

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 use

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



used after the user learns the mastery and independent

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 no 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.

