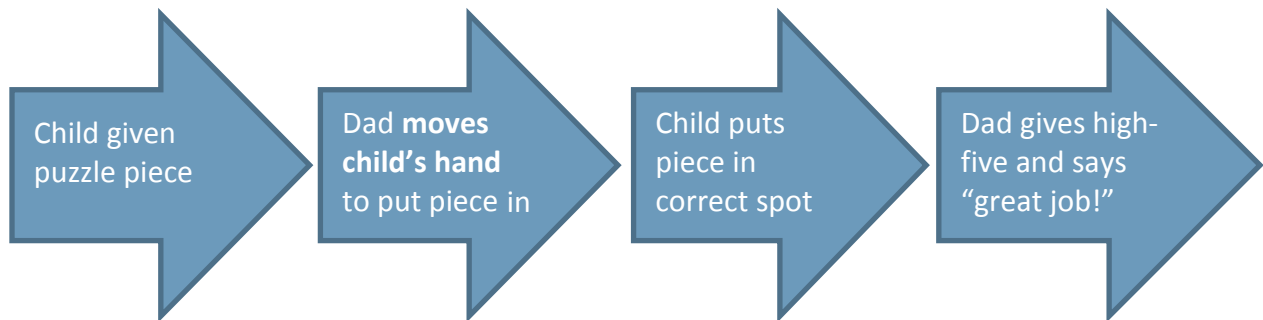


Helping Your Child Learn: Prompting and Fading

Prompt: when you provide help in a situation so a specific behaviour is more likely to occur



The dad used a **full physical** prompt to increase the likelihood of his child putting the puzzle piece in the correct spot.

Types of Prompts

Gesture: pointing, motioning, or nodding

Visual: pictures

Model: demonstrating the behaviour

Partial Physical: touch at the hand, wrist, elbow or shoulder

Full Physical: hand-over-hand guidance to physically assist through entire behaviour

What Should I Use?

- Give an instruction without giving a prompt and see how much he/she can do independently
 - If child/youth is able to do most independently, may be able to start with gesture or visual
 - If child/youth will need a lot of help to complete, may need to use physical prompt
- Physical and verbal prompts may be necessary when teaching a new skill

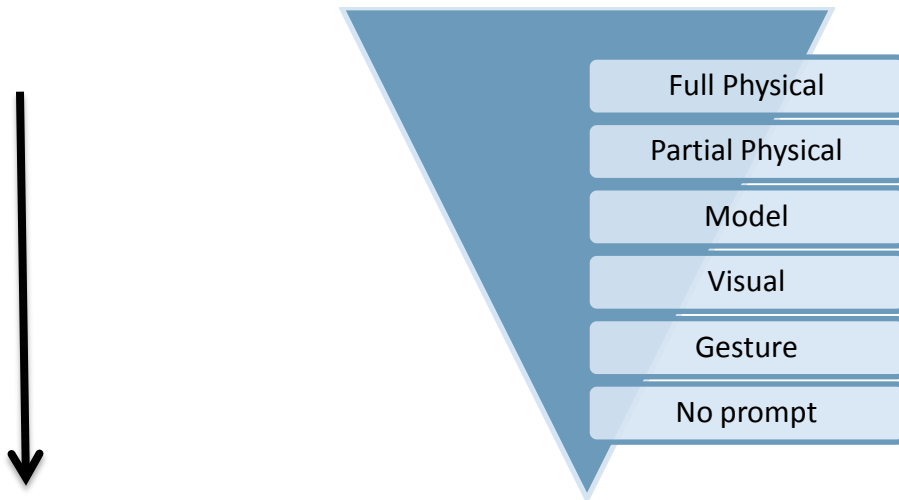
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Prompting and Fading

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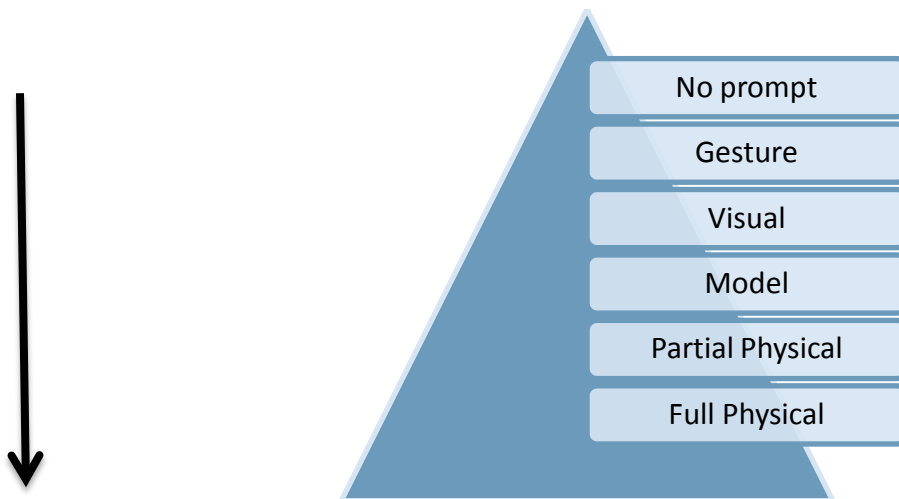
Most-to-Least Prompting

- use the most help to start and reduce help as the child/youth becomes more successful



Least-to-Most Prompting

- use minimal help to start
- Increase help if the child/youth still has difficulty doing the behaviour with the help you are giving



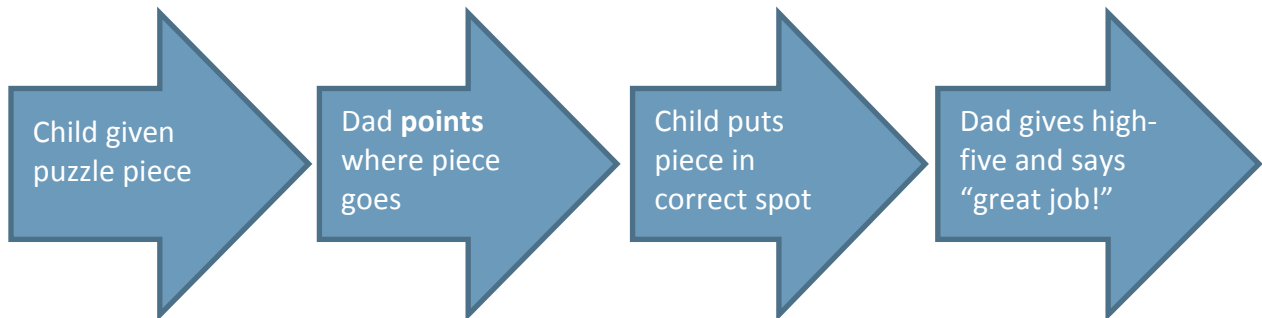
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Fading

Fading: Gradually decrease the prompt level so the child/youth does more and more of the behaviour on his/her own



The dad used a **gesture** prompt, instead of a **full physical** prompt. His child is learning to do the puzzle with more independence.

Rules for Using Prompts

- 1) Always consider if you will use most-to-least or least-to-most prompting
- 2) Determine how you will reduce and remove the prompt (prompt fading)
- 3) If child/youth is making errors, go back to the last prompt that was working, so you reduce additional and future errors

References

Scheuermann, B., & Webber, J. (2002). Autism: Teaching does make a difference. Toronto, Wadsworth.

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