Prompting Hierarchy:
Promote Independence through Prompting with Digitability

Digitability is the only scalable, STEM-focused model that continues to be recognized as an innovative solution to the unemployment crisis facing a large — and growing — population of those with disabilities. **Whereas less than 30% of people with disabilities are employed, 70% of Digitability graduates obtain full-time employment.**

Something for EVERY Student: The needs of individuals who participate in Digitability run the gamut. All of your resources are extensively differentiated to support a wide range of cognitive, communication and behavioral needs.

Reduce Time Planning & Progress Monitoring: Digitability manages your existing special education priorities into a streamlined process. We have all the tools to enhance existing programming, or serve as a foundation for innovative programming at any school or in any classroom.

Program Resources Include:

- 700+ Digital Literacy Lesson Plans
- 200+ Social, Communication & Behavior Resources
- 600+ Workplace Readiness Activities
- 100+ Functional Academic Resources
- 900+ Interactive Online Activities

- IEP Goal Bank and Progress Reports
- Data Dashboard to Track IEP Transition Data
- Year-long, teacher coaching on
- Evidence-based Practices

Earn Amazon Gift Cards! Our teacher coaching and professional development services reward each teacher with Amazon Gift cards throughout their process of achieving mastery of evidence-based practices and improving transition outcomes for students.

Students Obtain Full-Time Employment: Each student graduates with a work-ready, skills-based portfolio and the social/emotional ability to persevere, self-regulate and self-advocate in learning environments that simulate "real world" workplace settings. Digitability's program for today's modern workplaces has been featured on MSNBC, CNET, NPR, TechCrunch, Ted Talks, and showcased at Silicon Valley's Social Innovation Summit.

Bankability™

The First Virtual Banking System for Special Education Students

Bankability allows students to experience a modern banking app while learning financial literacy and workplace behavior.

Online Banking is Here!

Bankability works with The Digitability Social Economy, where students earn (and later spend) virtual money for practicing workplace behavior. With Bankability, students now receive direct deposits on payday, review pay stubs and personal bank statements.

Earnings
Gross Pay $252.00
Net Pay $200.00

Date 02/17/21
PAY TO THE ORDER OF Student
$ 300.00
300 Dollars
000000000 1206

Checking: $300.00 **Savings:** $100.00

Bankability™

Pay Bills and Purchase Rewards

Using Bankability, students manage their checking and savings accounts, pay bills, shop, and review their finances all from their online bank account. Teachers can customize classroom bills and rewards, run payroll, and approve purchase requests all from their Bankability dashboard.

Data & IEP Progress Reports

Bankability also allows teachers to track workplace readiness progress using Digitability's Individual Education Program (IEP) Transition Goal Bank. Assigning each dollar to a behavior will allow teachers to track that behavior overtime. Reports can be generated at the click of a button and shared with their Special Education Team.

Five Basic Types of Prompts

During instruction, you may need to use prompting to accommodate the needs and abilities of your learners. Prompts cue a learner to display a desired behavior.

VERBAL

Verbal prompts are words, instructions, or questions that direct a learner to engage in a target response. Verbal prompts should be simple and explicit. Verbal prompts will range from saying the entire word or phrase that you are trying to elicit from the learner, to providing only the first sound or syllable to cue the learner.

GESTURAL

Gestural prompts include pointing to, looking at, motioning, or nodding to indicate a correct response. Be careful not to become dependent on gestural prompts when teaching a learner how to interact with a computer.

MODELING

You can act out a target behavior or have the learner's peer act it out to encourage the learner to imitate that behavior. Modeling can be done in full, or the behavior can be partially modeled. Modeling may also include verbal prompts.

POSITIONAL

Positional prompting involves arranging given materials so that the correct item is close to or in front of the learner. For example, if a task consists of picking a picture of an object from a group of three pictures, you might initially arrange them so that the correct choice is directly in front of your learner, while the two incorrect choices are on the other side of the table. As your learner progresses, the other cards can be gradually moved closer until they are even with the correct choice.

PHYSICAL

Tactile prompting involves actually touching the child. A full physical prompt might involve moving the child through the entirety of the behavior i.e. moving his hand to select the right card from an array, and then moving it further to hand the card to you or someone else. A partial physical prompt might be just touching a hand or shoulder to get the child started on the behavior.

It is important to establish a balance when using prompts. The goal is to have your learner complete the task independently and not develop a learned dependency.

Prompting Guide

Least to Most Prompts:

Depending on the needs of the learner, you may need to increase prompting. You may initially present the request without any prompting and then increase assistance until the learner displays the requested behavior. When increasing assistance remember to give the learner the opportunity to respond correctly by waiting a specific interval of time (often 5-0 seconds). This interval should remain constant during the instruction.

- The desired behavior is for the learner to: **"Click on the address bar."** The student does not respond within the specific time period of five (5) seconds.

- You provide a verbal prompt by asking a question: **"Where is the address bar?"** The student does not respond within the specific time period of five (5) seconds.

- You provide an additional verbal prompt by giving a hint: **"The address bar is a long, white rectangle at the top of your browser."** The student does not respond within the specific time period of five (5) seconds.

- You provide a gestural prompt by pointing to the address bar. The student does not respond within the specific time period of five (5) seconds.

- You provide a physical prompt by guiding the learners hand over the mouse and clicking on the address bar.

Prompts can be used in conjunction with each other.

For example:
While providing a physical prompt of guiding the student's hand over the mouse, you may also provide the verbal prompt, **"Click on the address bar."**

OR

While providing a gestural prompt of pointing to the address bar, you may also provide the verbal prompt, **"The address bar is a long, white rectangle at the top of your browser window."**

Most to Least Prompts:

As your learner gains mastery of a task at a specific level of prompting, you can decrease assistance by delaying, fading, or removing prompts. The rate approach to decreasing assistance will depend on the needs of your student. The goal is to have your learner complete the task independently and not develop a learned dependency on any specific prompt.

Digitability
Be Work Ready!

Independence

Visual Prompting

Verbal Prompting

Gestural Prompting

Modeling Prompting

Physical Prompting

Least Intrusive

Most Intrusive