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| Prompting strategies |
| **Strategy** | **Brief Description** | **What does this look like?** | **What does this look like for the person you support?** |
| Verbal | Speaking or signing to the person about what they should do (in relation to the desired cue in the environment) | Your plate is empty so please put it in the dishwasher. |  |
| Visual | A picture, photo, or text-based signal to do something (in relation to the desired cue in the environment) | A sign posted near the kitchen table saying ‘please put empty plates in the dishwasher’. |  |
| Gestural | Pointing, nodding, or otherwise using physically signaling attention toward something the person should do or take notice of (in relation to the desired cue in the environment) | Point to the empty plate. |  |
| Positional | Placing the correct answer/response closest to the person (in relation to the desired cue in the environment) | With the plate closest to the person, and a remote control farther away, ask ‘which one should you do first?’ |  |
| Model | Demonstrating for the person how the skill is to be performed (in relation to the desired cue in the environment) | Say ‘watch what I do’, and take your own plate from the dinner table and put it in the dishwasher. |  |
| Physical | Using hand-over-hand guidance, without resistance from the person, to support the learning of a new skill.  | With your hands on his, helping him to grab his plate and place it in the correct part of the dishwasher. |  |