



FUNCTIONAL SKILLS FOR SCHOOL-AGED CHILDREN

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Brown Elementary
6:30 pm

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FUNCTIONAL SKILLS

- × Activities of Daily Living
 - + Bathing
 - + Brushing Teeth
 - + Dressing
 - + Eating
 - + Mobility

HOW DO WE ADDRESS FUNCTIONAL SKILLS?

- × Basic Skills
 - + Stability
 - + Posture/Positioning
 - + Sensory
 - + Fine Motor Skills
- × Practice
 - + Prompting
- × Set up the environment
 - + Visuals

PROMPTING

Prompting Levels
Independence
Visual
Gestural Prompts
Verbal Prompts
Modeling
Minimal Assist
Moderate Assist
Maximal Assist
Full Physical Assist

OVERVIEW OF PROMPTING LEVELS

- × **Visual Cues** – An individual is providing pictures or pointing to an area to help the student.
- × **Gesture Cues** – An individual is gesturing to a place, pantomiming an action, pointing to where the student needs to go
- × **Verbal Cues** – An individual is giving verbal reminders or directives to help the student.
- × **Modeling** - An individual is demonstrating the task or step in its entirety prior to the student completing it.
- × **Touch Cues (Physical Prompt)** – An individual is providing help in a physical means by either touching the student or touching an activity to progress the student
- × **Physical Assist** – An individual is completing some portion of the activity with or for the student
- × **Hand Over Hand (HOH)** – A individual is being progressed through an activity by an assistant maneuvering the student's hand from one step to the next step. HOH is considered maximum assistance!!

VISUAL PROMPTS

- × Allow for response time
- × Wait quietly
- × Praise at end of sequence



VERBAL PROMPTS

- × Verbal Directions "Put on your shirt."
- × Verbal Reminders "What's next?"
- × Remember that even stating "Where should you be?" or "What's next?" is a level of verbal prompting.
- × Verbal prompts should be faded as soon as possible as students can become very dependent on verbal cues.
- × A visual cue initiates the thought of the activity in the students mind, whereas a verbal cue induces the action. We always want the student advancing themselves instead of us telling them what to do.
- × Repeating a direction is training a student to ignore us!

VISUAL AND VERBAL PROMPTS

MODELING

- × Complete the entire step or task that you want the student to complete.
- × Can be paired with verbal if needed.
- × After modeling, give the student a cue that it is their turn. (Picture of them completing task or verbalizing "Your turn." or "You do it.")

PHYSICAL CUES

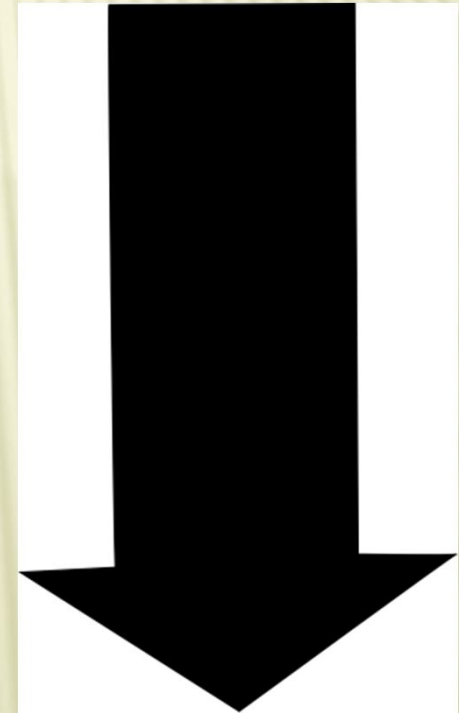
- × When providing touch prompts, try to limit verbal prompts at the same time. Stay quiet and touch to indicate what the student should do next.
- × Initiate the action with the student and then back off. Don't assume that if they are not doing it that they cannot do it.
- × Remember to travel down the prompt hierarchy to provide the least amount of assistance possible.

