

## PARTNER TEACHING STRATEGIES: *PROMPTING HEIRARCHY*

~description of strategies to assist skill development~

**Prompting hierarchies** provide a systematic method of assisting one how to learn and use new skills. There are two types of prompting hierarchies: “**most-to-least**” and “**least-to-most**.”

### **Most-To-Least Prompting Sequence**

*Most-to-Least prompting is used when introducing and initially teaching a skill. It is most helpful when a user requires explicit or direct instruction to learn or carry out a task.*

- Full Physical
- Partial Physical
- Modeling
- Gesturing
- Verbal
- Independent



### **Least-To-Most Prompting Sequence**

*Least-to-Most prompting is used after the user learns the skill and is working towards mastery and independent use*

- Independent
- Verbal
- Gesturing
- Modeling
- Partial Physical
- Full Physical



### **Levels of Prompts**

**Full Physical Assistance (FPA):** Hand-over-hand assistance to complete the task

**Partial Physical Assistance (PPA):** Partial physical assistance such as touching the hand to initiate the response and providing minimal physical guidance to get the desired response.

**Modeling (M):** Showing the user what you want him/her to do without physically touching.

**Gesturing (G):** Pointing, facial expression, mouthing words silently or indicating the physical movement you want him/her to do.

**Verbal Prompt (V):** There are two types of verbal prompts: 1-is a direct statement of what to do or say. For example, “come here.” “put it in the trash.” Use of this level of prompt requires that the student understand the direction. 2-is an indirect statement that tells the student something about what is expected, but not exactly. For example, “What next?” “Where does it go?”

**Independent (I):** Able to perform the task on his/her own, with no prompts or assistance.

YAACK (1999). Prompting and prompt free strategies. Retrieved February 14, 2013 <http://AAC.unl.edu/yaack/d3.html#d3b3>

