



## ***Using a System of Least- to-Most Prompts to Teach Grocery Shopping Skills***

### **What is the level of evidence?**

- This is a Research-Based Practice for **students with disabilities** based on one methodologically sound group study with non-random assignment across 40 participants with disabilities and one methodologically sound single subject study across 3 participants with disabilities.
- This is a Promising Practice for **students with moderate intellectual disabilities** based on one methodologically sound single subject study across 3 participants 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 least to most prompting is through the following research to practice lesson plan starter:

- Using Least to Most Prompting to Teach Grocery Shopping Skills
  - [Meal Planning \(Arnold-Reid, Schloss, & Alper, 1997\)](#)

### **With who was it implemented?**

- Students with
  - Mild intellectual Disability (1 study, n=20)
  - Moderate intellectual disability (2 studies, n=23)
- Ages ranged from 16 to 17
- Males (n=30), females (n=13)
- Ethnicity
  - None reported (n= 43)

### **What is the practice?**

A system of least-to-most prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural

stimulus or makes an incorrect response. Least-to-most prompts begin with the participant having the opportunity to perform the response with the least amount of assistance on each trial. Greater degrees of assistance are provided with each successive trial without a correct response (Cooper, Heron, & Heward, 2007).

In the studies used to establish the evidence base for using least-to-most prompting to teach cooking skills, least-to-most prompting was used in combination with:

- a visual organizer (Arnold-Reid, Schloss, & Alper)
- simulated and community based instruction and social praise (Bates, Cuvo, Miner, & Korabek, 2001)

### **How has the practice been implemented?**

- Least-to-most prompting was used in combination with a meal chart organizer to teach making a grocery list to prepare nutritionally sound meals (Arnold-Reid, Schloss, & Alper)
- Least-to-most prompting was used in combination with simulated followed by community based instruction to teach selecting and purchasing items in a grocery store (Bates, Cuvo, Miner, & Korabek, 2001)

### **Where has it been implemented?**

- Community grocery store (2 studies)
- Group home (1 study)
- Separate classroom (1 study)

### **How does this practice relate to Common Core Standards?**

- Understand ratio concepts and use ratio reasoning to solve problems (Ratios and Proportional Relationships, Grade 6)
  - Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations

### **How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?**

- Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants (Communications)

## References used to establish this evidence base:

Arnold-Reid, G.S., Schloss, P.J., & Alper, S. (1997). Teaching meal planning to youth with mental retardation in natural settings. *Remedial and Special Education, 18*, 166-173.

Bates, P.E., Cuvo, T., Miner, C.A., & Korabek, C.A. (2001). A simulated and community-based instruction involving persons with mild and moderate mental retardation. *Research in Developmental Disabilities, 22*, 95-115.

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