



Study the following **Hierarchy of Cueing and Prompting** form and keep it as a reference as you become familiar with using the different kinds of cues and prompts. Then, fade the use of this form as you become proficient.

<b>Hierarchy of Cueing and Prompting</b>		
<b>Cueing</b> —action intended to encourage a student to initiate or continue a task he or she has previously performed.		
<b>Verbal Indirect Cue</b>	Give the student information or a question (not task related) to help him or her begin to organize the task. Example: “What do you think you need to do next?”	<b>Low to High Support</b>
<b>Verbal Direct Cue</b>	Give the student a hint or short verbal redirection that relates to the task. Example: “Remember that the “e” is silent.” “Always capitalize the first letter in a person’s name.”	
<b>Visual Cue</b>	Provide written direction, arrows, color-coding, or other visuals to help the student complete the task.	
<b>Pointing</b>	Point to an object or place to indicate the first or next step of a task when the student falters.	
<b>Physical Gesture</b>	Touch the student to let him or her know to begin or continue a task.	
<b>Prompting</b> —action taken to directly assist a student with the completion of a task.		
<b>Verbal Direction</b>	Give the student step-by-step directions to enable him or her to complete the task.	<b>Medium to High Support</b>
<b>Gesture Assist</b>	Point or gesture repeatedly to indicate a place or object that is the next step of the task.	
<b>Visual Graphic</b>	Show photos, videos or drawings of the task to be completed either in a sequence or in one single image.	
<b>Student Modeling</b>	Have another student demonstrate the requested task.	
<b>Adult Modeling</b>	Model or demonstrate the task for the student.	
<b>Physical Assist</b>	Offer hand-over-hand assistance that actually controls the movements needed to complete the task.	