

Prompt	Description	Example
<i>Expectant Delay</i>	Give a verbal cue then pause to give students time to process the information, consider a response, access the device, etc. Pause <u>at least</u> 5 seconds.	“Okay, <u>Jarrad</u> said he might feel BORED when he’s working. Hmm, wonder what other feelings we could put on our chart” <pause and look expectant>
<i>Verbal Prompt</i>	Give a subtle verbal cue, that tells generally WHAT to do	“Jen. Here’s your switch. . . . Jen’s going to READ for us!”
<i>Light Cue – general</i>	Use a squeeze light to give students a hint of the location of the target vocabulary item.	Students have been asked to share feelings. After a pause, Kelly’s facilitator flashes the light in the vicinity of the FEELINGS symbol.
<i>Light Cue - Intermittent</i>	Use a squeeze light to briefly indicate the target item.	Flash and release on the FEELINGS symbol.
<i>Light Cue – Constant</i>	Use a squeeze light to indicate the target item.	Flash and hold (or wiggle) the light on the FEELINGS symbol.
<i>Visual Model</i>	Show student an icon card that s/he can match to cue device use.	Hold up symbol card for MAD. Show symbols on device as needed.