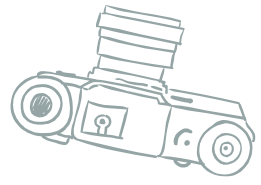
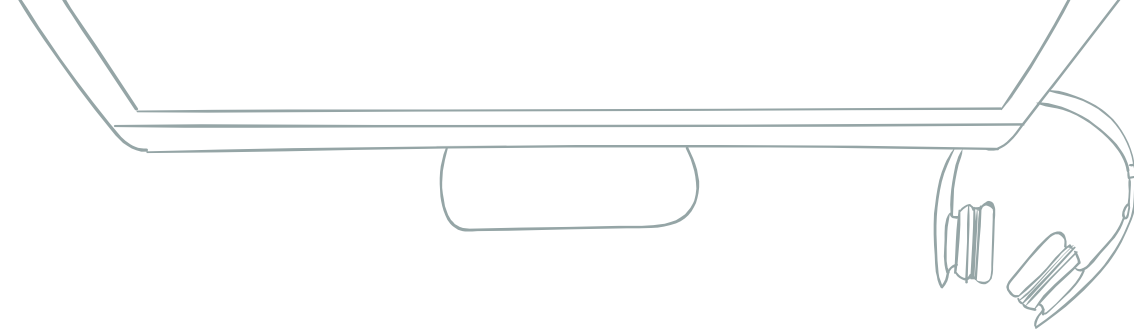


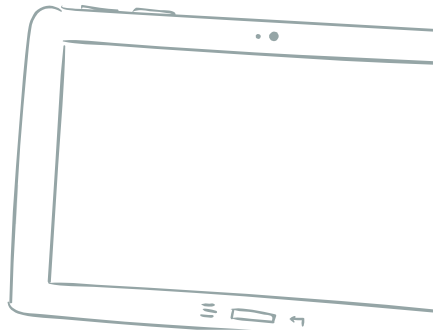


TEACHING TO DIVERSITY: ALL ABOUT PROMPTING

*PSSD Student Support Consultants &
Advocacy and Behaviour Consultants*



“Inclusion is the celebration of diversity put into action.” – Susan R. Sandall and Ilene S. Schwartz

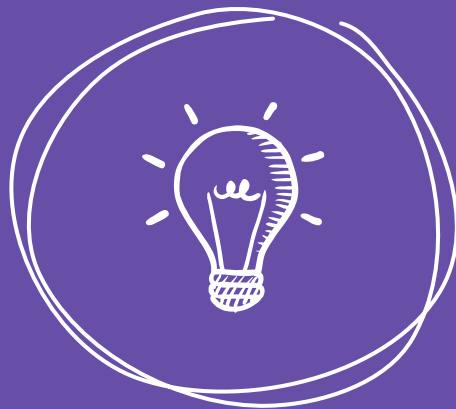


ALL ABOUT PROMPTING



- Prompting involves cueing the students about what behaviour(s) to perform.
- It is used during forwards and backwards chaining, for discrete trial training, when shaping by excessive approximations (for getting closer and closer to the desired behaviour), and with FIRST/THEN.
- It is used daily and for everyone!
- It is a way to foster independence in our students!

Discuss: What are some of the different ways that you prompt your students?

