

Early Childhood example with the target skill of *initiating cooperative play during center time*

Not applicable

Adult taps the child's hand with a toy that another child has asked for, or provides gentle pressure to child's back when another child asks for them to play

Examples of what to say/sign:

- Give Jake a ___ (insert object label).
- Help Ivy ___ (insert an action).
- You be the ___ (insert a role or job).

Adult shows the child a photograph or line drawings of children playing cooperatively

Adult engages in cooperative play with children by sharing/exchanging materials, assisting, and taking on roles that pertain to the play scenario

Examples of what to say/sign:

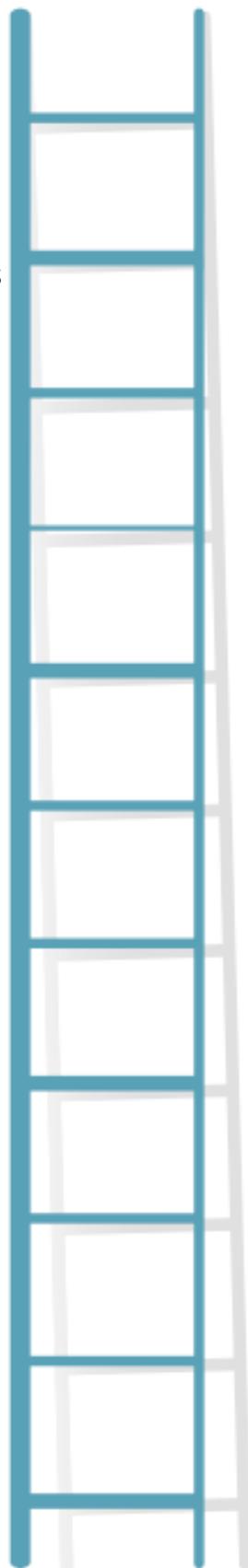
- Jake needs more ___ (insert object label).
- I wish someone could help ___ (insert an action).
- I wonder who could be the ___ (insert role or job).

Point to materials that are needed or requested by others playing in the center

Child is given a few minutes to see if they will engage in cooperative play

Other children are playing cooperatively across the different centers

Centers are available where multiple children share and exchange or assist one another with materials and take on jobs, roles, or identities



Full physical

Partial physical

Verbal prompt

Visual prompt

Modeling

Indirect Verbal prompt

Gesture

Wait Time

Natural Cue

Invisible/Materials

Elementary example with the target skill of completing a math task during collaborative group work

 Not applicable

 Not applicable

Examples of what to say/sign:

- Ask Lianna (group facilitator) to review your role.
- As a group review the model graph so we know what the final product looks like.

 Show the student the completed model of the graph and the definition that supports their specific role (e.g. facilitator, resource manager, etc.)

 Adult silently reads the directions using their finger to underline words and then asks students in the group a clarifying question about roles and/or tasks

Examples of what to say/sign:

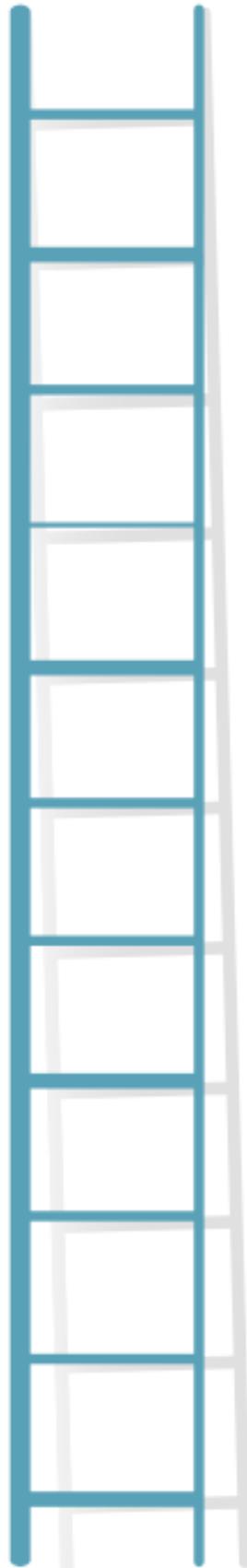
- I'm going to check and see what the directions say to do first.
- What does the group need to do to get started?
- I wonder what the final graph will look like?

 Look quizzically or expectantly toward the student and then look at the materials or peers in the group

 Give the student a few minutes to review their role and the directions, to listen to their peers, and to review the completed model

 3-4 students work together, they take on roles to begin tasks, students ask questions of peers in their group about the math task

 Have math manipulatives available, assign student roles for the group work, and have a completed model of the final product (e.g. a plotted graph)



Full physical

Partial physical

Verbal prompt

Visual prompt

Modeling

Indirect Verbal prompt

Gesture

Wait Time

Natural Cue

Invisible/Materials

High School example with the target skill of *transitioning between class periods*

Not applicable

Adult applies light pressure under students elbow to initiate movement from their desk to the door

Say, "It's time to go to ____ (insert name of next class period)."

