Clarification of Support vs. Cueing and Prompting Terms

Guidelines

During instruction, teachers are accustomed to providing accommodations/supports and giving cues and prompts to students as needed to help them through tasks. However, teachers need to consider the STAAR Alternate observation as an assessment observation requiring parameters on what is allowable for the student during the assessment task.

Accommodations/supports as listed on the document, "Presentation Supports/Materials for STAAR Alternate" may be used during STAAR Alternate observations to allow student access to the task or stimuli if routinely and successfully used during regular instruction. These supports should be preplanned and recorded on the documentation form under the heading <u>Preplanned Presentation Supports/Materials</u>. These supports "level the playing field" by providing access to the task for students with disabilities and allow students to be as independent as possible. The use of these supports does not negatively affect the student's score. Teachers should not use terms from the "Hierarchy of Cueing and Prompting" document in the <u>Preplanned Presentation Supports/Materials</u> section of the documentation form. Preplanned supports cannot give the student the answer or change the complexity level of the task.

Cueing and prompting cannot technically occur prior to the observation and cannot be preplanned. The terms listed in the "Hierarchy of Cueing and Prompting" document are used to describe the *additional assistance* that may be needed during a task when the student is unable to proceed as expected with the *preplanned supports*. Cueing and prompting should be recorded on the documentation form under the heading <u>Level of Support</u> for each predetermined criteria. Cueing and prompting terms should only be recorded in the observation notes and do affect the score that the student receives; therefore, it is critical that the teacher use this assistance only if necessary. However, if a student is unable to perform the task independently, appropriate wait time should be provided. If more assistance is needed, a cue should be given first and then a prompt if the cue is unsuccessful.

Examples of Cueing and Prompting

Here are some examples of the various types of cues and prompts. The difference between a cue and a prompt may be confusing and is really related to the degree to which the student is assisted. A cue is just a hint and does not lead the student to a direct answer. A prompt is much more invasive as it takes the student step-by-step through the task leading to a direct answer.

Visual Cues and Prompts

Visual representations are often important to students with significant cognitive disabilities. The difference between the use of a visual cue (cueing) and a visual graphic (prompting) may be especially confusing to teachers. A visual cue is just one visual that alerts the student on where to focus or where to respond. The visual graphic is a series of visual directions that pull the student through the task to completion and provides the answer.

Preplanned Allowable Supports	Observation Begins	Visual Cue — Cue	Visual Graphic — Prompt
Supports that are preplanned prior to the observation by the teacher according to TEA guidelines and recorded on page 1 of the state-required documentation form.		Color-coded text that helps narrow down the choices or guides the student to view relevant information, but does not directly tell the student where to place a specific word or identify a specific item. Example: man cat table book car school The _____ drove the _____. Pictures that help clarify the meaning of terms. Example: Nouns Verbs Objects to help students visualize problems. Example:	Visual displays that explain each step of a process the student must go through to perform one or all of the predetermined criteria including completion of the task. Example: 1. Gather the supplies needed for the investigation. 2. Gather needed safety equipment. 3. Perform investigation. 4. Record findings on the chart.

Objects example table:

Number of Triangles	Triangles	Number of Sides
1	▲	3
2	▲ ▲	6
3		

Record findings chart:

	SINK/FLOAT	WEIGHT	MATERIAL
Bottle Cork	Float	Light	Cork
Plastic Bottle Cap			
Rock			
Spoon			
Rubber Band			

✳ Remember that visual cues and prompts occur after the observation begins and cannot be part of the original materials the teacher has provided for a specific task. A visual graphic can never be used as a support, since it is the source of direct answers.

Verbal Cues and Prompts

The difference between the verbal cueing and prompting terms is determined by the amount of verbal information given and the specificity of the oral information. Task directions that the teacher provides at the beginning of the task to tell the student what is expected are part of the presentation and are not counted as cues or prompts. If repeated more than once, the teacher will need to specify the number of additional repetitions and list them as a support. Repetitions over the specified amount must be counted as cues.