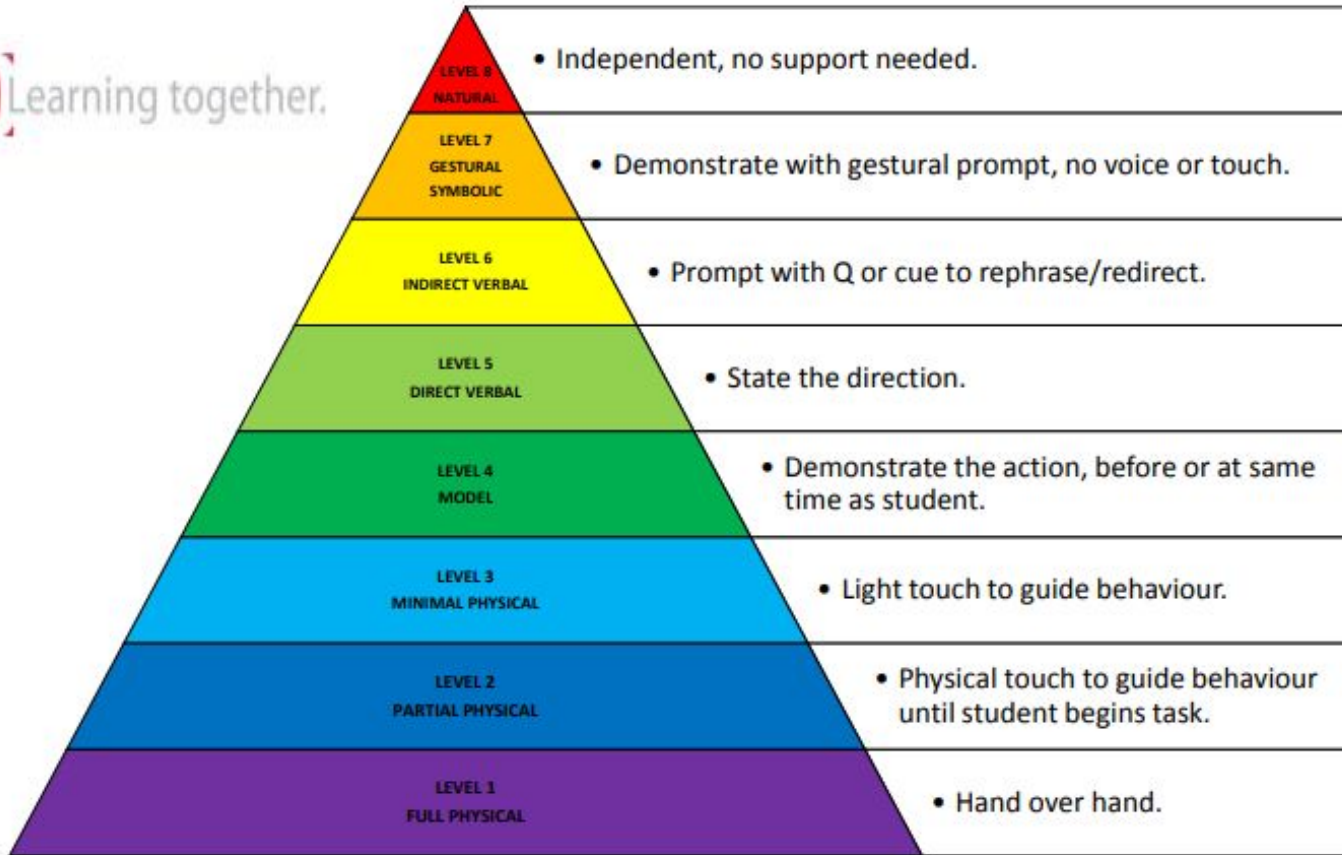


THE PROMPTING HIERARCHIES

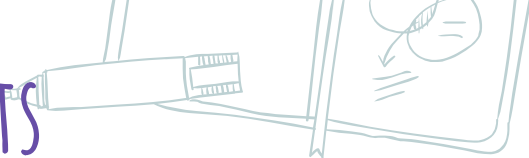


PROMPTING HIERARCHY

Prairie South Schools **210** Learning together.



TRACKING OUR PROMPTS



Student's Name: _____

Task: Crossing the Street

Please use hierarchy of prompts for trials.

Crossing the Street: No Lights										
Stop at curb										
Look both ways										
If no car: crosses the street quickly										
If car: waits at curb until the car has passed or stopped										
If car stops: makes eye contact with the driver before crossing										
Crosses the street quickly										
Crossing the Street: With Lights										
Stop at curb										
Push the walk button										
Wait for walking light										
When the light is on, checks that cars are stopped										
Crosses the street quickly										

Prompting Hierarchy
 8 – Independent
 7 – Gesture/Symbolic
 6 – Indirect Verbal → What do you need to do next?
 5 – Direct Verbal → You need to borrow ____
 4 – Model Using Sample
 3 – Minimal Physical Prompt
 2 – Partial Physical Prompt
 1 – Full Physical Prompt

Student: _____

Task: Purchasing

Please use hierarchy of prompts for each step of the task analysis.

