Screen Time

What is Screen Time?

- Screen time includes watching videos, movies and television, or playing games on any electronic device. This includes television, phones, iPads, video game systems, computers, etc.

The Downsides of Early Screen Time

- Screen time for children under 3 has been linked to irregular sleep patterns and delayed language acquisition
- Screen time for older children has been linked to sleep disturbances.
- Screen time can be habit-forming, so the more children participate in screen-based activities early on, the more difficult it becomes for them to turn the screens off later.

Does Screen Time Affect Your Child?

- Yes! When you have the TV on in the background or use your own computers, iPads, or phones within your child's field of vision, you are exposing them to screen time. Your screen time is their screen time as well. Be conscious of this and try to limit your own screen time when you are with your child.

Screen Time and Autism

- Given that screen time has been linked with lower grades in school, problem behavior, and worsened social engagement, it

should be limited for both children with ASD and their typically developing peers.

- Because screen-based activities are non-social and passive, they should be particularly limited for children with ASD who tend to avoid socialization.
- Children with autism may be more drawn to screen time and more likely to spend the majority of their free time with screen-based media than their peers. It is also common to see children with ASD 'replay' shows or videos they have watched. This can lead to 'scripting' which can be a distraction and lead to not engaging with whatever activity is currently at hand.

Recommendations

- According to the American Academy of Pediatrics, television and other entertainment media should be avoided for infants and children under the age of 2 years and should be limited to high-quality content for no more than an hour per day after that.
- For more information about this and videos about the topic of children and media, look for the work of Dimitri Christakis on the internet.

"A child's brain develops rapidly during these first years and young children learn best by interacting with people, NOT screens."

Three-Point Rule

What is the Three-Point Rule?

- The Three-Point Rule is never telling someone to do something more than three times.

Why use the Three-Point Rule?

- When we have to tell someone to do something more than three times, he is learning that your words do not have meaning. He is associating our words with no actions instead of with the appropriate actions. The three-point rule helps him to understand that our words have meaning and to respond with the appropriate actions.

How to Use the Three-Point Rule

1. **First Direction**
    - The first time you tell a child to do something, hang back and give her a chance to respond. Do not provide any cues or prompting beyond the verbal directions you have given her. This ensures she does not become prompt dependent.
    - Be sure to phrase whatever it is you want the child to do as a command instead of a question so the child does not have the option to refuse. For example, say "Put your shoes on" instead of "Can you put your shoes on?"
    - You could also be working on imitation with the child and tell them "Do this" as you model a physical action for them.

2. Second Direction

- If the child does not respond, repeat yourself while either modeling what you want her to do or gesturing toward it. For example, if you are doing work and you give them the direction, "clap your hands," you can repeat, "clap your hands" while you clap your hands or while you point to their hands.
- If you are telling her, "put your shoes on," you can point toward her shoes and/or feet while you repeat, "put your shoes on."
- If you are working on imitation, you already modeled the action with the first command, so use a gesture like pointing or partial physical prompt such as beginning to move her body involved in the action.

3. Third Direction

- If the child does not respond to you modeling or providing a gesture while repeating the direction, provide hand-over-hand help to have her follow through with the action while you repeat the directions a third and final time.
- For example, if the direction is, "clap your hands," hold your hands over hers and move her hands to clap while you say, "clap your hands."
- If you are repeating the direction for a third time, you should always be physically helping her do the appropriate actions so she can make the association between your words and the action to help her learn to understand your words.

Errorless Learning

What is Errorless Learning?

- Errorless learning is teaching a child to learn without allowing him to make mistakes. This means that when having a child complete a task, you provide as much support (following the 3-point rule) as needed in order for the child to successfully respond. This may include modeling or helping the child physically carry out the correct response.

Why use Errorless Learning?

- Errorless learning is effective because it allows the child to easily see the correct response to a word or direction through positive reinforcement. It helps make sure the child forms correct associations between words and their meanings. It also helps a child to not need to unlearn an incorrect response.

