

## Cueing Students When Learning to Use a Switch

Everyone should use the same sequence of prompts when a student is working on learning to use a switch. This gives consistency between the people who are working with him/her. Use clear and simple language (e.g., “Hit the switch”). For example:

- Tell your student what the expectations are each time the appliance goes off. What is your student’s job in the activity? (e.g., “John, Karen needs her pencil sharpened. Please hit the switch.”) With a look of expectation, please wait 10 seconds for the student to hit the switch.
- If no response, repeat the verbal cue along with pointing out an environmental cue (e.g., show John the pencil and the pencil sharpener).
- If no response, model the expected behaviour (e.g., put the pencil in the sharpener and operate the switch to sharpen it).
- If no response, give a partial physical prompt (e.g., tap John’s hand).
- Repeat the verbal cue and physically prompt the student, from the elbow, to bring his/her arm forward. Wait 10 seconds for your student to touch the switch.
- Repeat the verbal cue and fully assist the student to hit the switch, hand over hand (as you see your student responding more often without physical prompts, add an extra verbal prompt and delay moving into physical assistance).
- Tell your student what the expectations are each time the appliance turns off (e.g., “We need more music. Hit the switch”.) Wait 20 seconds for your student to hit the switch on his/her own.
- Repeat the verbal cue. Wait for 10 seconds; repeat the verbal cue along with the physical prompt from the elbow if your student does not respond on his/her own.