



Using Response Prompting to Teach Travel Skills

What is the evidence base?

This is a promising practice for **students with moderate intellectual disabilities** based on one methodologically sound single-subject study with four students with moderate intellectual disabilities.

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 travel skills is through the following research to practice lesson plan starter:

- [Using Response Prompting with a Personal Digital Assistant to Teach Travel Skills – Lesson \(Mechling & Seid, 2011\)](#)

With whom was it implemented?

- Students with
 - **Moderate ID** (n=3)
- Ages 20 - 21
- Female (n=3)
- Ethnicity
 - None reported

What is the practice?

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

In the study used to establish the evidence base for using response prompting to teach travel skills:

- A PDA (i.e., Cyrano Communicator, developed by One Write) was used to teach travel skills across multiple destinations (Mechling & Seid, 2011).

Where has it been implemented?

- University campus

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
- www.corestandards.org

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

- Review safety and sanitation procedures applicable to the work area to ensure a safe and healthy work environment. (Hospitality and Tourism Cluster)
 - Examine overall safety procedures to maintain safe work areas in hospitality and tourism workplaces.
- <https://cte.careertech.org/>

References used to establish this evidence base:

Mechling, L. C., & Seid, N. H. (2011). Use of a hand-held personal digital assistant (PDA) to self-prompt pedestrian travel by young adults with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities*, 46, 220-237.

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