

Prompting Pyramid

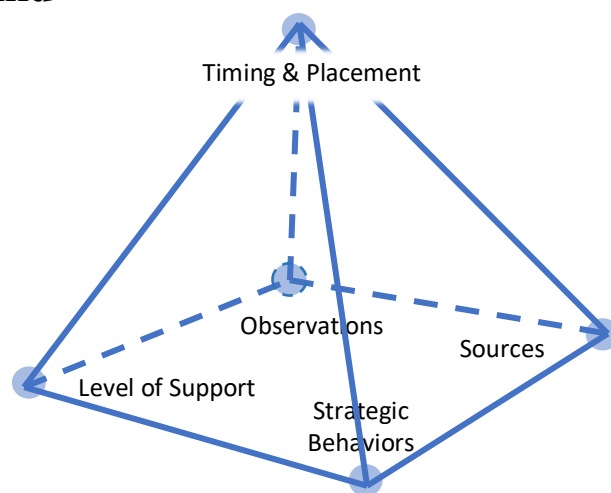
Narrowing Choices: What do you need to prompt for?

Strategic Processing

- to improve processing (p. 117; 133)
- to expand processing (p. 117; 133)
- to praise problem-solving (p. 119; 133; 134)
- to praise self-monitoring (p. 119; 134)
- to praise self-correcting (p. 119; 133)
- to get speeded responding (p. 88; 133)
- to interrupt an unwanted behavior (p. 38)
- to praise stamina (p. 119; 133)

Sources

- to search neglected source(s)
- to look with the eyes (p. 37; 131; 133)
- to hear with the ears (p. 37)
- to increase integration of sources (p. 37; 118; 119; 136; 137; 139; 140)



Observations—Past & Present: What will you say or do?

- based on:
 - past teaching (p. 29; 110)
 - recent experiences with text in reading or writing (p. 138; 151; 152)
 - what is known in terms of known words, word parts, letters, etc. (p. 37; 138; 150)
 - sources child is attending to or neglecting (p. 137; 182)

Level of Support: How will you say it?

- level of support—low to high (p. 118; 119; 135)
 - reminder
 - scaffolded (p. 213)
 - provide information needed (p. 106; 118-119; 133; 135)
 - give the word but have child attend to visual (p. 132)
 - demonstration or prop (word card, finger, white board, etc.) (p. 152)
- clearest example, fewest words (p. 36; 38; 118; 140)
- question vs statement
- in varied ways that make sense to the child (p. 38; 185)

Timing & Placement: When and where are you likely to prompt?

- allow time for independence (p. 88; p. 106; 135; 139)
- at the point of difficulty, before an attempt (p. 60)
- at the point of difficulty, after an attempt/success (p. 133)
- after the sentence, after an attempt/success (p. 134; 135)
- after the page, after an attempt/success (p. 135; 139)
- after the book, after an attempt/success (p. 120; 132)