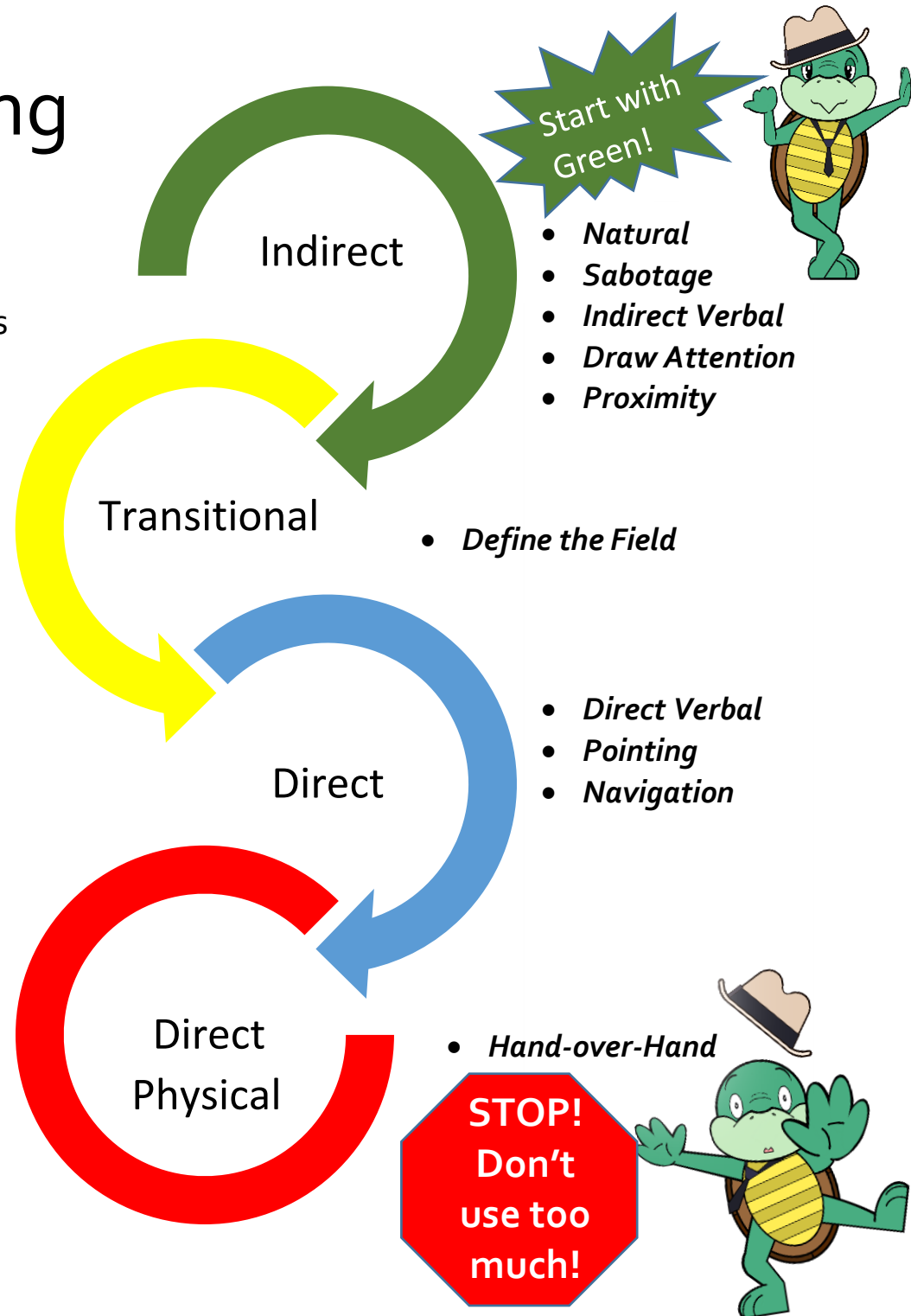


Least to Most Prompting

- ❖ Use any indirect prompt and move toward direct prompts only if needed
- ❖ WAIT between each prompt given – wait times may vary, but start by counting to 3
- ❖ Try something else in the same color circle before moving on

REMEMBER

- ❖ Direct prompts are more restrictive than indirect prompts
- ❖ Work toward fading out frequency and level of prompts
- ❖ Overuse of any type of prompt can lead to prompt dependence



STAR Prompting Worksheet

Supportive Training with Active Respect
www.ctecaac.org



Levels of Support		Prompt	Description	Examples	NOTES:
>> ALWAYS WORK TOWARD INDEPENDENCE >>>>>	INDIRECT	Natural	Behavior, statement or question that commonly occurs in the environment leading to a communication opportunity, followed by a pause	Waving Looking expectantly at person or device Waiting/ do nothing Saying "how are you?" and waiting for a response	Consider trying a variety of prompts. Mix it up!
		Sabotage	Setting up the environment to create a communication opportunity	"Forgetting" to give a needed ingredient for cooking activity	
		Indirect Verbal	Spoken cue that does not contain the target message.	"Uh-oh, your crackers are all gone" to elicit a request for more	
		Draw Attention	Draw attention to the communication system	Tap on it or use a sweeping gesture over it with your hand or flashlight	
		Proximity	Changing the position or location of the device to make it accessible for their vision, motor, or attention. -or- Move the person towards the communication system.	Move the device between the person and the item they want. Gently nudge the person at the elbow. Bring the system forward and then move it back after a selection is made. Bring the person to a system, e.g. switch on the wall	
	TRANSITIONAL	Define the Field	Spoken and/or visual cue to narrow the field of choices.	<i>color</i> : "it's a green button" <i>masking</i> : use overlay mask or your hand to cover part of the vocabulary <i>area</i> : "it's on the left / top / bottom" <i>pointing</i> : pointing to multiple choices, e.g. "do you want to go to the <u>LIBRARY</u> or <u>STARBUCKS</u> ?"	
	DIRECT	Direct Verbal	Spoken cue that contains the target word / message.	"Let me know if you <u>NEED HELP</u> ". "You could say <u>HELLO</u> " "Do you <u>LIKE</u> it?"	Avoid saying: "Touch _____"
		Pointing	Pointing to one or more symbols that create the target message, without selecting them	"Looks like you want ____" while pointing to the symbol. Following the lead of person showing interest in shoes at a store, "You can say <u>I + LIKE + SHOES</u> "	"Show me ____" "Find ____"
		Navigation	Navigating to the appropriate page (and talking through what you are selecting).	"Let's talk about animals" while selecting <u>ANIMALS</u> category button; "This is a beautiful garden, let's open the <u>NATURE</u> category and talk about it"	
	DIRECT PHYSICAL	Manual Prompt	Physical manipulation of the person to make a specific selection. Sometimes used for teaching motor sequences with the aim of fading this strategy out quickly.	Hand over hand, or hand under hand. Helping get hand or arm in "ready position" and let her select which one.	Avoid over use