**Using Response Prompting to Teach Travel Skills**

**What is the evidence base?**

This is a promising practice for students with moderate intellectual disabilities based on one methodologically sound single-subject study with four students with moderate intellectual disabilities.

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

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

- **Using Response Prompting with a Personal Digital Assistant to Teach Travel Skills – Lesson (Mechling & Seid, 2011)**

**With whom was it implemented?**

- Students with
  - Moderate ID (n=3)
- Ages 20 - 21
- Female (n=3)
- Ethnicity
  - None reported

**What is the practice?**

Response prompting has been defined as stimuli that later functions as extra cues and reminders for desired behavior. Prompts can be visual, auditory, textual, or symbolic (Cooper, Heron, & Heward, 2007).

In the study used to establish the evidence base for using response prompting to teach travel skills:

- A PDA (i.e., Cyrano Communicator, developed by One Write) was used to teach travel skills across multiple destinations (Mechling & Seid, 2011).
Where has it been implemented?

- University campus

How does this practice relate to Common Core Standards?

- Key Ideas and Details (Anchor Standards for Reading, Grades 9-12)
  - Read closely to determine what the text says explicitly and to make logical inferences from it
- www.corestandards.org

How does this practice relate to the Common Career Technical Core?

- Review safety and sanitation procedures applicable to the work area to ensure a safe and healthy work environment. (Hospitality and Tourism Cluster)
  - Examine overall safety procedures to maintain safe work areas in hospitality and tourism workplaces.
- https://cte.careertech.org/

References used to establish this evidence base:


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