



Using Least to Most Prompting System to Teach Cell Phone Usage When Lost

Objective: To teach using a cell phone to make a phone call and ask for assistance when lost.

Setting and Materials:

Settings: Instruction can be conducted in the classroom or various school settings. Skill generalization is measured in various community setting (i.e., department stores, grocery stores, shopping malls).

Materials: Each student was provided a cell phone with direct access to the number pad, raised buttons, and programmed for speed dialing during all instructional lessons. Each digit on the cell phone keypad was assigned the same phone number to enable students to accurately call for help regardless of which digit they pressed.

Content Taught

The student is taught how to identify when they are lost and how to use a cell phone to call for assistance when lost in the community.

Teaching Procedures

Prior to the lesson, assess student's ability to use a cell phone and identify when they are lost:

- a) Ask students to dial their home telephone number.
- b) Provide them with an additional phone number written on a 3 x 5 index card, and ask them to dial the number.
- c) Give students three opportunities to practice dialing with the cell phone.
- d) Tell students what it means to be lost – “Students, being lost means not being able to see or find the person you came with”.
- e) Tell students they are going to role-play being lost.
- f) The teacher will model being lost by having a student walk around a corner and ask the remaining students to verbally describe whether they could see the student.
- g) The teacher will then ask the students, “Does this mean you are lost?”
- h) Give students three opportunities to identify what being lost means.
- i) Group students based on their ability to dial the cell phone and identify when lost –

- i. Group 1 - students who cannot successfully dial the cell or identify when they are lost.
- ii. Group 2 - student who cannot successfully dial the cell phone, but could identify when they are lost.

Teaching procedures for identifying when lost and calling for assistance:

The following instruction will take place in the classroom or other school locations–

1. Tell students that you will teach them a method to identify when they are lost and how to use a cell phone to call for assistance.
2. Provide the students with a cell phone and model how to answer the phone when it rings:
 - a. Press top right button to turn on the phone
 - b. Place phone in pocket, on belt, or in hand
 - c. When phone rings, remove phone from pocket or belt (if in hand, hold up to visually check that it's ringing)
 - d. Swipe to the right or green button on screen to answer
 - e. Put phone to ear and say, "Hello"
 - f. Listen for directions
3. The teacher will then call the student's cell phones while sitting across the room.
4. Provide prompting as needed to guide the student through the process of answering the phone.
5. Once the student can successfully answer the phone, prompt the student to:
 - a. Verbally describe their location and surroundings – "What do you see around you?", "What else do you see?" (The student should provide enough information to be found in a specific location. Depending on the information provided by the student, the teacher may have to conduct additional modeling by pointing to details in the room. For example, "I am in a store" does not provide enough information, but "I'm next to a cash register number 4 in Bob's Hardware Store" allows the person on the other end of the phone identify the location.)
6. After they provide the location and surroundings, tell them to:
 - a. Stay put
 - b. Continue to speak to caller until found
 - c. Once found, press red button to hang up call

Following classroom instruction, instruction will take place in a community setting –

1. The teacher should choose a community setting (i.e., grocery store, department store, library) familiar to the students.
2. Prior to entering the setting, provide students with a cell phone and tell them that they are going to practice how to use the phones and get assistance.
3. Give students the option of holding the cell phone in their hand, wearing it on their belt, or putting it in their pocket.
4. The teacher will then review the steps of answering the cell phone and providing information to gain assistance.

5. Once in the community setting, tell students they are going to role-play being “lost” – first, with the teacher directly in front of them, and second, with the teacher removed from their immediate vision (i.e., teacher walks down adjacent aisle, hide behind a display).
6. If you notice that the student is exhibiting difficulty, approach the student and review the steps.
7. An additional adult can be used for to assist the students in case they become frightened or need assistance, wonder off, or attempt to leave the community setting.
8. After all training has been conducted, teachers can provide additional community settings for students to practice the skill.

Teaching procedures for using a cell phone to call for help: The following instruction will take place in the classroom or other school locations

1. Tell students that you will teach them a method to use a cell phone when they are lost in the community and need assistance.
2. Tell the students to pretend that they are lost and use their cell phones to call for help.
3. The teacher will model how to use the speed dial to make a call for assistance (all digits should be pre-programmed to dial the same number):
 - a. Press top right button to turn on the phone
 - b. Place phone in pocket, on belt, or in hand
 - c. Student recognizes he or she is lost
 - d. Press individual digit to use speed dial and call for assistance
 - e. Put phone to ear and say, “This is *name*. I am lost”
 - f. Listen for directions
 - g. Verbally describe location and surroundings
 - h. Stay put
 - i. Continue to speak to caller until found
 - j. Once found, press red button to hang up call
4. Prompt the students to use speed dial to call for assistance.
5. Provide prompting as needed to guide the student through the process of using speed dial.
6. The teacher will sit across from the students, and ask the student to stay in the immediate location and describe the surroundings after a call was made successfully using the speed dial (if the description is vague, verbally prompt the student to provide more detail; see Group 1 description).

Following classroom instruction, instruction will take place in a community setting –

1. The teacher should choose a community setting (i.e., grocery store, department store, library) familiar to the students.
2. Prior to entering the setting, provide students with a cell phone and tell them that they are going to pretend to be lost and practice how to use their phones to obtain assistance.

3. Give students the option of holding the cell phone in their hand, wearing it on their belt, or putting it in their pocket.
4. The teacher will review the steps with the students and provide an opportunity to repeat the steps and ask questions.
5. Once in the community setting, tell students they are going to role-play being “lost” – first, with the teacher directly in front of them, and second, with the teacher removed from their immediate vision (i.e., teacher walks down adjacent aisle, hide behind a display).
6. If you notice that the student is exhibiting difficulty, approach the student and review the steps.
7. An additional adult can be used for to assist the students in case they become frightened or need assistance, wonder off, or attempt to leave the community setting.
8. After all training has been conducted, teachers can provide additional community settings for students to practice the skill.

Evaluation

Student performance data should be collected using the task analysis for each group. Students should independently complete 80% of the task analysis steps for at least 3 consecutive sessions.

Lesson Plan Based on:

Taber, T. A., Alberto, P. A., Seltzer, A., & Hughes, M. (2003). Obtaining assistance when lost in the community using cell phones. *Research and Practice for Persons with Severe Disabilities*, 28, 105-116.

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