



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:

Berg, W.K., & Wacker, D.P. (1989). Evaluation of tactile prompts with a student who is deaf, blind, and mentally retarded. *Journal of Applied Behavior Analysis*, 22, 93-99.

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.

Sowers, J., Verdi, M., Bourbeau, P., & Sheehan, M. (1985). Teaching job independence and flexibility to mentally retarded students through the use of a self-control package. *Journal of Applied Behavior Analysis*, 18, 81-85.

This Practice Description 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 (2018). *Using Time Delay to Teach Science Skills*.



U.S. Office of Special
Education Programs