Preplanned Allowable Supports	Task Directions	Observation Begins	Verbal Direct/Indirect Cue Cue	Verbal Direction Prompt
Supports that are preplanned prior to the observation by the teacher according to TEA guidelines and recorded on page 1 of the state-required documentation form	Initial task directions provided to the student at the beginning of the task and are not considered a support or additional assistance		**Verbal Indirect Cue** The teacher provides a single piece of oral information to indirectly help the student focus on specific details. Hints Only Examples: "Think about it first before you answer." "What do you think comes next?" "Do you remember how the boy acted after the storm?" "Keep on working until all objects have been grouped." **Verbal Direct Cue** The teacher provides a single piece of oral information to directly help the student focus on specific details. Examples: "Always capitalize the first word in a sentence." "Remember when you add you put two sets together." "Who was the character that stole the money?"	**Verbal Direction Prompt** The teacher provides a series of pieces of information that directly lead the student to the answer or requested action. Step-by-Step Directives to Complete the Task Examples: "Look at the first one. Look at the next one. Look at the last one. Think about the story. Look at the house to identify the setting." "Touch the pad. Touch the next one. Point to the one that is cold. Point to this one." "Put the items into groups by their shape. Look at the round edge of each shape. Point to the circle." "Look at each word in the sentence. Find the name of each person. Mark the first letter in each name. Replace the letter with a capital letter."

✹ Remember that verbal cues and prompts occur after the observation has begun and are not part of the oral directions the teacher has planned to provide during the specific task. Verbal direction can never be used as a support, since it is the source of a direct answer.

Physical Cues and Prompts
The difference between physical cues and prompts is a matter of degree as evidenced in the following examples.

Preplanned Allowable Supports		Pointing /Physical Gesture Cue	Gesture Assist/Physical Assist Prompt
Supports that are preplanned prior to the observation by the teacher according to TEA guidelines and recorded on page 1 of the state-required documentation form	Observation Begins	**Pointing** The teacher 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. Examples: Pointing to an object when a student loses eye contact with the object being used in the task Pointing to a place in the text when the student becomes distracted to continue focus on the text Pointing to the last placement of a manipulative to help the student remember the pattern that was being created Pointing to the student's hands or eyes to remind them what they have been asked to do Pointing to the item that needs to be placed somewhere to perform the action **Physical Gesture** The teacher alerts the student by touch to begin or continue a task. Examples: Touching a student's arm to remind him or her to activate a switch Touching a student's hand to remind him or her point to the picture Touching a student's shoulder to continue eye contact with the teacher or object to be viewed	**Gesture Assist** The teacher repeatedly points or gestures to indicate a place or object that is the next step in a task until all the steps have been directed by the teacher and the task has been completed. Examples: Pointing to each character before the student can identify all the characters in the text Nodding to a group to show where an object should be placed until all objects are sorted Pointing to each step in an investigation including the concluding information **Physical Assist** The teacher provides a hand-to-hand manipulation of the student to actually control motor movements, thus performing the predetermined criteria and completing the task for the student. Examples: Placing the student's hand to activate a switch Placing the student's hand on a designated picture for identification Moving the student's hand over an object to be explored when the student is not showing any response to the object or stimuli

✸ Remember that due to limitations in mobility, some students may need assistance with physical access to a task as part of the supports. In these instances the physical assistance can only help the student access the stimuli. The assistance cannot result in the teacher performing the verb in the predetermined criteria for the student. Gesture and physical assists can never be used as supports since they are the source of direct answers and must always be counted as a prompt.

✸✸ If a student begins to struggle, sufficient wait time should be provided. If the student still cannot demonstrate the skill, a cue should be given. If cues prove ineffective, a prompt will need to be given. Withholding cues and prompts will result in an unfair observation since the student was not given every opportunity to perform the skill.