**PROMPT HIERARCHIES**

**When prompting him to participate in a familiar skill sequence, use a least to most prompt hierarchy. The following hierarchy is used for him.**

**No prompt**

(give him 20-30 seconds to initiate the next step on his own; the goal is that the completion of the prior step will serve as the cue to do the next step)

**Indirect verbal prompt**

(ask him a question such as, "What comes next?")

**Direct verbal prompt**

(give a directive telling him what to do next; e.g., "Wipe the table.")

**Gestural prompts**

(direct verbal prompts may be paired with gestural prompts such as pointing to the location of the next task)

**Partial physical prompts**

(give a tactile cue at the elbow or wrist to get him moving)

**Full physical prompts**

(provide hand over hand assistance)

**If he is learning a new task a most-to-least prompt system may be used. This is also known as the "decreasing assistance" procedure. The prompts are the same as above only in the reverse order. The advantage to this is that it can eliminate errors that tend to occur in early learning trials. The disadvantage is that he may learn the behavior faster than the prompt hierarchy decreases resulting in the use of unnecessary prompts and prompt dependency. Picture prompts are often used with him for multi-step tasks that he will need prompting on for a long time.**

**PARTIAL PARTICIPATION**

**It is our goal for him to be as independent as possible, but we also want him to experience the richness of life, so in many cases we will facilitate his partial participation in an activity. When he can only complete a few of the fine or gross motor steps in a activity, his participation involves:**

**the performance of those core skills**

**the use of extension skills**

**• initiation**

**• preparation**

**• monitoring of quality**

**• monitoring of tempo**

**• problem solving**

**• termination**

 **and the use of enrichment skills**

**• expressive communication**

**• social behaviors**

**• preference or choice**