


Graduated Guidance


Least to Most Prompting



Verbal Prompts

Teacher provides verbal instructions


These may also be graduated. (e.g. Which letter comes next? Write the letter that comes next. The next letter is "A" Write the letter "A")



Gestures

Teacher provides visual prompts


(e.g. picture cards, gestures, holding task-related object to student)



Modelling

Teacher demonstrates skill

(e.g. teacher models initial/partial step in the task; teacher models full task as they give instructions)



Full/Partial Physical Prompts*

Teacher provides physical guidance

(e.g. teacher touches student's elbow and repeats instructions; teacher takes student hand to initiate correct response)

Most to Least Prompting

Most-to-least prompting

What? Fades from most intensive/invasive supports to least

When? New learning or a student has not acquired the necessary skills to complete a task independently.

Least-to-most prompting

What? Fades from least intensive/invasive supports to most

When? Student has necessary knowledge/skills but responds incorrectly or does not respond to the task.

*Note: some students may be distressed or uncomfortable with physical touch. Always talk to the student and their family about what kinds of prompts/communication they feel are most suited to their individual needs. The use of full or partial physical prompts should be included as part of a student's Personalised Learning and Support Plan and in line with the six decision-making principles for the use of restrictive practices.

