


Cuing


Intended to encourage a participant to initiate or continue a task.



Levels of Cuing	What is it?	Examples
<i>Demonstration</i>	Show the person how to complete the steps of the task while it's happening.	Do the step, then have the person do the step. Repeat this until the task is completed.
	Show the person how to complete the steps of the task prior to starting.	Show the person how to do the task from start to finish. Then have the person attempt to complete the steps you demonstrated.
<i>Direct Cues</i>	Give person the instruction ONE or TWO steps at a time and state clearly what you want them to do.	"Open the refrigerator and take out the milk."
	Give the person a hint or short verbal redirection that relates to the task.	"Start by getting out all of your ingredients."
<i>Gestures</i>	Point or gesture repeatedly to indicate a place or object that is the next step of the task.	Provider taps on the counter in front of a spoon until the participant picks it up.
	Point to an object or place to indicate the first or next step of a task.	Provider points to a spoon on the counter to indicate to the participant to pick up the spoon to mix the batter.
	Touch the participant to let him or her know to begin or continue a task, or to direct a motor action.	The provider holds the spoon with the participant to show how to stir without splashing ingredients.
<i>Indirect Cues and Questions</i>	Give the participant information or a question to help them begin or organize the task.	What is the next step? What do you think you should do now? Do you have everything you need? Check your checklist to see what to do next.
	The cue should not directly state what to do.	
<i>Observation and Stand-by Support</i>	Provider is nearby to the participant but does not direct completion of the task.	The participant tells the provider "I don't remember the next step."
	The provider answers questions as they come up.	The participant forgets to turn off the stove when finished, the provider tells the client to turn off the stove.
	The provider interferes only when there is a concern for safety.	

Levels of Assistance

Describe the amount of support a person needs to complete a task or activity, such as an ADL or IADL



Independent	The patient safely performs all the task described as making up the activity within a reasonable amount of time and does so without modification, assistive devices, or aids.
Modified Independence	One or more of the following may be true: the activity requires an assistive devices or aid, the activity takes more than reasonable time, or the activity involves safety (risk) considerations.
Supervision	The person requires no more help than standby, cuing, or coaxing, without physical contact; alternately, someone may set up needed items or applies orthoses or assistive/adaptive devices.
Minimal Assistance	Patient requires no more help than touching, and expends 75% or more of the effort. Patient is able to assume all of their body weight, but requires guidance for initiation, balance, and/or stability during the activity.
Moderate Assistance	The patient requires more help than touching, or expends between 50 and 74% of the effort. Patient is able to assume part of his body weight in initiating and performing the activity.
Maximal Assistance	The patient expends 25-49% of the effort.
Total Assistance	Patient expends less than 25% of the effort, or the patient is unable to safely initiate and/or perform any part of hte activity on their own or requires the assistance of 2 care partners.