Prompting Hierarchy

Most Independent

EXPECTANT
PAUSE – use
extended wait
time of at least
10-15 seconds

NON-VERBAL

PROMPT – use body language and facial expression to show that you're waiting for a response

INDIRECT VERBAL PROMPT –

use an open-ended question that indicates you're expecting a response (e.g. what's next? Or what now?)

REQUEST A RESPONSE – direct the child more specifically (e.g. 'tell me what you want, or 'you need to ask me')

GESTURAL CUE – point to the symbol or put your finger on it for a few seconds to help the child start their message.

PARTIAL VERBAL PROMPT – give them part of the expected response (e.g. 'you want ...' or 'you're going to the ...')

DIRECT MODELLING – model the whole phrase on the communication system and wait to see if the child responds or copies (if they don't, model the phrase again a few more times before moving on.

Least Independent

Your initial focus when starting out will be on **direct modelling.** As your child becomes more confident and experienced with the communication aid, try and prompt them to use it starting at the **top of the pyramid** and working back down to modelling if they need it.