How to Use Errorless Learning: Step by Step

1. Give a direction and wait to see if she starts to respond. If she begins to respond incorrectly, do not allow her to complete the incorrect response. For example, say, "Touch the bear," on the page of a book. Watch her eyes to anticipate where she is going to point. If she starts toward a different item, stop her by point to the bear yourself and see if she then points to the bear.
2. If the child does not self-correct her response by pointing to the bear, move the book while bumping her had toward the correct image while repeating, "Touch the bear."

3. If the child still does not self-correct, remember the 3-point rule of not giving a direction more than 3 times. On this 3rd and final time, take her hand and help her physically carry out the response. This may include taking her hand and placing her finger on the picture of the bear while repeating the direction, "Touch the bear."

Pacing in Errorless Learning

- All 3 levels of support given above are based on the response of the child. Keep in mind that responses can be quick, so be sure to watch closely to anticipate the child's response.
- Keep your hands ready to model the correct response and model at the speed which you would like the child to imitate (not too fast).
- This sequence follows the 'least-to-most' amount of support to further help ensure we are minimizing prompt dependency while shaping correct responses and behaviors.

Reinforcement in Errorless Learning

- When the responds correctly, reward him with positive facial expressions including smiles, verbal praise, and randomly reward him with something he is very interested in, such as a favorite toy.
- You should vary the amount of responses it takes to earn the toy or treat to make sure it remains random.

Prompting

What is Prompting?

- Prompting provides a child with support in the form of a cue or a hint in order to help him say or do something. Prompts act as training wheels that can help a child begin to learn a certain task. They must be removed through fading (gradually reducing the prompt) in order for him to learn how to complete the task independently

Types of Prompts

- **Verbal:** Asking the child a question, giving them a direction, or verbally modeling the desired response.
  - Example: "Sit down"
- **Gestural:** Using a gesture to prompt the desired response.
  - Example: "Sit down" & point at chair or tap the ground.
- **Model:** Showing the desired response of the child (either partially or fully).
  - Example: "Sit down" while you sit down.
- **Partial Physical:** Guiding the child physically to carry out the desired task without complete physical assistance.
  - Example: "Sit down" & start to guide the child toward the chair.
- **Full Physical (Hand-Over-Hand):** Taking the child's hand(s) in yours and guiding them in full throughout the task.
  - Example: "Sit down" & physically make them sit in the chair/on the ground

Least to Most Prompting

- Begin with the least amount of support and gradually work your way up until the child responds appropriately.
  - For example, if you want the child to say bye to someone, don't begin by telling him "Say 'bye'." Instead, wait for the child to respond to the person, then model "Bye." Finally, if there is still no response, tell the child "Say 'bye.'"

Prompt Dependency

- Prompt dependency occurs when a child becomes reliant on a certain prompt to complete a task. The target is to have spontaneous, unprompted behaviors.
  - Example: if you always tell a child "look at eyes" to make eye contact when requesting, he is more likely to wait for this prompt before making eye contact. The child associates being rewarded for following a direction instead of learning to spontaneously make eye contact. To learn to make eye contact more naturally, it is important to time a response with the child's eye contact.

Prompting for Verbal Responses	Prompting for Physical Responses
- Wait expectantly, as naturally as possible - Verbal: Open-ended Question (Ex: ask "What do you want for snack?") - Verbal: Give choice (Ex: ask "Want cookie or pretzel?" Show child the choice when you say it) - Verbal: Partial model of appropriate response (Ex: make 'C' or 'Coo' sound for cookie) - Verbal: Full model of appropriate response (Ex: say "Cookie")	- Verbal: Give direction (Ex: "Clap hands") & wait - Gestural: Direct your child's attention to what to do using a gesture (Ex: point to his hands) - Model: Model the physical response (Ex: clap your own hands to show him what to do) - Partial Physical: Give your child partial physical support (Ex: bump his elbows to help start the motion) - Full Physical: Hand-Over-Hand (Ex: use your hands to make him clap)

Reducing Disruptive Behaviors

What are Disruptive Behaviors?

