
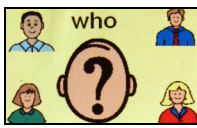









HIERARCHY OF CUEING AND PROMPTING

Use of Additional Assistance after the Observation Begins

<b>Wait Time 1st Step</b>	Teachers should plan the observation expecting the student to perform independently given all the preplanned supports written on page 1 of the state-required documentation form. Wait time should be given to give the student every opportunity to demonstrate the skill without additional assistance.		
<b>Cueing 2nd Step</b>	Cueing (general assistance) is an action intended to encourage a student to initiate or continue a task that he or she had previously executed. A cue is a hint or a nudge in the right direction that does not provide a direct answer.		
<p><b>Least Invasive</b></p>  <p><b>More Invasive</b></p>	<b>Verbal Indirect Cue</b>	The student is given oral information or a question that guides the student in the right direction but does not provide a direct answer.	(Example: "What do you think you need to do next?")
	<b>Verbal Direct Cue</b>	The student is given a hint or short verbal redirection that relates specifically to the task but does not provide a direct answer.	(Example: "Always capitalize the first word in the sentence.")
	<b>Visual Cue</b>	The student is provided with a written direction, arrows, color-coding, or other visual methods beyond the materials preplanned initially to help the student continue the task.	
	<b>Pointing</b>	An adult provides a single point toward an object or place indicating the beginning step of a task or continuation of the task when the student hesitates.	
	<b>Physical Gesture</b>	An adult alerts the student by touch to begin or continue a task.	
<b>Prompting 3rd Step</b>	Prompting (specific assistance) is an action intended to directly assist a student with the completion of a task. A prompt pulls the student through each step to the end of the task and directly leads to the answer.		
<p><b>Least Invasive</b></p>  <p><b>More Invasive</b></p>	<b>Verbal Direction</b>	A step-by-step narration is given to the student in order for the task to be completed.	"Look at the photos. Look at the first one. Now look at the next one. Think about the story. Touch the photo that goes with the story."
	<b>Gesture Assist</b>	An adult repeatedly points or gestures to indicate a place or object that is the next step of the task.	
	<b>Visual Graphic</b>	Photographs, videotapes, or drawings of the task to be completed beyond the materials preplanned initially are shown to the student in a sequence of images.	
	<b>Student Modeling</b>	Another student demonstrates the task that is requested of the student.	
	<b>Adult Modeling</b>	An adult demonstrates the task that is requested of the student.	
<b>Physical Assist</b>	An adult offers a hand-to-hand manipulation of the student to actually control motor movements to complete the task and perform the predetermined criteria.	