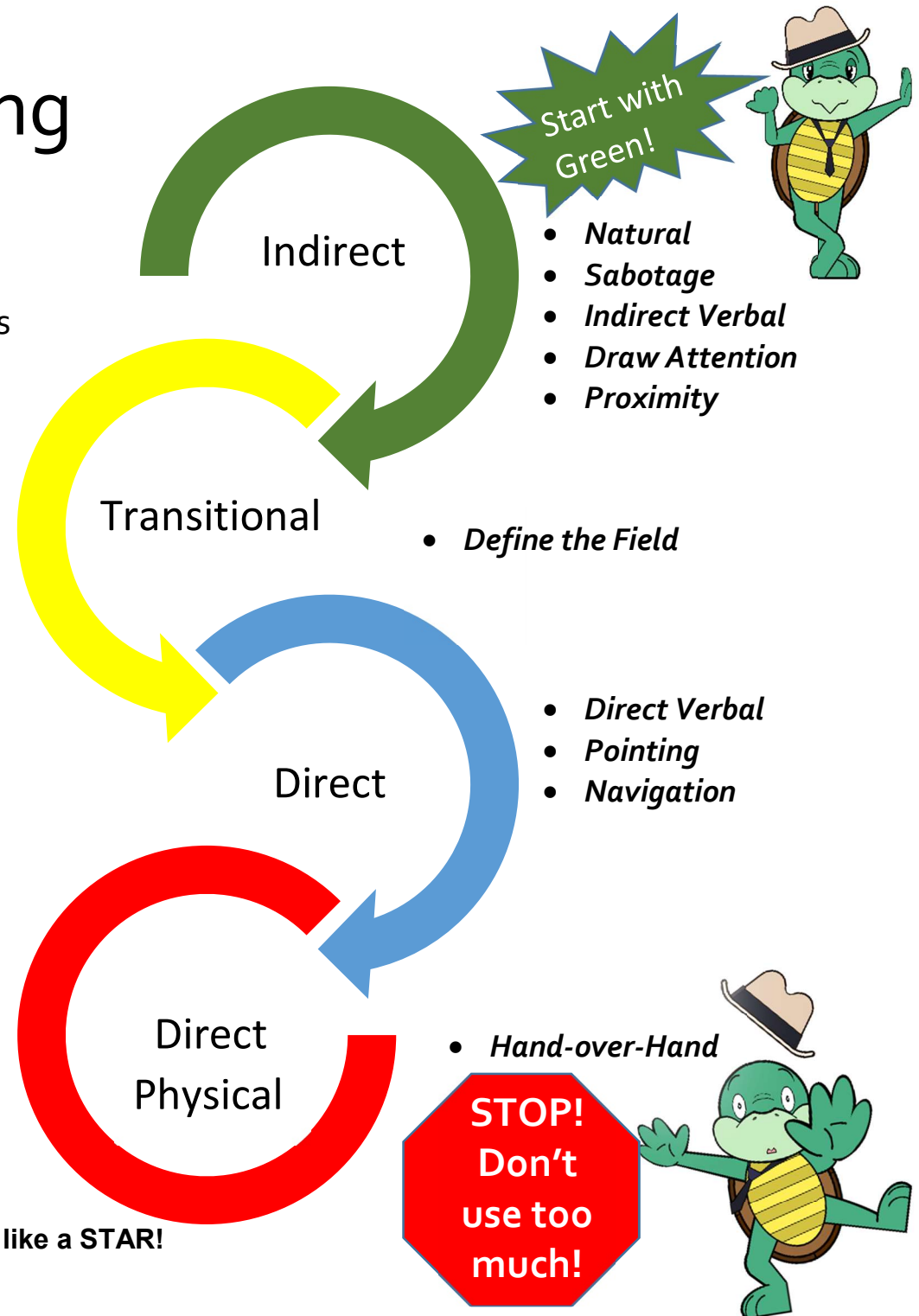


Least to Most Prompting

- ❖ 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



Communication
Technology
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Watch video for issue 3.1 to prompt like a STAR!
www.ctecaac.org/star

STAR Prompting Worksheet

Supportive Training with Active Respect

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| 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</u> + <u>LIKE</u> + <u>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 |

Visit our website for more resources and video examples of how to use these prompts!

www.ctecaac.org/star