

# Using Prompts

Prompting strategies for diverse learners

# Objectives and Goals

- Define prompting
- Identify and demonstrate six types of prompting
- Explain how to use prompting strategies
- Explain how to decrease assistance when using prompts

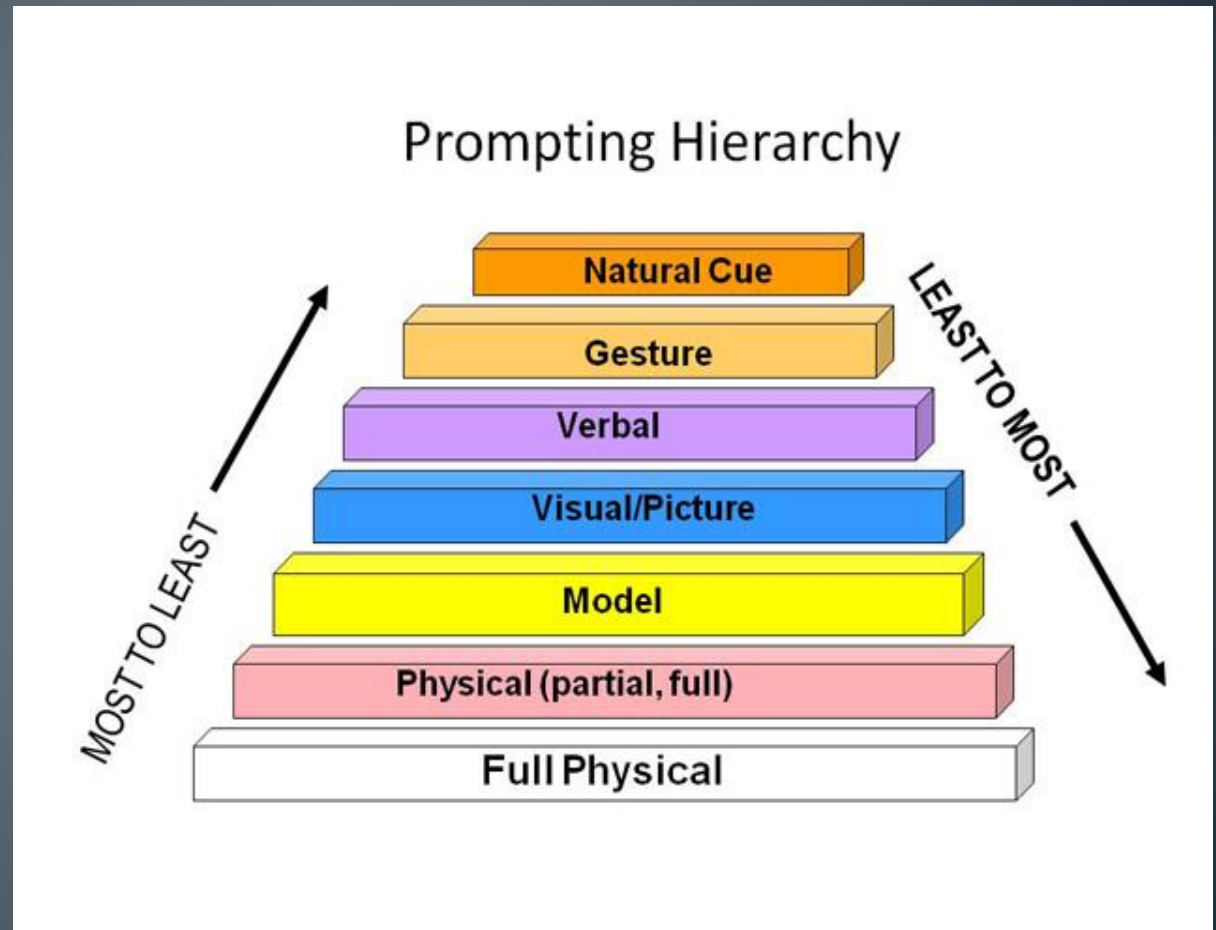
# What is a prompt?

