



Using Response Prompting to Teach Job Skills

Objective: To teach students to clean a bathroom mirror, sink, and toilet.

Setting and Materials:

Settings: Instruction is conducted in a bathroom located in a self-contained classroom. Skill generalization is measured in a bathroom in the school's faculty lounge.

Materials: Materials include three small battery-operated portable cassette players with headphones, three separate cassettes for each student, bathroom cleaners, cleaning cloths, paper towels, toilet bowl brush, a wristwatch with a second hand, and reinforcers (e.g., self-selected cassettes of favorite music tapes).

Content Taught

Student is taught how to clean a bathroom mirror, sink, and toilet using a cassette player to provide an auditory prompt system with a fading component to teach the task analysis for each skill.

Task Analysis for Cleaning Mirror:

1. Go to designated area
2. Get paper towel and cleaner
3. Spray cleaner on entire area
4. Wipe cleaner off
5. Throw paper towel away
6. Put cleaner away

Task Analysis for Cleaning Sink:

1. Go to designated area
2. Wet cloth
3. Get wet cloth and cleaner
4. Spray cleaner on entire area
5. Wipe cleaner off
6. Hang up wet cloth to dry
7. Put cleaner away

Task Analysis for Cleaning Toilet:

1. Got to designated area
2. Wet cloth
3. Get wet cloth and cleaner
4. Spray cleaner on entire outside area

5. Wipe cleaner off entire outside area
6. Hang up wet cloth to dry
7. Put cleaner away
8. Get bowl cleaner and brush
9. Squirt cleaner on entire inside bowl
10. Use brush to scrub the entire inside of the bowl
11. Put brush and cleaner away

Teaching Procedures

Prior to the lesson:

1. Pre-prepare cleaning supplies for students.

Instructional Procedures:

1. Teacher will demonstrate using a verbal plus model prompt of how to place the headphones on the head and how to operate the on/off switch of the cassette recorder.
2. Teacher will demonstrate steps of the task analysis one time after the headphones are put on.
3. Teacher will say "Turn on and begin work" and will instruct student to push the on button and listen to the first step of the task analysis.
4. Teacher will instruct student on how to turn the cassette off when they hear a "beep" after the verbal prompt is announced on the cassette.
5. Student will then verbalize the task step and complete it.
6. Give student 5 seconds from the time they turn off the cassette to begin the step.
7. Student has to complete the step without stopping for longer than 5 seconds.
8. After completing the step, student will turn the cassette player on again.
9. Student will listen to the verbal description of the next step.
10. Student will turn off the cassette player after the beep.
11. Student will verbalize the step.
12. Student will complete the step.
13. This process will be completed for the remainder of the task analysis.
14. Teacher should provide verbal praise for correct responses.
15. Provide a least-to-most prompt system if student does not begin to perform the step correctly within 5 seconds or made any type of error: (a) verbal prompt (e.g., wet cloth); (b) verbal and model prompt (e.g., pick up broom); (c)
16. Teacher will create additional tapes that have a sequence of steps of each task analysis omitted.
17. Teacher will then require student to verbalize omitted steps and complete them.
18. The first tape involves the teacher omitting the verbal description of the last step of task analysis.
19. The next step involves the teacher omitting the verbal description of the last two steps of the task analysis.

20. This process is continued for the remaining tasks.
21. If student does not complete or say the omitted step(s), teacher will verbalize it and have the student repeat it.

Evaluation

Data should be collected on the percent correct of the steps completed independently on the three separate task analyses. Students should complete a skill with 100% for one session. Student will complete each additional tape at 100% for one day. Skill generalization should be measured using the same procedure.

Lesson Plan Based on:

Mitchell, R. J., Schuster, J. W., Collins, B. C., & Gassaway, L. J. (2000). Teaching vocational skills with a faded auditory prompting system. *Education and Training in Mental Retardation, 35*, 415-427.

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