

Supporting another young person to carry out a new task



Information from the following websites was used in the production of this booklet:

www.friendsofquinn.com

www.bbbautism.com

www.nsttac.com

www.vcautismcenter.org

www.gadoe.org

Strategies for Communicating with Young People with Additional Needs

Refer to the individual by name

Use clear, short and simple instructions

Keep to a routine

Set clear boundaries

Remain positive

Show empathy

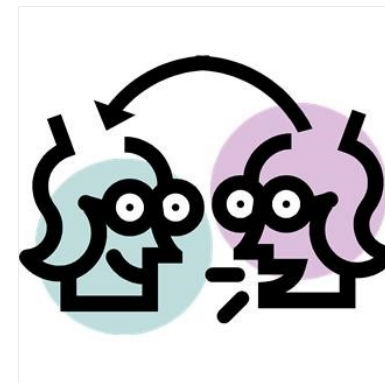
Be patient and Calm



There are **two** ways to go about using these prompts and cues.

1. Starting with the Least Physical Prompts

- Use the first cue in the hierarchy such as a non-specific verbal cue, "What do you do next?", and see what the individual does.
- Wait at least ten seconds before proceeding to the next cue. Only do this if the individual gets stuck and doesn't know what to do or if they do a step out of the sequence.
- If this is the case, give the next cue, which would be a verbal cue, "Pick up the toothbrush", and if they still don't get it then keep going through the prompts listed until they are successful with that particular step of the task.



2. Starting with the Most Physical Prompts

- Use the last prompt in the hierarchy, physical prompts e.g. 'hand over hand'.
- When you feel that the individual understands the sequence of tasks, gradually fade those prompts.
- Begin to use less invasive prompts such as a verbal gesture (Point to faucet and say "turn it on.")
- The whole goal is to eventually use as little prompts or cues as possible so that the individual ends up doing the entire sequence of steps on his or her own or as independently as they can.



It is important to note here that there may be some tasks or goals where individuals are unable to become fully independent.

The key is to allow them to experience as much independence as they are capable.

This means that you provide only as much support as they actually require.