- Any teacher behavior that causes a student to perform a behavior or task correctly
- Examples: telling a student to get into line, pointing to student's work, physically guiding them through a crowded hallway
- We use prompts because they are effective in getting students to perform the behaviors we want them to
- It is important to have a plan to FADE prompts

## What prompts do you use with your students?

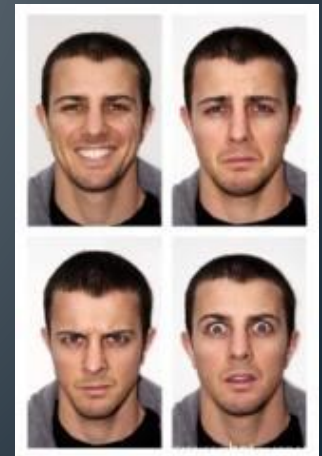
# Six Types of Prompts

- Gesture
- Verbal
- Picture
- Model
- Partial Physical
- Full Physical



# Gesture Prompts

- Non-verbal hand movements or facial expressions
- **Examples:** holding finger to lips for “quiet”, pointing at the name line at the top of the paper to remind student to write name
- **Advantages:** Nonintrusive, natural, easy to use, can be used with an individual or groups, can be done from a distance
- **Disadvantages:** Students must understand the gesture



# Verbal Prompts

- Vocal statements that tell a student how to respond correctly
- A direction tells WHAT and a verbal prompt tells HOW

Direction (what)	Verbal Prompt (how)
"Decode the word"	"First, find the vowel"
"Do that problem"	"Add the numbers in the ones place first"
"Spell the word"	"What is the first sound? What letter makes that sound?"



# Verbal Prompts

- Five types

Type	Example (Comprehension question)
Tell the student how	"First, read the question and identify the key word. Then, skim for the key word..."
Tell the student how to do parts	"Find the key word"
Give them a rule	"When a question asks 'who', we look for a person's name"
Provide hints	"There are names of people in the last paragraph"
Provide verbal options	"Did mom or grandma bake the cake?"

# Verbal Prompts



- The types of verbal prompts you would give depends on the student you are working with
  - **Example:** You might break up a verbal prompt into parts for a student with a mild or moderate cognitive disability, while you might tell a student with a learning disability more steps at a time.
- **Advantages:** No physical contact, can be given to an individual student or a group of students, can be given from a distance
- **Disadvantages:** Students need to understand the language you are using and comply with your request, can be distracting in a whole class setting if you are working with one student, can be hard to fade



# Keep in mind when giving verbal prompts...

- **Use alpha commands, not beta commands**
  - Alpha commands: Clear, direct, specific, few verbalizations, allow wait time
  - Beta commands: Vague, overly wordy, multiple instructions, do not allow time for student to follow directions
- **Verbal prompts are the most difficult to fade**
  - Notice when you use verbal prompts and reflect if you could use another prompt
- **Verbal prompts might not be appropriate for every situation**
  - If you want a student to be quiet, try using a gesture prompt first before you use a verbal prompt
- **Grown-ups tell kids what to do all day**
  - After a while, we all sound like the teacher from Charlie Brown...<http://youtu.be/ss2hULhXf04>

# Verbal Prompting

## Alpha Commands

- Clear
- Direct
- Specific
- Few Verbalizations
- Allow wait time

## Beta Commands

- Vague
- Overly wordy
- Multiple instructions
- Do not allow time for student to follow directions

# Picture Prompts

- Pictures or written messages of how to do a behavior
- **Example:** A picture chart in the bathroom of the steps to hand washing, written steps for checking assignments on student's desk
- **Advantages:** Pictures are relatively permanent, students can work more independently
- **Disadvantages:** Students need to understand what the picture represents or what is being explained, some concepts (i.e. shoe tying) does not lend itself to being depicted in pictures

# Picture Prompts

I Will Remember To:

 Put my hand up

 Work quietly

 Remain seated

<http://specialist.about.com>

Daily Goal Report:

Date: \_\_\_\_\_ Name: \_\_\_\_\_


Time	Behavior	Schoolwork
Morning Bell to Recess		
Recess to Lunch		
Lunch to Recess		
Recess to Home Bell		

Behavior Goals: \_\_\_\_\_

Schoolwork Goals: \_\_\_\_\_

<http://specialist.about.com>



 Write on!

