

Show & Go[®]



To use the Show & Go as a standalone visual direction:

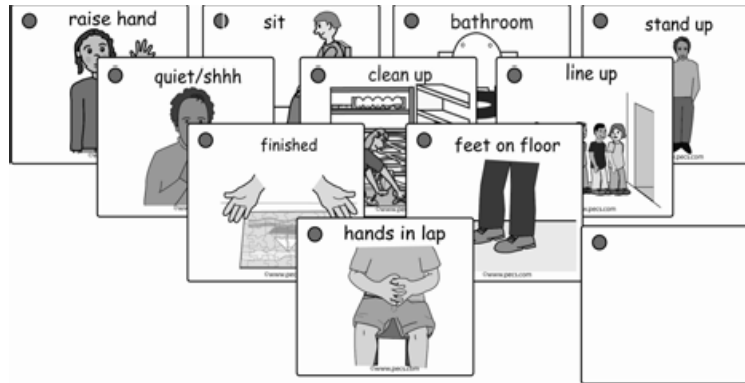
After ensuring you have the student's attention, show him the direction. Do not say the direction. Wait 3-5 seconds for the student to respond. If he does so, allow him to access the natural reinforcers ("line up" leads to going outside) or provide additional reinforcement. If he does not respond, provide an appropriate single prompt. Fade this prompt over subsequent opportunities using a progressive time delay strategy. To use the Show & Go as a visual prompt when teaching spoken- direction following, the student must reliably respond to the picture directions. Say the direction. Wait 3-5 seconds for the student to respond. If he does so, allow him to access the natural reinforcers ("Quiet" leads to the start of a favorite video) or provide additional reinforcement. If he does not respond, provide the visual prompt by showing the picture of the direction. Fade this prompt over subsequent opportunities using a progressive time delay strategy.



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Show & Go®

These handy directions are designed to be worn on a neck lanyard or a belt loop so that they are always available and ready to use! The blank card can be customized with a direction of your choice or as storage for tokens that are quick to access for reinforcing student behavior.



Following directions is a critical skill for all learners to develop. Directions can be delivered in auditory or visual modalities and because we encounter both in our daily lives, students must learn to respond to both. This Show & Go can be used in two different ways:

1. Teaching students to follow visual-only directions
2. As a prompting strategy for teaching students to follow spoken only directions

The Pyramid Approach to Education differentiates between cues and prompts. Cues are naturally occurring events that activate a particular behavior. For example, an eight-sided red traffic sign typically causes drivers to stop at an intersection. Prompts are teaching devices we use to help students engage in particular behaviors. For example, a new driver might see the traffic sign but need additional "help" from his driving instructor to stop at the intersection. The instructor might use a verbal prompt (Stop!) or a gestural prompt (pointing to the sign), or a more overt prompt (using the safety brake to stop the car). Our job in teaching is to ensure that students respond to cues, therefore, we must eliminate any prompts we use. So, picture directions can either be a cue or a prompt. Some students might see a picture on their schedule of "bathroom." This picture should act as a cue to use the bathroom, the student should need no additional prompting to respond to this picture. Sometimes we tell our students to go to the bathroom, but while students are learning to respond to this spoken direction, we might use a visual prompt (a picture of a bathroom) to help the student. This prompt is appropriate only if the student reliably goes to the bathroom when he sees the picture. In this scenario the teacher must eliminate the visual prompt.