



Using a System of Least-to-Most Prompts to Teach Job Specific 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 with 40 participants and one methodologically sound single subject study with 4 participants.
- This is a Promising Practice for **students with mild intellectual disabilities** based on one methodologically sound group study with non-random assignment with 20 participants with mild intellectual disabilities, as well as 20 students with moderate intellectual disabilities.
- This is a Promising Practice for **students with moderate intellectual disabilities** based on one methodologically sound group study with non-random assignment with 20 participants with moderate intellectual disabilities, as well as 20 students with mild 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:

- Teaching a Job Specific Skills: Cleaning a Table
- [Cleaning a Table \(Smith, Collins, Schuster, & Kleinart, 1999\)](#)

With who was it implemented?

- Students with:
 - Moderate to severe intellectual disability (1 study, n=4)
 - Mild intellectual Disability (1 study, n=20)
 - Moderate intellectual disability (1 study, n=20)
- Ages ranged from 16 to 18
- Males (n=29), females (n=15)



- Ethnicity
 - None reported (n= 44)

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 paired with:

- community based instruction (Bates, Cuvo, Miner, & Korabek, 2001)
- multiple exemplars and a continuous reinforcement schedule (Smith, Collins, Schuster, & Kleinert, 1999).

How has the practice been implemented?

- Least-to-most prompting was used in combination with community based instruction and social praise reinforcement of steps completed correctly to teach cleaning a restroom (Bates, Cuvo, Miner, & Korabek, 2001)
- Least-to-most prompting was used in combination with multiple exemplars and a continuous reinforcement schedule to teach cleaning tables (Smith, Collins, Schuster, & Kleinert, 1999)

Where has it been implemented?

- Classroom (1 study)
- General location in school (1 study)
- Public restroom (1 study)

How does this practice relate to Common Core Standards?

- Understand congruence and experiment with motion in a plane (High School Geometry)



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How does this practice relate to States' Career Cluster Initiative: Essential Knowledge and Skills?

- Complete required training, education, and certification to prepare for employment in a particular career field (Academic Foundations)
- Apply active listening skills to obtain and clarify information. (Communications)
 - Interpret a given verbal message/information
 - Respond with restatement and clarification techniques to clarify information.
- Hospitality and Tourism Cluster
 - Follow industry standards to follow safety policies and procedures

References used to establish this evidence base:

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.

Smith, R.L., Collins, B.C., Schuster, J.W., & Kleinert, H. (1999). Teaching table cleaning skills to secondary students with moderate/server disabilities: Facilitating observational learning during instructional downtime. *Education and Training in mental retardation and Developmental Disabilities, 34*, 342-353.

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