- Disruptive behaviors are behaviors exhibited by a child that disrupts their learning process. These behaviors include tantrums, aggression, noncompliance, isolation, and inattention.

Why do Children Have Disruptive Behavior?

- Disruptive behaviors arise from difficulties with language, social interactions, and understanding expectations. They are often triggered when a demand is given to the child.
- Disruptive behaviors often aim to avoid a demand or situation being presented to the child. Avoidance of a situation or demand is very likely if a child does not know what to do or knows he will have difficulty being successful. This can result in the child protesting, which shifts our focus from helping the child complete the activity to focusing on his disruptive behavior or protest.
- Responding to these behaviors teaches the child that disruptive protests are an effective way to communicate. This leads to forming behavioral patterns that are often hard to change or redirect into positive forms of communication. For example, if yelling and pouting has previously worked to shift focus, the child may continue to yell and pout when presented with a difficult demand.

How to Change Disruptive Behaviors

- Do not acknowledge disruptive behaviors. Follow the '3-Point Rule' to provide increasing support so the child is able to successfully complete the directions and get rewarded. Remain focused on having the child complete the demand.
- When beginning to shape disruptive behaviors into positive communication, begin by placing simple or enjoyable demands on the child and reward him for small gains frequently. This will encourage the child to follow demands given to him and show him that he is often rewarded by meeting the demand.
- Once he is consistently following directions with little or no disruptive behavior, begin to place more challenging demands on the child.
- Use positive language instead of negative language to help focus on success. For example, say, "walk," instead of, "don't run".
- Always follow through with the demand by using the 3-point rule. If the child is receiving inconsistent feedback, the child will be confused and continue to push the limits, expecting us to give in. Changing behaviors takes time and patience, however the earlier we start the easier it will be in the long run.

Requesting

What is Requesting?

- When a child expresses a desire for something or asks for something.

Opportunities for Requesting

- *Snacks/Meals:* Break food into small portions or pieces to create a lot of opportunities for your child to make successful requests.
- *Play:* Store toys in clear containers or visibly on shelves out of the child's reach so they can see them, but can't get them without requesting our help. Withhold toy pieces during play and wait for the child to request the toy in order to continue.
- *Arts/Crafts:* Withhold materials or store them in sight, but out of reach. We can also give materials that are too difficult to use without help. For example, give stickers that are hard to peel or markers with tops that are hard to remove.

Prompting for Requests

- Always begin with the least amount of support. Gradually, we work our way up with more support until the child requests appropriately.
  1. **Wait** expectantly, as naturally as possible.
  2. Ask an **Open-ended Question** (Ex: "What do you want for snack?")
  3. Give a **Choice** (EX: "Want cookie or pretzel?" While showing the choice when you say it.)
  4. Provide a **Partial Model** of the target (EX: Make 'C' or 'Coo' sound for 'Cookie'.)
  5. Provide the **Full Model** of appropriate response (EX: "Say cookie.")

Eye Contact and Requesting

- Eye contact during requesting is an important skill for children to develop. To help improve eye contact:
    - Reward **only** when the child makes eye contact.
    - Reward **immediately** upon eye contact if the child is not talking yet – Quick response time teaches more natural eye contact.
    - Gradually move the desired object behind your head to watch their gaze shift from the object to your eyes.
    - As the child becomes more successful, start with the object farther away from your face.
- Remember to accept language at an appropriate level. It is more difficult for a child to request using eye contact. The language can be less complex. For example, if the child can say "I want cracker please" without eye contact, expect (and accept) "cracker please" with eye contact.

Volume and Requesting

- It is important for children to use an appropriate volume.
- If the volume is **too loud** (shouting), provide a facial expression of discomfort and do not give the requested item. Once they have quieted down, model a request at the appropriate level (ex: "cracker please"), or very quietly, to help them talk quieter.
- If the volume is **too soft**, try gesturing by placing your hand behind your ear as if to say 'I can't hear you.' If that doesn't help, model the request with a loud voice (either partially, by sating the first sound like "cr" for cracker or fully by saying the entire request).

