Using Response Prompting to Teach Employment Skills

What is the evidence base?

- This is an evidence-based practice for students with disabilities based on six methodologically sound single-subject studies across 25 participants with disabilities.

- This is an evidence-based practice for students with intellectual disabilities, based on six methodologically sound single-subject studies across 22 students with intellectual disability.

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

The best place to find out how to implement time delay for science content is through the following research to practice lesson plan starters:

- Using Response Prompts to teach cleaning a bathroom

With whom 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)

Where has it been implemented?

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

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

References used to establish this evidence base:


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