Writing Check List

- \_\_\_\_\_ All sentences begin with a capital.
- \_\_\_\_\_ All sentences end with a punctuation mark.
- \_\_\_\_\_ All sentences make sense.
- \_\_\_\_\_ Paragraphs are indented.
- \_\_\_\_\_ My sentence \_\_\_\_\_
- \_\_\_\_\_ I have detailed sentences.
- \_\_\_\_\_ My journal entry has a topic sentence and a concluding sentence.

## How to Divide

**1. Divide and multiply.**  
 $41 \div 7$

**2. Subtract and compare.**  
Be sure the number is less than the divisor.  
 $41 - 35$

**3. Bring down the next number.**  
Divide and multiply.  
 $63 \div 7$   
 $9 \times 7$

**4. Subtract and compare.**  
Be sure the number is less than the divisor.  
 $63 - 63$

**59**  
**7**  $\overline{)413}$   
**35**  
**63**  
**63**  
**0**

# Model Prompts



- Demonstrations of correct behavior
- The teacher demonstrates or models what they would like the student to do and the student is expected to imitate
- **Example:** Demonstrating how to use a multiplication chart to find the answer to a multiplication fact, demonstrating how to walk in the hallway appropriately
- **Advantages:** No physical contact, can be given to an individual or group of students, can be provided from a distance and can be used with almost all behaviors or academic tasks
- **Disadvantages:** Students must be imitative



# Partial Physical Prompts



- Involve touching students, but not controlling their movements
- This includes nudging, tapping, very gentle pushing or pulling
- **Examples:** Gently pushing a student's back to guide them into line, gently nudging a student's arm toward their folder or book
- **Advantages:** Not extensive physical contact, quick, can be used with more than one student
- **Disadvantages:** Require contact so they can not be used from a distance, need to be careful when giving partial physical prompts



# Full Physical Prompt

- When a teacher places their hands on top of a student's hands to move them through a behavior (hand-over-hand)
- **Examples:** Teaching a student to form letters correctly, guiding a student's hands to find the answer on a multiplication chart
- **Advantages:** Teacher is in complete control of student's movements so there is little to no errors
- **Disadvantages:** Extensive physical contact with students, need to be careful



# How do you use the prompts?

- Select the least intrusive but effective prompt
- Combine prompts, if needed
- Select natural prompts and prompts that are related to the behavior
- Use prompts only when students are paying attention
- Provide prompts in a supportive and instructive way
- FADE prompts ASAP!

# Can you name the six types of prompts?

- Gesture
- Verbal
- Picture
- Model
- Partial Physical
- Full Physical

# Fade prompts ASAP!

- Fading means to gradually take the prompt away so that students are able to perform the task independently
- Fading of prompts should be planned
- Decreasing assistance
  - Start with the most intrusive prompt and gradually fade
- Example
- Goal: Student will put lunchbox in backpack independently

**Prompt:  
Full Physical**

**Prompt:  
Partial Physical**

**Prompt:  
Gesture**

**No Prompt:  
Independent**



# Fade prompts ASAP!

- Example
- Goal: Student will identify a noun independently



**Question:** Is this a noun?

**Prompt:** Is it a person, place or thing?

**Question:** Is this a noun?

**Prompt:** Remember: person, place or thing

**Question:** Is this a noun?

**Prompt:** Remember your rule

**Question:** Is this a noun?

**No prompt- Independent**

# Take Aways...

- What ways am I prompting students?
- Are the prompts I am using effective?
- Are there less intrusive prompts I can use?
- Am I fading the prompts?