Embedding Demands

Embedding Demands

- Embedding demands into everyday routines allows us to work with a child as much as possible in order to help generalize learning and increase growth and development.
- It is particularly important to consider when a child wants something which may be leading to whining or a tantrum.
- When a child is throwing a tantrum, we can help her make a successful request, follow a direction, or imitate us. Always follow the 3-point rule while keeping expectations at an appropriate level for the child in the moment.

Embedding Requests

- Whenever a child is motivated by a specific item or reward, we can withhold the item or reward until she accomplishes her particular requesting goal.
- *Embedding Requests during Snack or Meal Times*
    - Show the child a piece of food she wants, and wait until she successfully makes a request before offering it to her. Offer small bits of food at a time so there are more opportunities for requesting.
- *Embedding Requests during Play Time*
    - Withhold a favorite toy, withhold a piece of a toy, or store the toys within view but out of reach of the child. Wait to give the child the toy until she successfully makes a request.

Embedding Directions

- There are opportunities to embed directions all throughout the day using the 3-point rule. They should be appropriate for the child. These might be working on 1-step, 2-step, or multi-step directions.
    - When you are leaving the house, tell the child to 'get your shoes,' 'put on your coat,' 'wait at the door,' etc.
    - Avoid forming the direction as a question such as "can you get your shoes?". This gives the child an opportunity to refuse the because it was formed as a question. Give directions as a direct statement.
    - If you know a child is motivated by a particular item or reward, make her work for it by giving a direction such as 'clap your hands' and making her follow through with that direction before receiving the item.

Embedding Imitation

- When you know a child is motivated by something, we can make the child pay attention to us and our actions through imitation.
- Say, "do this," while carrying out an action that is appropriate for the child. Following the 3-point rule, reward her success.
- *Examples:*
    - If a child wants to leave a certain place, have her do imitation work before leaving. We can also do this with snack time by rewarding a child with bits of snack when she is successful with imitation.

Book Activities

Maximizing Engagement with Books

- When reading with a child, it is important that they are engaging both with us and with the story.
- Sit across from the child (instead of having them sit in your lap) so that glances and facial expressions can be shared quickly.
- Focus on the images in the book, not the words. We are stressing engagement in learning, not teaching to read – that will come later.
- Highlight elements that appear throughout the book and across pages (animals, actions, etc.).

Adding Activities to Books

- Look for items in the environment and around the house that are in the book, such as stuffed animals, images, toys, body parts, etc.
- Include joint attention routines. Remember to be sensitive to what level of support the child needs to ensure successful directing of attention.
- Make it fun and act excited whenever you're engaged.
- Read or talk about what's happening in the book using a 'sing-song' voice.
- If you are using repetition in your presentation, then use pauses so the child can fill in the words.

Translate Concepts from Books to Play Time

- Have available toys from the book.
- Move directly from the book and music activities to playtime.
- Act out key actions or events from the book.
- Model first, then wait to see if your child will try to imitate.

Notes:

Joint Attention

What is Joint Attention?

- Joint attention is a social interaction that involves responding to or directing the attention of another person.

Why is Joint Attention Important?

- Joint attention is an important aspect of communication. It typically develops as a means-end interaction, meaning that the child uses it to bring an adult's attention to something he wants but needs help to get. Getting help is the reward that encourages the child to develop more advanced joint attention.

What are the types of Joint Attention?

- Joint attention can be divided into two types: Responding to Joint Attention and Initiating Joint Attention.

    o **Responding to Joint Attention (RJA)** : When a child responds to another person's efforts to direct her attention.

    o **Initiating Joint Attention (IJA)** : When a child initiates joint attention by trying to direct another person's attention to something.

- RJA and IJA have different levels of complexity. We can look at what level the child is at by seeing how much support is needed for him to complete joint attention.

