/Health Disabilities & Traumatic Brain Injury

Chris.Kuehl@swwc.org

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2 Different Procedures

- Most to Least Prompting

- Least to Most Prompting

*“Do With,
Not For”*

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Credit to Millie Smith, M.Ed., TV & Kate Beals, OTR

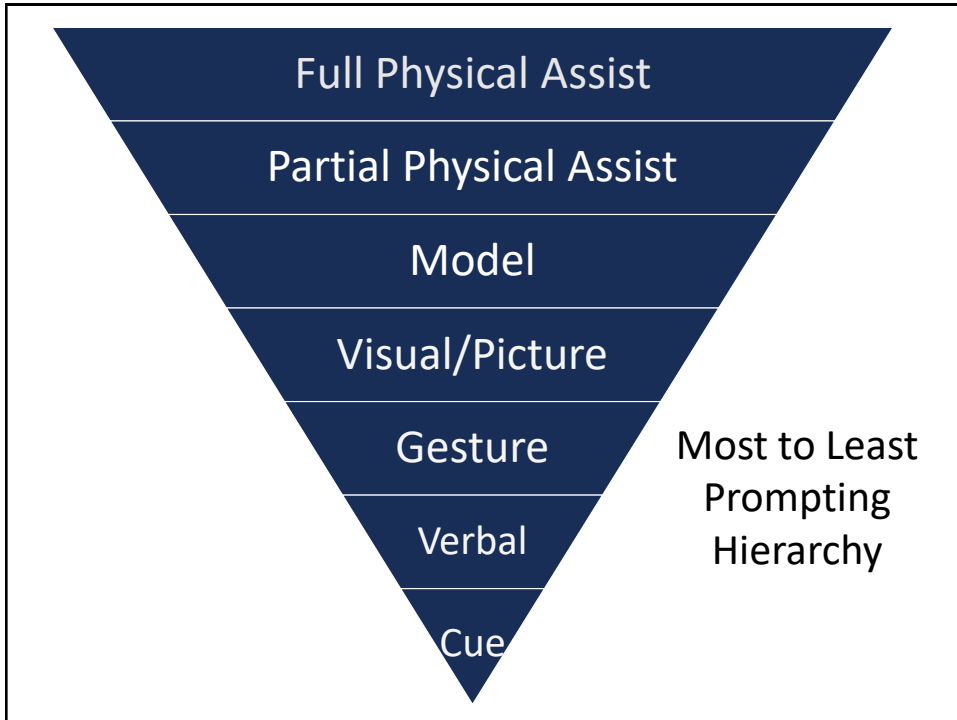
- Children DO NOT LEARN by having their body parts PASSIVELY MOVED through an action.
- PASSIVE MOVEMENT, is used only to stretch tight muscles to prevent contractures and improve function. It is NOT an effective method of teaching a skill.
- A child MUST ACTIVELY PARTICIPATE to LEARN.
- It is the ACTIVE PARTICIPATION that changes the Brain

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Why is it important to use levels of prompting?

- To make students independent in learning new skills. (To reduce dependency on adult and peer support.)
- To help students learn with the least amount of errors.

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Explaining the levels of Prompting

- Most to Least Prompting

❖ **Full Physical Assist:** Hand under hand assistance to complete the targeted response.

Examples: helping a student to stand (or transfer), helping them with Winter clothing, helping them move their body parts to a movement break/gym activity.

“Do With, Not For”

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Most to least

❖ **Partial Physical Assist:** Less intense of intrusive than a full physical assist. Minimal supportive guidance.

Ex. Touching the wrist or elbow to student a student when they write or draw, holding onto the walker or a coat to assist.

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Most to Least

❖ **Modeling:** Simply showing the student what you want them to do. You do not physically touch the student. A student must know how to imitate the actions of others for this level to be effective.

Ex. Doing a movement, putting on gloves, writing down a math problem in correct alignment.

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Most to Least

❖ **Visual/Picture:** A student refers to a picture or visual support to assist with the next step in a sequence or behavior.

Ex. Visual schedule, first/then supports, dressing routine, brushing teeth routine,...

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Most to Least

• **Gesture:** Pointing, facial expression, mouthing words silently or motioning what you want them to do.

Ex. “Shh” sign, shaking your head for yes or no, sign language...

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Most to least

❖ **Direct Verbal**: A direct verbal statement of what we expect the student to do.

