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| **Classroom Snapshot: Prompts, Cues, and Reminders** | |
| Prompts, cues, and reminders are physical, verbal, and non-verbal strategies used to reinforce student’s ability to complete a required task. Should be positive in nature versus error correcting (3:1). | |
| |  |  |  | | --- | --- | --- | | **Components Prompts, Cues, and Reminders** | | | | **Physical**  Modeling, gesturing, or any other kinesic representation of the desired skill | **Verbal**  Spoken words, signs, and statements that help reinforce targeted skills | **Non-Verbal**  Form of communication between the student and teacher that involves eye contact, gestures, and facial expressions. | | | | Proximity, kinesic movement (muscle memory), Hand over hand assistance (guiding students hand to complete task) | Short statements to remind students of task. Helpful for visual and auditory learners | Eye contact, facial expressions, head movement, etc  Should be taught in advance to determine the outcome of the task |   **Assessment for Prompts, Cues, and Reminders**  Observe and monitor the three components of prompts, cues, and reminders during a 10 minute period or during predictable problematic times:   |  |  |  |  | | --- | --- | --- | --- | | **Components** | **No** | **Somewhat** | **Yes** | | Uses a variety of Physical, Verbal, and Non-verbal prompts, cues, and reminders throughout instruction |  |  |  | | Visual aids are accessible to students in the classroom as reminders of academic expectations |  |  |  | | Students respond to teacher’s prompts, cues, and reminders positively |  |  |  | | Tally of Positive Prompts, Cues, and Reminders | | | | | Tally of error correction: | | | | | Ratio of Positive Prompts, Cues, and Reminders : EC (error correction): | | | | | |
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