



Using Response Prompting to Teach Laundry Tasks

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on four methodologically sound single subject studies across 13 participants with disabilities.
- This is a research-based practice for **students with intellectual disability** based on three methodologically sound single subject studies across 11 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 laundry tasks is through the following research to practice lesson plan starters:

- [Using Response Prompting to teach Laundry Skills](#)

With who was it implemented?

- Students with
 - Moderate intellectual disability (2 studies, n=9)
 - Severe intellectual disability (1 study, n=2)
 - Autism (1 study, n=2)
- Ages ranged from 14 to 26
- Males (n=9), females (n=4)
- Ethnicity
 - None reported (n=13)

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)

- Video response prompts (Lasater & Brady, 1995; Van Laarhoven & Van Laarhoven-Myers, 2006)
- Textual response prompts (Cuvo, Davis, O'Reilly, Mooney, & Crowley, 1992)

Where has it been implemented?

- Community (2 studies)
- School (3 studies)
- Home (1 study)

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?

- Not applicable

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.

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.

Taylor, P, Collins, B.C., Schuster, J.W., & Kleinert, H. (2002) Teaching laundry skills to high school students with disabilities: Generalization of targeted skills and nontargeted information. *Education and Training in Mental Retardation and Developmental Disabilities, 37*, 172-183.

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.

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

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