Show student words, icons, or pictures of the daily schedule, point to the image that represents transitioning to the next class period on the schedule

Adult puts their own materials away, gets their own bag and water bottle and heads towards the door

Examples of what to say/sign:

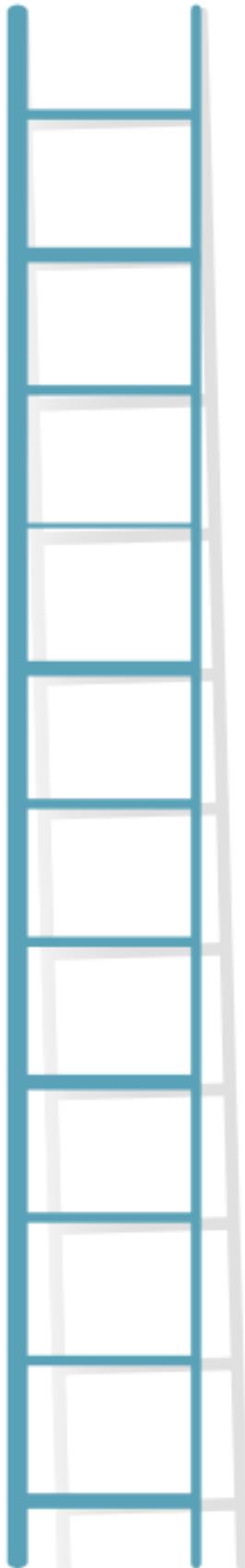
- What are the other students doing?
- What does the bell ringing mean?
- Do you want to walk with ____ (insert friend's name)?

Smile and point to the the student's bag/books and/or door

Wait 10+ seconds following the bell and movement by other students

Other students getting up, gathering their stuff, and heading toward the door

Bell rings



Full physical

Partial physical

Verbal prompt

Visual prompt

Modeling

Indirect Verbal prompt

Gesture

Wait Time

Natural Cue

Invisible/Materials

Prompts and Cues Defined

Providing hand-over-hand or other physical guidance to assist the student in completing the desired task

Offering minimal physical guidance by touching the student, like their hand or elbow, to initiate or complete a task

Clearly instructing the child on what action is expected; Providing verbal cues to prompt the desired response

Presenting prompts in visual formats such as pictures or text

Demonstrating the desired behavior before the learner attempts it, commonly used in teaching social skills

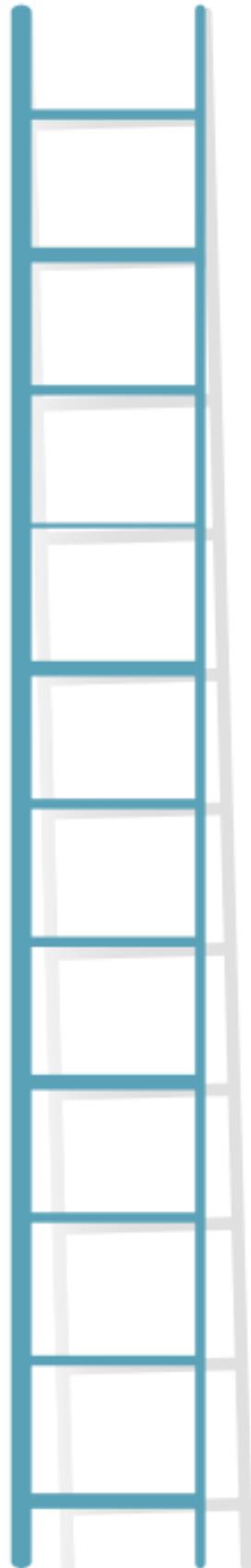
Providing hints or expectations without explicit instructions, either through verbal cues like questioning or nonverbal cues such as facial expressions or hand motions

Using gestures, pointing, or facial expressions to guide the student to the correct response

Strategically inserted pause between a question and a response or between a response and the next action

Guiding a student's actions, typically through observable stimuli like sounds, sights, or locations

Ensuring peer support, adult support, and material adaptations originate without being obvious to the student or others



Full physical

Partial physical

Verbal prompt

Visual prompt

Modeling

Indirect Verbal prompt

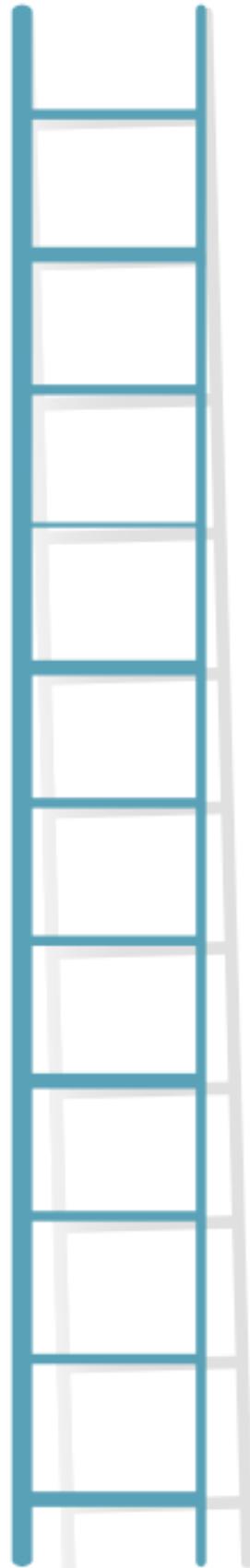
Gesture

Wait Time

Natural Cue

Invisible/Materials

Most Intrusive



Full physical

Partial physical

Verbal prompt

Visual prompt

Modeling

Indirect Verbal prompt

Gesture

Wait Time

Natural Cue

Invisible/Materials

Least Intrusive