Using Response Prompting to Teach Employment Skills

What is the level of evidence?

This is a Research-Based Practice based on three acceptable quality single subject studies.

Where is the best place to find out how to do this practice?

The best place to find out how to implement response prompting is through the following research to practice lesson plan starter:

- Response Prompting - Employment - Lesson – Cleaning

With who was it implemented?

- Students with
  - Mild intellectual disability (1 study, n=3)
  - Moderate intellectual disability (1 study, n=3)
  - Severe intellectual disability (1 study, n=2)
  - Multiple disabilities (moderate to severe intellectual disability, deaf, and blind; 1 study, n=1)
- Ages ranged from 14 to 26
- Males (n= 5), Females (n=4)
- Ethnicity
  - None reported (n=9)

What is the practice?

Response prompting is defined as using stimuli that later function as extra cues and reminders for desired behavior. Can be visual, auditory, textual, or symbolic (Cooper, Heron, & Heward, 2007).
In the studies used to the evidence base for using response prompting to teach employment skills, response prompting included:

- visual response prompts (Sowers, Verdi, Bourbeau, & Sheehan, 1985)
- auditory response prompts (Mitchell, Schuster, Collins, & Gassaway, 2000)
- tactile cues (Berg & Wacker, 1989)

**How has the practice been implemented?**

- Static picture cues (i.e., picture schedule) paired with modeling were used to teach initiation of job tasks (Sowers et al., 1985)
- Auditory prompts (i.e., auditory task analysis) paired with system of least to most prompts were used to teach cleaning bathrooms (Mitchell, Schuster, Collins, & Gassaway, 2000)
- Tactile cues (i.e., numbers and/or letters made with glue and sand) paired with self-selective reinforcement (i.e. edibles) were used to teach packaging skills (Berg & Wacker, 1989)

**Where has it been implemented?**

- Community (2 studies)
- School (1 study)

**How does this practice relate to Indicator 13?**

- Indicator 13 Checklist Item # 3: Teaching employment skills may reflect results of transition assessment information
- Indicator 13 Checklist Item # 4: Employment skills may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary independent living goal(s)
- Indicator 13 Checklist Item #6: Teaching employment skills may be part of an annual IEP goal that supports a student’s postsecondary employment goal(s)

**How does this practice relate to Common Core Standards?**

- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grades 9-12)
  - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Apply active listening skills to obtain and clarify information (Communications)
  - Interpret a given verbal message/information
  - Demonstrate use of relational expressions such as: equal to, not equal, greater than, less than, etc.

References used to establish this evidence base:

