



PROMPT	DESCRIPTION	EXAMPLE
<u>Full Physical Prompt</u> FP	Student requires manual assistance to complete a task . The teacher will “hand–over – hand” the students to ensure a correct response.	When teaching the student to imitate the movement of knocking on the table the teacher takes the child’s hands and knocks the table with it.
<u>Partial Physical Prompt</u> PP	Student requires partial manual assistance to complete a task.	When teaching the student to imitate the movement of knocking on the table, the teacher takes the student’s hand and lets go of it right above the table. Or the teacher taps the student’s hand to prompt the student to something with it.
<u>Faded Partial Physical Prompt</u> FPP	Teacher provides less prompting then partial prompt.	Teacher guides student by the elbow to respond correctly.
<u>Model Prompt</u> MP	Teacher models what the desired response of the student is.	When teaching the receptive instruction “clap” the teacher claps after giving the Sd to clap.
<u>Gestural</u> GP	Teacher makes some kind of gesture to prompt the desired response to the student	When teaching the functions of objects, the teacher says “What do you drink with? “ while holding his/her hand to his /her mouth shaping it like a cup.
<u>Partial Model</u> PM	Teacher models only part of the response that is needed.	When teaching the receptive instruction “clap:” the teacher puts his/her hands in front of her/himself, but does not actually clap.
<u>Full Vocal Prompt</u> FV	Teacher verbally models what the desired response of the student is	When teaching the expressive label “cup” the teacher ask, “What is it? (Say) cup.” (or sign)
<u>Partial Vocal Prompt</u> PV	Teacher verbally models only part of the desired response of the student.	When teaching the expressive label “cup” the teacher asks, What is it? (Say) cu...”.
<u>Faded Partial Vocal Prompt</u> FPV	Teacher verbally models only the beginning (or one part) of the response	When teaching the expressive label “cup” the teacher asks, “What is it? (Say) c...”
<u>Lip Prompt</u> LP	Teacher provides cue non-vocally by mouthing lip position of response.	Teacher mouths lip position of “cup” “without sound.”
<u>Proximity</u> PX	Teacher places a stimulus in a particular location.	When teaching the receptive label “shoe” the teacher places the shoe closest to the student.