What Happens After I Ask?

A quick noticing guide for repeated prompting

Instead of counting the reminders, notice what happens after the first instruction.
Choose one ordinary situation this week. You are not trying to solve everything. You are simply looking for where the task tends to stop.

What has to happen after I ask?

SHIFT	REMEMBER	START	STAY	FINISH
Move attention towards it	Hold onto what was asked	Get going	Keep the task in mind	Complete the whole job

Notice first. Then try one small support.

Where does it seem to get stuck?	Try one simple change
☐ Shifting away from what they are already doing ☐ Remembering the instruction once they move away ☐ Getting started without another prompt ☐ Staying with the task when something else catches their attention ☐ Finishing all of what was asked	☐ Get their attention before giving the instruction ☐ Use a shorter instruction or fewer steps ☐ Make one step visible with a short list or cue ☐ Give a clear starting point ☐ Pause before repeating, then prompt the part that is stuck

One situation to notice this week

The situation I am going to watch:

Where did the task seem to stop?

What small support did I try?

What happened next?

What am I looking for over time?

Growing independence might look like:	It may be worth looking more closely when:
☐ Fewer reminders for the same task ☐ Getting started with less help ☐ Carrying more than one part of an instruction ☐ Noticing that something is unfinished ☐ Using a cue or list without being told each time	☐ Prompting is needed very frequently ☐ The same pattern appears in different situations ☐ An adult has to stay closely involved ☐ It is affecting independence ☐ It is creating difficulty at home or school

Support now. Build independence over time.

The aim is not to remove every prompt. It is to make the support fit what your child needs, then allow them to carry more as they are ready.