



Using Response Prompting to Teach Employment Skills

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on three methodologically sound single subject studies across nine participants with disabilities.
- This is a research-based practice for **students with intellectual disability** based on three methodologically sound single subject studies across nine participants 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 response prompting to teach employment skills is through the following research to practice lesson plan starters:

- [Response Prompting - Employment - Lesson – Cleaning \(Mitchell, Schuster, Collins, & Gassaway, 2000\)](#)

With who 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 has been 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

How does this practice relate to the Common Career Technical Core?

- Apply active listening skills to obtain and clarify information (Communications)
 - Interpret a given verbal message/information Demonstrate use of relational expressions such as: equal to, not equal, greater than, less than, etc.

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.

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