Using Simultaneous Prompting to Teach Restaurant Sight Words and Classifications as Non-target Information

Objective: To teach students to read and classify restaurant sight words.

Setting and Materials:

Settings: Special education classroom
Materials:
- Flash cards (up to 40) with printed word of appetizers, entrees, desserts, and beverages from menus of local restaurants
  - flash cards should be double-sided; one side with category, one side with food name
- Menus from local restaurants with food categories labeled
- Data sheet

Content Taught
Students will learn vocabulary pertaining to restaurant sight words and corresponding food categories (i.e., appetizers, entrees, desserts, and beverages).

Teaching Procedures

1. Set a goal.
   - Students will correctly identify 10/12 food items in 4/5 trials.
   - Students will correctly identify 10/12 food categories in 4/5 trials.
   - Students will increase independence in community settings.
2. Screening
   - Randomly present 40 words from local restaurant menus.
   - Provide a 3s time-delay to pause and allow for student responses.
   - Use the data sheet to indicate if students respond correctly, with error, or no response.
   - Use an inter trial interval of 5 s between presentation of new foods.
   - Use reinforcement of verbal praise an average of every fifth trial.
   - Based on the screening data, select 3 sets of 4 stimuli (foods).
3. Begin drill and practice
   - Secure student’s attention: “I will ask you to read some words. If you know the word, say it. If you don’t know the word, that is OK, we will learn the words later.”
   - Present the food category side of the card. Ask the student for the food name (e.g., Say “What appetizer?” if the card shown is calamari).
• Quickly flip the card over to the printed food name. Allow 3s for the student to respond.
• Record the students’ response as responded correctly, with error, or no response.

4. Training
• Use simultaneous prompting to teach the vocabulary words introduced in the drill and practice segment.
• Choose one set of four target vocabulary words from the set of 12 total words from the drill and practice segment.
• Say: “Now we are going to practice the words. Repeat after me.”
• Show the food category side of the card.
• Quickly flip the card over to reveal the food name or target sight word
• Immediately read the food name.
• If the student does not respond within 3s, repeat the procedure.

5. Test for generalization
• Provide students with a menu from a local restaurant.
• Ask students to circle or point to food items as they are called out by the teacher/peer helper/TA.
• Then ask students to circle or point to food categories as they are called out by the teacher/peer helper/TA.

Evaluation
Set a goal for students to correctly identify 10/12 food items correctly in 4/5 trials. Use a data sheet to collect data on the correct number of words identified by the students. When mastery is met (at least 10/12 correctly identified words), change the stimulus cards to broaden vocabulary.

Lesson Plan Based on:

This Lesson Plan Starter was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2017). *Using Simultaneous Prompting to Teach Restaurant Sight Words and Classifications as Non-target Information.*