Using Response Prompting to Teach Social Skills

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on four methodologically sound single subject studies across 10 participants with disabilities.
- This is a research-based practice for **students with intellectual disability** based on two methodologically sound single subject studies across seven participants with intellectual disability.
- This is a research-based practice for students with autism based on two methodologically sound single subject studies across three participants with autism.

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 social skills is through the following research to practice lesson plan starters:

- Using Response Prompting to teach Social Skills Lesson

With who was it implemented?

- Students with
  - Intellectual disability (2 studies, n=7)
  - Autism (2 studies, n=3)
- Ages ranged from 14-26
- Males (n=6), females (n=4)
- Ethnicity
  - None reported (n=10)

What is the practice?

Response prompting has been defined as using 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 social skills, response prompting included:

- Auditory prompts (Frea, 1997)

- Visual and textual prompts (Hunt, Alwell, & Goetz, 1988; Hunt, Alwell, & Goetz, & Sailor, 1990)
- Symbolic prompts (Hamilton & Snell, 1993)

Where has it been implemented?

- School and home (1 study)
- School (2 studies)

How does this practice relate to Common Core Standards?

- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grades 9-12)
  - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

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

- Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace (Communications)
  - Employ verbal skills when obtaining and conveying information
  - Communicate with other employees to clarify workplace objectives
- Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants (Communications)
  - Interpret verbal behaviors when communicating with clients and co-workers

References used to establish this evidence base:

Frea, W. D. (1997). Reducing stereotypic behavior by teaching orienting responses to environmental stimuli. *Research and Practice for Persons with Severe Disabilities, 22*, 28-35.

Hamilton, B. L., & Snell, M. E. (1993). Using the milieu approach to increase spontaneous communication book across environments by adolescent with autism. AAC *Augmentative and Alternative Communication, 9*, 259-272.

Hunt, P., Alwell, M., & Goetz, L. (1988). Acquisition of conversation skills and the reduction of inappropriate social interaction behaviors. *Journal of the Association for Persons with Severe Handicaps, 13*, 20-27.

Hunt, P., Alwell, M., Goetz, L., & Sailor, W. (1990). Generalized effects of conversation skills training. *The Association for Persons with Severe Handicaps, 15*, 250-260.

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