

Autism Initiative: Training Series

ACTIVITIES AND DISCUSSION QUESTIONS

Chapter 3.2: Part 7 - Fading

Part 1: Review of Concepts

- *Fading* involves the gradual change over successive trials of a stimulus that controls a response so that the response eventually occurs to a partially changed or completely new stimulus.
- That is, *fading* is a method to transfer stimulus control from prompts to the discriminative stimulus or S^D .

Part 2: Discussion Questions for Staff

1. *What are some everyday examples that may involve fading?*
 - **Answer:** Some examples include: Teaching an individual to write the letters of the alphabet. Teaching someone to discriminate between pictures of common objects. Encourage discussion among staff about other examples that could involve fading.
2. *How would you start teaching these skills (the ones above or staff's examples)?*
 - **Answer:** There is not a “correct” answer for this question. Encourage discussion among staff about their thoughts based upon the material reviewed in the chapter.
3. *What types of prompts might you use at first that would need to be faded out?*
 - **Answer:** There is not a “correct” answer for this question. Encourage discussion among staff about their thoughts.
4. *When do you begin to fade out the prompts?*
 - **Answer:** There is not a “correct” answer for this question. Encourage discussion among staff about their thoughts.
5. *Why do we use fading procedures?*
 - **Answer:** Because it typically decreases the time it takes to learn a new skill and we avoid more mistakes when learning a new skill. This results in less “side effects” associated with learning a new skill, such as frustration, outbursts, aggression, etc.

Part 3: Small Group Activity (note: this activity should be done AFTER prompting)

In small groups, ask the group to demonstrate how they would use prompting and fading to teach a 6-month old puppy to come when presented the command “Come.”

The group has a 20-foot leash & a large bag full of small doggie treats.