- As a child's sophistication with RJA and IJA increases, you can decrease the amount of support you give to complete the shared exchange.
- Developing levels of complexity start with an attempt to get help and go all the way up to sharing an element of interest with another person.
  - For example, a child brings his favorite toy to show his grandmother without the intent of giving it to her or needing help. He simply enjoys his grandmother's response in seeing the item he found interesting.

Increasing Complexity of Joint Attention

Responding to Joint Attention	Initiating Joint Attention
- Item in child's focus while pointing - Point to item in child's focus - Point across body to item within 6 inches - Point to item that is within 1-6 feet - Point to item more than 6 feet away - Turn head and look at item - Shift gaze to item	- Approximate a point toward the item - Point at the item without using speech or label the item without pointing - Point at item saying 'look!' or giving a label - Shift gaze to item + point, look back to assure receiver is looking - Give item to show - Showing item with hand

Engagement Levels

What is Engagement?

- Engagement refers to the level of participation a person has.

> **Coordinated Engagement** - You and child are interacting with an object. You are *both* leading the activity and turn-taking.
>
> **Supported Engagement** - You and child are interacting with an object. *You* are driving the interaction.
>
> **Person Engaged** - Child is interacting with you *without* toys.
>
> **Object Engaged** - Child is focused on object by himself.
>
> **Onlooking** - Child is watching other people.
>
> **Unengaged** - Child is not focused on a toy or person.

Importance of Engagement

- Engagement is the driving factor of developing language. It is a priority for social interaction and shapes our interactions and relationships with others. As a child become more engaged with others, his social skills increase. Help the child to progress toward coordinated engagement from whatever level he is at.

Person Engaged

- Help the child learn to enjoy physical games such as tickles, chase, or follow the leader.
- When a child is really engaged with you and enjoying the activity, pause and wait for the child to let you know to continue.
- Expand these routines to incorporate new people and expand language.

- Focus on key terms such as simple verbs and labels. Begin with single words like 'run' or 'tickle'. Expand to two words when a child shows understanding of single word. An example of this two-word step would be 'chase daddy'

Supported Engagement

- *Use simple toys to build routines* - Stack blocks into a tower to be knocked down and rebuilt or put shapes into a shape sorter and dumping them back out.
- *Lead the routine as you repeat it* - This helps a child learn what is expected of him, teaches how to take turns, and learns what will happen next.
- *Repeat these routines* – This allows a child to begin leading the interaction and encourage requests to 'play'.
- *Focus on key terms* – These include labels (colors, shapes), actions (crash, push), locations (in, on), etc. Use words with multiple toys to increase flexibility of thinking.

Coordinated Engagement

- You and the child will be able to take turns leading play.
- Encourage the child to give directions but make sure there is turn-taking in who is leading the play to ensure flexibility as he learns.
- Provide opportunities for the child to introduce new steps in the routines by having additional toys in reach.
- Expand use of key words and sentence length as the child shows understanding.
- Focus on expanding routines or language so the child can learn one component at a time.

Play Development & Routines

The Importance of Play

- Children learn how to interact with their environment and with others through play. It allows for exploration, trial, and error through hands-on interactions with both people and toys. By feeling comfortable making mistakes through play, children learn about functions, cause and effect, emotions, gravity, interaction, and shared enjoyment. Play progresses through many stages of complexity, which are outlined in this sheet.

What is a Caregiver's Role in Play?

- Encouraging new ideas on how toys can be used and combined.
- Watching for repetitive or scripted play and helping change it to be functional.
- Making sure play levels are not skipped as play advances.
- Allow time for levels to be mastered across toys, play partners, and environments.

What is a Play Routine?

- A play routine is a purposeful and predictable sequence of play that is repeated to help a child develop play and meet language goals.

How do I Build a Play Routine?

1. **Choose**
   o Choose toys with beginnings and endings (shape sorters, blocks, puzzles)

2. **Develop and Repeat**
   o Develop a routine that can be repeated until the child understands expectations and is able to initiate the play.
   o Example: Stack blocks onto a tower and then crash it down.

