

Show & Go

Set of 10 of the most commonly used directions in a classroom setting



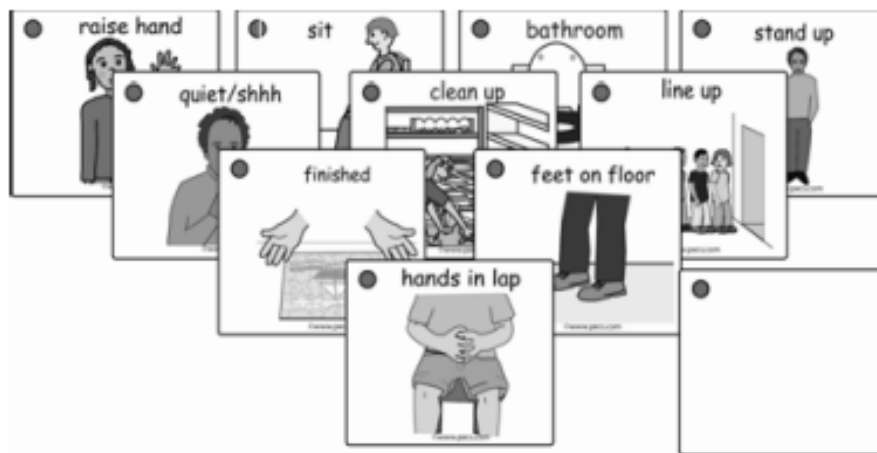
To use the Show & Go as a standalone visual direction:

After ensuring you have the student's attention, show him the direction. Do not say the direction. Wait 3 to 5 seconds for the student to respond. If he does so, allow him to access the natural reinforcers (e.g. '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 to 5 seconds for the student to respond. If he does so, allow him to access the natural reinforcers (e.g. 'Quiet' leads to the start of a favourite 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.

Show & Go

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



Following directions is a critical skill for all learners to develop. Directions can be delivered in auditory or visual modalities. Because we encounter both in our daily lives students must learn to respond to both. The 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 behaviour. For example, a red traffic light typically causes drivers to stop at a junction. Prompts are teaching devices we use to help students engage in particular behaviours.

Show & Go

For example, a new driver might see the traffic sign but need additional 'help' from his driving instructor to stop at the junction. 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 "toilet." This picture should act as a cue to use the toilet, the student should need no additional prompting to respond to this picture. Sometimes we tell our students to go to the toilet, but while students are learning to respond to this spoken direction, we might use a visual prompt (a picture of a toilet) to help the student. This prompt is appropriate only if the student reliably goes to the toilet when he sees the picture. In this scenario the teacher must eliminate the visual prompt.