



Using Response Prompting to Teach Home Maintenance Skills

What is the evidence base?

- This is an evidence-based practice for **students with disabilities** based on seven methodologically sound single subject studies across 31 participants with disabilities.
- This is an evidence-based practice for **students with intellectual disability** based on seven methodologically sound single subject studies across 29 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 home maintenance skills is through the following research to practice lesson plan starters:

- [Response Prompting – Home Maintenance Skills – Lesson 1](#)
- [Response Prompting – Home Maintenance Skills -- Lesson 2](#)
- [Response Prompting – Home Maintenance Skills – Lesson 3](#)

With who was it implemented?

- Students with
- Mild intellectual disability or leaning disability (1 study, n=11)
- Moderate intellectual disability (5 studies, n=16)
- Severe intellectual disability (1 study, n=2)
- Autism (1 study, n=2)
- Ages ranged from 14-26
- Males (n=7), females (n=7), not specified (n=17)
- Ethnicity
- None reported (n=31)

What is the practice?

Response prompting has been defined as a stimuli that later functions as extra cues and reminders for desired behavior. Can be visual, auditory, textual, or symbolic (Cooper, Heron, & Heward, 2007).

In the studies used to establish the evidence base for using response prompting to teach home maintenance skills, response prompting included:

- Auditory response prompts (Briggs et al., 1990; Mechling & Gast, 1997)
- Video response prompts (Lasater & Brady, 1995; Mechling, Gast, & Gustafson, 2009; Taylor, Collins, Schuster, & Kleinert, 2002; Van Laarhoven & Van Laarhoven-Myers, 2006)
- Textual response prompts (Cuvo, Davis, O'Reilly, Mooney, & Crowley, 1992)

Home Maintenance Skills are those that individuals need to maintain a level of independence in their homes (e.g., laundry skills, cleaning skills, kitchen skills, basic home safety skills).

Where has it been implemented?

- Home (3 studies)
- Community (2 studies)
- Private school (1 study)
- Residential facility (1 study)
- School (3 studies)

How does this practice relate to Common Core Standards?

- Key Ideas and Details (Anchor Standards for Reading, Grades 9-12)
 - Read closely to determine what the text says explicitly and to make logical inferences from it

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

- Employ emergency procedures as necessary to provide aid in workplace accidents (Safety, Health, and Environmental)
 - Use safety equipment as necessary

References used to establish this evidence base:

Briggs, A., Alberto, P., Sharpton, W., Berlin, K., McKinley, C., & Ritts, C. (1990). Generalized use of a self-operated audio prompt system. *Education and Training in Mental Retardation*, 25, 381-389.

Cuvo, A.J., David, P.K., O'Reilly, M.F., Mooney, B.M., & Crowley, R. (1992). Promoting stimulus control with textual prompts and performance feedback for persons with mild disabilities. *Journal of Applied Behavior Analysis*, 25, 477-489.

Lasater, M.W., & Brady, M.P. (1995). Effects of video self-modeling and feedback on task fluency: A home based intervention. *Education and Treatment of Children, 18*, 389-407.

Mechling, L.C., & Gast, D.L. (1997). Combination audio/visual self-prompting system for teaching chained tasks to students with intellectual disabilities. *Education and Training in Mental Retardation and Developmental Disabilities, 32*, 138-153.

Mechling, L.C., Gast, D.L., & Gustafson, M.R. (2009). Use of video modeling to teach extinguishing of cooking related fires to individuals with moderate intellectual disabilities. *Education and Training in Developmental Disabilities, 44*, 67-79.

Van Laarhoven, T., & Van Laarhoven-Myers, T. (2006). Comparison of three video- based instructional procedures for teaching daily living skills to persons with developmental disabilities. *Education and Training in Developmental Disabilities, 41*, 365-381.

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