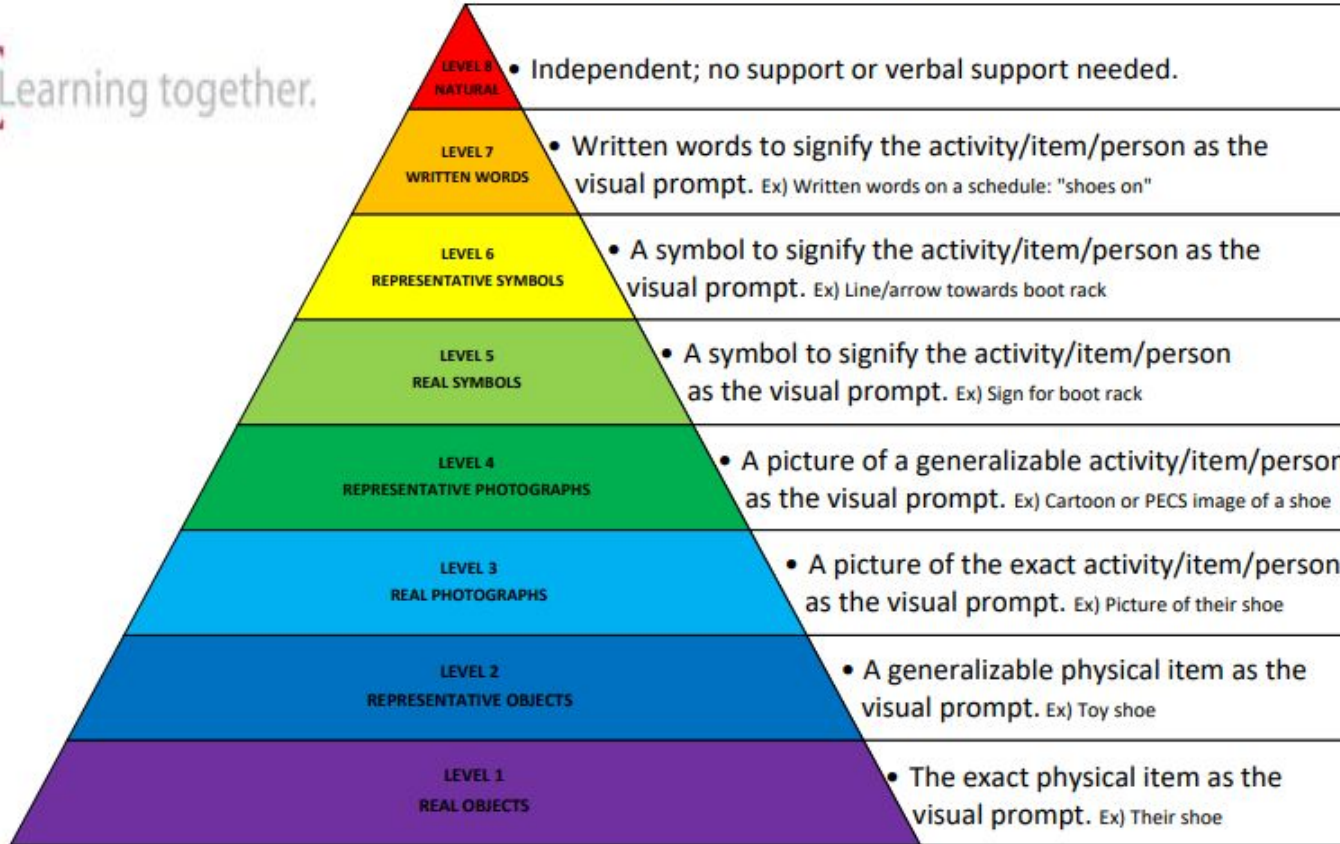
Takes item to till																			
Takes out wallet																			
Takes out money																			
Passes money to cashier																			
Waits for change																			
Puts change in wallet																			
Puts wallet in pocket																			
Takes bag/item																			

Handwritten red notes in the table: 'job' next to 'Takes out wallet', '8-8' next to 'Takes out money', and '1-8' next to 'Takes bag/item'.

Prompting Hierarchy
 8 – Independent
 7 – Gesture/Symbolic
 6 – Indirect Verbal → What do you need to do next?
 5 – Direct Verbal → You need to borrow ____
 4 – Model Using Sample
 3 – Minimal Physical Prompt
 2 – Partial Physical Prompt
 1 – Full Physical Prompt

VISUAL PROMPTING HIERARCHY

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REFLECTION

How often are we prompting?

Does our prompting method match where the student is at on the hierarchy?

How can we promote student independence through prompting?

Are we giving adequate **wait time** after each prompt?
Hint: busy ourselves with another task.

How can we increase our use of **visual** prompts?

Self Assess:
Track your prompts (both quantity and type)!

CREDITS

- ★ For more information, please see the Diversity Series and the Behaviour Learning Cycle on Connect.
- ★ *Academic Instruction for Students with Moderate and Severe Intellectual Disabilities in Inclusive Classrooms* (2010) by June Downing
- ★ *Home Learning Series* (2020) by Shelley Moore:
<https://lsdinclusivelearning.weebly.com/five-moore-minutes-special-home-learning-edition.html>
- ★ The Prompt Hierarchies from the Behaviour Learning Cycle (PSSD)



THANKS!

Any questions?

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