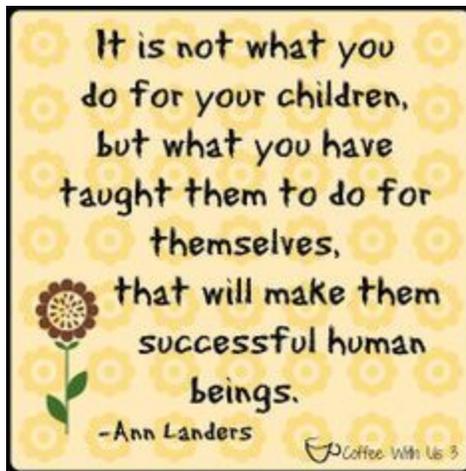


Fading Prompts to Create Greater Independence

We often provide a variety of prompts to enable children to perform task and complete routines. It is important that you assess where you are in the hierarchy of prompting and always work toward the least invasive from the beginning. The hope, initially, is that with prompt support, a child will learn the behavior/task quicker and correctly. The goal should be from the very beginning to have a plan on how to fade the prompting.

Never make a child more dependent than he needs to be. Give as much help as is needed, but as little as possible.



The prompting hierarchy is:

Full physical assistance.

Partial Physical assistance such as hand under hand; touching an elbow to begin the process.

Modeling or showing the individual what you want him to do.

Gestures when you indicate with a motion what to do.

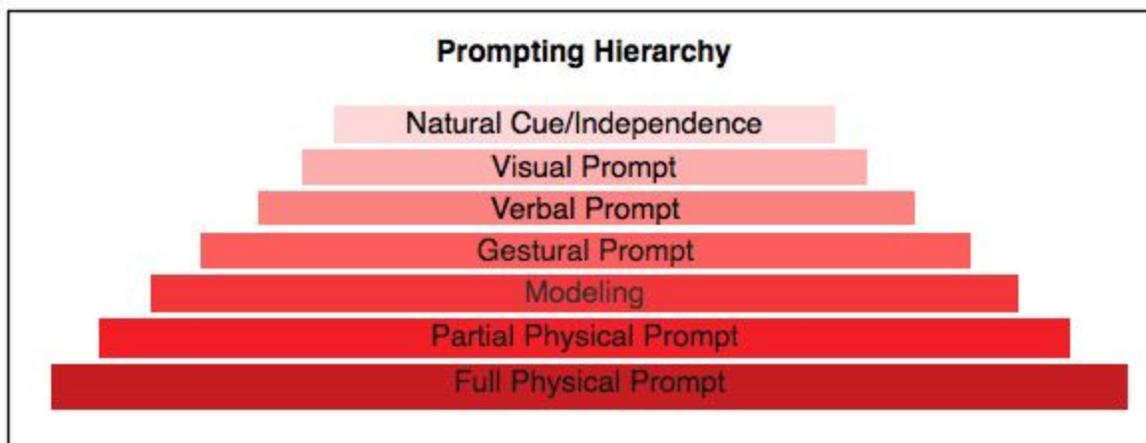
Direct Verbal when you say exactly what should be done such as "Pick up the trash."

Indirect Verbal you indicate to the child that something needs to be done but you do not provide direct instructions. An example would be, “Now what?”

Independent is when the child is using only natural supports in the environment such as a timer, a visual schedule (without you reminding them to use it), or a checklist.

For videos demonstrating all the different kinds of prompting and fading go to:

<https://www.youtube.com/watch?v=TDijJjKHMVQ>



Always consider how you can do less. What supports would allow you to fade from the situation? Is it a checklist, visual routine, visual template, timer, clock, natural cues such as noting that siblings are helping to clear the table?

Even if it takes longer, can the child perform more independently? At some point you do not want him to rely on an adult to complete a task.

To fade, gradually eliminate the prompt:

1. Coach the child to use environmental cues and to self-advocate if he needs something to complete a task.
2. Provide “tools” so you are not the provider of the information. Introduce checklist, schedules, visual aids for routine task.
3. Begin to fade before a skill is mastered.
4. Select one area in which to fade support first.

5. Begin to fade in short increments, maybe staying in the room at first, but not being available to help. In other words, have the child set the table and instead of staying there and prompting, you move to the sink to clean a dish you need for dinner.
6. Stretch the amount of time that you are not available. Leave the room to let the dog out, make a phone call, go to the bathroom.
7. Assume the child is capable! It is OK if the work is not perfect, or not done quickly.
8. Provide an opportunity to see if he can perform independently. You may be surprised to find that you are not needed!
9. Reinforce success and all efforts.
10. Your primary job is to not be needed.