MODELING AND PHYSICAL CUES

LEVELED PROMPTING

- × Visual Cue
- × Gesture
- × Verbal Cue
- × Modeling
- × Physical Assistance
 - + Minimal Assist (Touch Prompts)
 - + Moderate Assist
 - + Maximal Assist (Hand over Hand)
 - + Total Assist

Least amount of prompting



Most amount of prompting

THINGS TO REMEMBER

- × Wait a MINIMUM of 10 seconds after a request before repeating
- × Each time you repeat a request or talk after making a request, the mental processing has to start over. Request ... wait silently.
- × **Visual prompts** are easiest to extinguish
- × “Extinguishing” prompts is when a student has become successful with the current level of prompting (touch prompts for example). You would then begin to fade that touch prompt and provide only verbal or visual prompts.

VISUAL SUPPORTS



"When I see it, then I understand"

TYPES OF VISUAL SUPPORTS

- ❖ Gestures
- ❖ Photographs of an actual object (Google Images)
- ❖ Line drawings
- ❖ Cartoon drawings
- ❖ Social Stories
- ❖ Sign language

VISUAL SUPPORTS CAN BE USED FOR:

× Schedules

							
Bathroom	Get Dressed	Breakfast	Brush Teeth	Shoes On	Coat On	Backpack	READY!

 Billy's Schedule

Today I will

Open notebook in basket



circle time



reading class



work at desk



math class



music class




lunch



All Done




 Surprised


 Out of Time

Change


snack



read

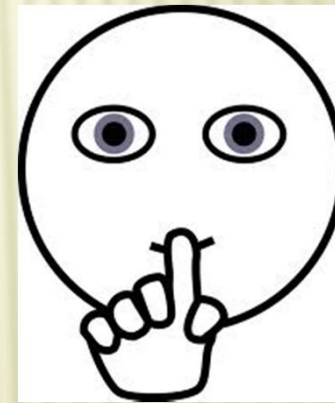
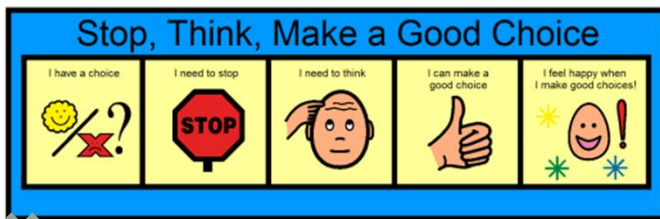


home



VISUAL SUPPORTS CAN BE USED FOR:


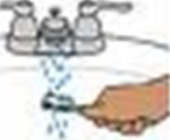
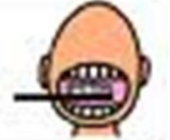

- × Teaching a new behavior or stopping an unwanted behavior.



- × "Quiet"

VISUAL SUPPORTS CAN BE USED FOR:

- × Teaching a new skill or supporting a previously learned skill

Title			
1	Squeeze toothpaste onto your toothbrush.		<input type="checkbox"/>
2	Hold toothbrush under the tap.		<input type="checkbox"/>
3	Brush your teeth.		<input type="checkbox"/>
4	Spit the toothpaste into the sink.		<input type="checkbox"/>
5	Rinse your mouth and smile.		<input type="checkbox"/>

VISUAL SUPPORTS CAN BE USED FOR:

- × Social stories



VISUAL SUPPORTS CAN BE USED FOR:

- × Communicating Wants, Needs, Feelings



VISUAL SUPPORTS CAN BE USED FOR:

× Making Choices

× I want



WEBSITES FOR VISUAL SUPPORTS

<http://www.hiyah.net/software.html> - This website contains video modeling, social stories and teaching videos.

www.dotolearn.com – This website has a variety of premade pictures, sequence strips and social stories. It also has instructions on how to make your own visuals.

www.practicalautismresources.com/printables - This website contains 100s of visual resources.

www.bry-backmanor.org - This website has premade picture recipes.

http://livingwellwithautism.com/visual_schedules_-_self_care - This website has premade schedules for a variety of daily living skills, leisure activities, powerpoint books, social stories, and sensory information.