



{inclusion outreach}

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Prompting

When new tasks are introduced, prompting may be needed to initiate and learn. Ideally, the least invasive prompting method should be used first such as modeling, and gestures. If those are not enough, introduce a verbal prompt. Respectful physical prompting can be helpful when learning a new motor skill. Gain the student's permission first (the student may respond verbally or with eye contact, a smile, or by leaning their body toward the task). Keep in mind that the need for prompts can also vary from one moment to another depending on fatigue, distractions in the classroom, using the same skill in a new environment etc.

Type of Prompt	Example
Modeling	Have the student watch others engage in the same activity to demonstrate what to do
Facial expression	Smiling or nodding when the student gets near to the object
Gesture	Pointing or looking toward the object
Indirect Verbal	Asking "what comes next?" "what do you need to do?"
Direct Verbal	Tell the student the directions of what to do
Partial Physical Assistance	With student's permission, tapping lightly on the elbow of the arm the student needs to lift up
Full physical Assistance	With student's permission, hand-under-hand guiding the student's hand toward the object to be used. Remember to "do with not for"

Adapted from Minnesota's Paraprofessional online learning platform and Livanis Behavioral Consulting (Accessed October 20, 2021).

Fading Prompts

As a task becomes more familiar, prompts should be quickly faded and eventually eliminated so that the student doesn't become dependent on prompting. The intensity of the prompt can also be reduced. For example, if you've been physically prompting using hand-under-hand assistance, you could try lifting the student's hand part way onto the object and then allow the student time to complete the activity.

