



Independent (I or +):

The end goal!

The individual finds the target on their own.



Visual Point Prompt (VP):

Pointing to the vicinity of the target or directly at the target.



Verbal Prompt (V):

Describing the target or verbally encouraging use of the AAC tool.

- Natural verbal prompt (indirect): “What do you want?”
- Verbal mand (direct): “You want doll. Push the ‘doll’ button.”



Written/Visual Prompt (WV):

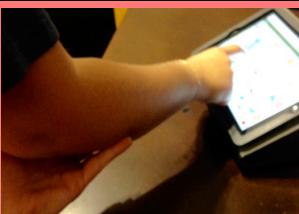
Using written words, picture icons, or icon sequences to show the target.



Modeling (M):

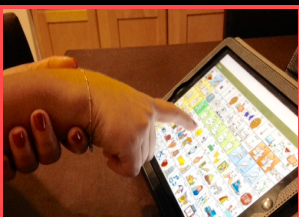
The communication partner uses the tool to show the individual where the target is.

** Note: modeling is an important practice and part of aided language stimulation.*



Partial Physical (PP):

The communication partner gently nudges the individual’s hands or elbow to initiate communication, make a sign, or push the target symbol.



Hand-Under-Hand (HUH) or Full Physical (FP):

The communication partner physically helps the individual select a target on their system by holding underneath their hand and guiding their point/movement.



Remember: STOP BEFORE YOU PROMPT!

It may be helpful to count to 10 in your head to ensure you are providing appropriate “wait time” and avoiding over prompting.

Prompting Hierarchy

Various prompting techniques can be used to help promote success and independence. Prompts can be provided by an adult or another child to help teach specific targets and responses. When communicating with an individual using augmentative and alternative communication (AAC), it is important to use the appropriate level of prompting and fade prompting as quickly as possible to avoid prompt dependency.

For each individual, the end goal is independent and efficient communication. An individual may require various levels of prompting at any given time depending on the novelty of the task, task expectations, and environmental factors. This is known as implementation of a prompting hierarchy, which is described in detail below.

Most-to-Least Prompting Hierarchy: *Learning a new skill*

When teaching a **new skill**, support the individual's success by implementing **a most-to-least prompting hierarchy**, such as: **visual or written** prompts, then fade to a **verbal** prompt, then to a **visual point** prompt of successful task completion, and then allowing enough time for the individual to initiate a response on their own. It is important that prompting is systematically faded to work towards independent task completion.



Least-to-Most Prompting Hierarchy: *Working on an already-learned skill*

When working on an **already-learned skill**, help support the individual's continued independence and success by using a **least-to-most prompting hierarchy**. First, allow enough time for the individual to initiate a response. If they have not responded then **model** successful task completion (aided language stimulation and/or simultaneous prompting) and wait for their response. If more support is needed then provide a **verbal** prompt and wait, then a **written or visual** prompt, with a **partial physical or physical** prompt being the very last step.



Prompting Hierarchy

Level	Prompt	Code	Examples
Least	No/Absent	I	No prompting required Expectant pause, with natural scaffolding and activity description
	Visual Point Prompt	VPP	Communication partner points in the vicinity of the target May point directly to the target
	Verbal	V	Verbal description of the target Natural verbal prompt
	Written/ Visual	WV	Written word/phrase/cloze phrase Replicated icons from and AAC system
	Partial Physical	PP	Gentle nudge (hand or elbow) Help support initiation of the tool
Most	Full Physical	FP	Physically helping to support participation/AAC use Maximum assistance offered to support success, hand-under-hand support