3. Expand
- o Expand routines by adding one more step at a time. Be sure the child has incorporated this step before adding another.
- o Example: Put a doll on top of a block tower then run around it before crashing it down.

4. Diversify
- o Increase the diversity of toys the child plays with. Provide opportunities to mix toys and show the child how a new toy is played with.
- o Example: Mix your blocks with cars to be able to drive over bridges and through tunnels.

5. Incorporate Language
- o Incorporate language goals by pausing and allowing your child to indicate it is your turn.
- o Example: Hold a block just above the tower while looking at your child expectantly and wait for him or her to engage you.

Play Development

Age	Level	Definition	Examples
~12mo Gone by 18mo	Indiscriminate Actions	all objects treated alike	Mouthing Throwing Banging
	Discriminate Actions- single objects	Uses single objects for intended purpose Cause/effect	Rolls ball Pushes car Squeezed stuffed animal Pushes button
~9-15mo	Takes Apart Combinations	Separates presented configurations Taking things apart/out	Pieces out of puzzle Taking figures out of bus Taking nesting cups apart
	Presentation Combinations	Puts together toys to original configuration	Pieces into puzzle Nests nesting cups Lid on box Figures into bus
15-24mo	General Combinations	Uses properties of objects without specificity Primarily containers+items (presymbolic/functional play)	Blocks into dump truck Beads into a bowl Toys into bin
	Pretend Self	Relates objects to self with pretend quality	Empty cup to mouth Empty spoon to mouth Toy phone to ear
	Specific Combinations (physical attributes)	Preserves unique characteristics of objects for constructions	Graded stack of nesting cups Stacking blocks Stringing beads

		Using different toys together	Rolling car down inclined plane
	Child as Agent	Uses toy and prop to (re)enact	Gives doll a cup/drink Spoon to animal's mouth
	Specific Combinations (conventional attributes)	Preserves unique characteristics of objects in combination play	Stirring spoon in cup Pouring from pitcher to cup Cup on saucer String of beads on self Airplane takes people to different place
	Single Scheme Sequences	Extends same familiar action to two or more figures	Spoon to self, then mom, then doll, then animal
18-24mo	Substitutions	Uses one object in place of another (true symbolic play)	Bowl as a hat Spoon as hairbrush
	Substitutions without objects	Pretends to use something that is not there	Shakes imaginary salt shaker Drinks from imaginary cup
	Doll as Agent	Moves doll as if they are capable of action Brings doll to life	Doll puts blocks in truck Doll holds mirror to see self

Multischeme Sequences	Extends series of different actions to the same figure	Feeds doll, wipes it, then puts to bed
Sociodramatic Play	Child adopts familiar roles in play themes	Plays 'house' Assigns roles
Thematic Fantasy Play	Child adopts roles of fantasy characters	Superman Wonder Woman

*adapted from Lifter, et al. (2000)

Mirroring and Mapping

What is Mirroring and Mapping?

- Mirroring and mapping is a strategy to encourage communication and interaction between you and a child during activities. It promotes spontaneous language use without placing the same demands of work into playtime.

Mirroring

- To mirror a child, mimic their physical actions closely. To ensure that the child is paying attention to what you are doing, mimic them in their field of vision as accurately and quickly as possible.
  - For example, if they are placing blocks on top of a tower, you place a block on top of the tower as soon as they place theirs.
  - If they are making a car drive, you make a car drive alongside theirs.

Mapping

- Once you are mirroring the child's actions, you can begin to verbalize the actions at the child's spontaneous language level by saying what you are doing as you do it alongside them.

- o For example, if you are mirroring the child by placing a block on top of a tower, say "on" as you place the block on top.
- o If you are making a car drive as they do the same, say, "Car go" or "Drive the car".
- o Remember to use phrases that are at the same level as phrases the child would produce on their own. Expanding on the child's language will come later, but first, it is important to keep the language you are mapping onto the child's actions at a level they can produce on their own.