Ex. “Get out your library book,” “Hands down”

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Most to Least

❖ **Indirect Verbal/ Natural Cue**: Asking a question related to what is expected. **DO NOT** restate what the teacher or someone else just said.

Ex. “What book do you need?” “What’s next?”

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Increasing Prompt Hierarchy ("Least-to-Most" Prompting)

INDEPENDENT: The student knows how to do this task without any help from you.
THIS IS OUR GOAL!!!

INDIRECT VERBAL: An indirect verbal prompt tells the student that something is expected but not exactly what. Example: "What next?" "Now what?" Start here when using the increasing hierarchy.

DIRECT VERBAL: This is a direct statement of what we expect the student to do or say. Example: "Come here." "Put the glass on the counter." This level of prompt requires that the student be able to follow your direction. If the indirect verbal assist didn't work, move to this level.


GESTURE Pointing, facial expression, mouthing words silently or otherwise indicating with a motion what you want the student to do.

MODELING: Modeling is simply showing the student what you want him or her to do. You do not physically touch the student. In order for modeling to work, the student must know how to imitate another person's actions.


PARTIAL PHYSICAL ASSIST: Less intense or intrusive than a full physical assist. If full physical assist is hand-over-hand, the partial physical assist can be visualized as providing minimal supportive guidance--touching the wrist to stabilize handwriting.

FULL PHYSICAL ASSIST: Hand-over-hand assistance to complete the targeted response. This is usually used when the target response is motor in nature. For example, a full physical assist might entail putting your hand on the student's hand and moving the student's hand through the action of writing his or her name.

<http://members.tripod.com/~Maaja/promphierarchy.htm>



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In the next level of prompting, the teacher fades out verbal prompts and then simply gestures to the visual steps.

- <https://www.ksdetasn.org/resources/932>

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When can you use prompts?

- As a student is learning a new skill that involves a series of behaviors or steps.
 - You will need to watch/observe the student to find out what part of the skill they aren't independent with. This is called completing a task analysis...breaking down a task into a sequence/chained behaviors
- (ex. Writing in a planner, hand washing, writing a complete sentence, using utensils to eat, lining up, toileting, completing a multi-step math problem, getting ready to go home....)
- When teaching a discrete (short, single response) skill.

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How to Implement...

- First gain the student's attention before delivering a cue.
- Wait for the student to respond if using Least to Most prompting.
- Allow 10-15 seconds for the student to respond between prompts.
- Do not repeat the same prompt

...Continue to next slide....

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...continued

- Reinforce correct responses (verbal praise, thumbs up, token, M&M...)
- Gradually fade prompts as a student becomes independent.
- Respond to incorrect responses by moving up the prompt hierarchy.
- Avoid repeating the same prompt. (Don't give 3 gestural prompts, instead give one gesture, if that doesn't work try modeling & verbal).
- Avoid overusing verbal prompts. (If one verbal prompt doesn't help, move to provide a picture, model, or partial physical assist. Too much talking can frustrate/confuse the student.)

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- [HUH Kailee \(youtube.com\)](https://www.youtube.com/watch?v=HUH)

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[ZBrainbow reacher \(youtube.com\)](https://www.youtube.com/watch?v=ZBrainbow)



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Deciding where to start

- Most to least (MTL) prompting is preferable if errors have been found to impeded a student's learning or to increase problem behaviors (teach the correct way so bad habits don't form).
- MTL prompting is preferred when a child's history is unknown.
- Individualized to the learner (everyone is different).

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- Use Least to Most (LTM) with students who make fewer errors and show rapid acquisition when using LTM.
- LTM would be the best option for students who don't like to be touched...model instead of providing a partial physical assist.
- Consider the task, as the learner may readily answer questions with LTM but require MTL when learning to wash their hands.

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<https://www.youtube.com/watch?v=Ms9qqc5qFaM>



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<https://www.youtube.com/watch?v=W2jruUDN7RE>



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Thank you!

- Practice makes perfect/accept constructive criticism on how you prompt others.
- Use fewer verbal prompts and remember to wait!
- A student's progress increases with the fading of prompts!

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References

- Kansas Technical Assistance System Network (TASN)
<https://www.ksdetasn.org/resources/932>
- Modules Addressing Special Education and Teacher Education (MAST). (2010). <https://MAST.ECU.EDU>
- Hand Under Hand prompting, Kate Beals, Southeast Regional Deafblind Projects