



Independent (I or +):

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 device.

- natural verbal prompt: “What do you want?”
- verbal mand: “You want doll. Push the ‘doll’ button.”

I like pizza



Written/Visual Prompt (WV):

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



Modeling (M):

The communication partner uses the device to model/show the individual where the target is.



Partial Physical (PP):

The communication partner gently nudges the individual’s hands or elbow to make a sign or push the target symbol by placing a hand on their elbow.



Hand-Under-Hand (HUH):

Physically helping the student to select a target on their device 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 a Device User

Various prompting techniques can be used to help promote success and independence. Prompts can be provided by an adult or another child to help the device user make the correct response. When communicating with a device user, 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.

General Guidelines:

1. When a student is learning a new skill: use a decreasing hierarchy (most-to-least), going from the highest level of prompting necessary for success and decreasing the level of prompting to none as quickly as possible.
2. When a level of skill is established: use an increasing hierarchy (least-to-most), allowing the student to first attempt the task independently. Slowly increase level of prompting until the student is successful with the task.

A user may require various levels of prompting at any given time depending on the novelty of the task, task expectations, and environmental factors. It is important to provide adequate wait time, while also ensuring successful communication with minimal frustration.