Expand

- As you begin to hear the child verbalize their own actions like you are doing, you can expand on the amount of words and type of language that you are using
  - o For example, if the child has started to say 'on' while they are placing blocks on top of the tower, you can add another word and begin expanding by saying 'on top' or 'block on' while you place a block on top.
  - o If the child has started saying 'I drive the car' you could begin saying 'I drive the car fast' or 'I drive the red car' while you do the action.

Environment Arrangement

What is Environmental Arrangement?

- Environmental Arrangement promotes communication to support play, joint attention, and language.

Choosing Toys and Materials of Interest

- Consider the child's cognitive, motor, and play levels to ensure their toys are developmentally appropriate
- Adapt toys and activities to fit the child's interests and abilities

Use Routines

- Routines provide a framework for children to repeatedly practice communication skills.
- A routine should be meaningful, predictable, and have a definite beginning, middle, and end that results in an outcome
- For example, put the top on a shape sorter, put shapes into the sorter, then dump them out when it's full. You have an opportunity to map language onto all of these components, as well.

Structure to Promote Requesting

- **Assistance**: create situations in which the child needs help (ex: using a toy box that the child can't open without help)

- **Inadequate portions**: provide small or inadequate portions of preferred materials (ex: break off small cookie pieces at snack instead of giving out full cookies)
- **Sabotage:** take away materials or pieces that are necessary to play with a toy or complete a task (ex: last ring of stacker is on the floor behind you).
- **Choice making:** hold up two objects and wait for the child to communicate which object she or he wants
- **Time Delay:** set up a routine in which the child expects certain actions and then wait before doing the expected action again

Sustain Child Engagement and Limit Perseverative Behavior and Interests

- Mirror child's actions
- Exchange materials
- Take turns
- Talk about what you are doing, not what the child is doing (Mapping)
- Adding parts to materials
- Scaffolding a routine (3+ steps)
- Praising engagement
- Be a fun, engaging, and responsive partner
- Anticipate when the child's interest is fading and change before she or he loses all interest

Scaffolding Support

What is Scaffolding Support?

- When you think a child wants something, you can help him/her communicate with you by scaffolding your question with support. Instead of beginning by asking her what she wants, start with the least amount of support by sitting back and waiting for them to make a request. Use gradually more support until the child communicates successfully.

Support with Questions

1. Wait expectantly, as naturally as possible
2. Verbal: Open-ended question (Ex: ask "What do you want for snack?")
3. Verbal: Give choice (Ex: ask "Want cookie or pretzel?" Show child the choice when you say it)
4. Verbal: Partial model of appropriate response (Ex: make 'B' or 'Baa' sound for ball)
5. Verbal: Full model of appropriate response (Ex: say "I want cookie'")

Example: Snack Time

You want to find out what a child would like to eat for snack…

a. **Wait**: Wait for them to make a request. If they do not initiate an interaction and make a request on their own…

b. **Ask:** Increase the amount of support you use and ask, "What do you want to eat?" If they do not respond to your question…

c. **Give Choice:** Give the child a choice between two snacks. Ask, "Do you want [snack A] or [snack B]?" If they do not respond to this question…

d. **Say:** Say "Snack A." For example, if your child is looking at cookies, say "Cookie." When they attempt to say "Cookie," reward them with a cookie.

Example: Prompting for Physical Responses

You would like a child to complete a task that requires a physical response, such as having them follow a direction to clap hands.

1. Verbal: Give direction (Ex: "Clap hands")

2. Gestural: Direct the child's attention to what he/she needs to do using a gesture (Ex: point to his/her hands)

3. Model: Model the physical response (Ex: repeat "clap hands", then clap your own hands to show the child what to do)

4. Partial Physical: Give the child partial physical support (Ex: bump his/her elbows to help him/her start the motion of clapping)

5. Full Physical: Hand-Over-Hand (Ex: repeat "clap hands", then use your hands to make the child's hands clap)