Prompt Levels or Prompt Hierarchy

This is one of the strategies that we use in special education to help the students become as independent as they possibly can be. It gives us a systematic way to fade how much help we are giving to students. We use the following abbreviations to mark most of the data that we take.

+ **independent**  The student does the task or the step with no help or hints of any kind.

**IV indirect verbal**  Ask a question that makes them think about it. “What do you need to do?” “What is next?” “What time is it?”

**G gesture**  Point to the item they need. Point to the door if you should be leaving, point to the calculators if they need to get a calculator.

**DV direct verbal**  The student does the task after being told exactly what to do. “You need to...”

**M model**  The student does the task after you show them how to by doing the task yourself. For example, you wipe off the counter and then stand aside to let them try it.

**PP physical prime**  The student does the task after you move them toward it. For example, you touch their elbow to get them to pick up a rag.

**FP full physical**  The student does the task while you hold onto their hand or wrist and do it with them.