



## ***Using System of Least Prompts to Teach Functional Digital Literacy Skills***

### **What is the evidence base?**

- This is a promising practice for **students with disabilities** based on one methodologically sound single-case study across three participants.

### **Where is the best place to find out how to do this practice?**

The best place to find out how to implement system of least prompts to teach functional digital literacy skills is through the following research to practice lesson plan starters:

- [Using System of Least Prompts to Teach Functional Digital Literacy Skills \(Cihak, Wright, Smith, McMahon, & Kraiss, 2015\)](#)

### **With who was it implemented?**

- Students with
  - Intellectual Disability (1 study, n = 3)
- Ages ranged from 16 - 19
- Males (n = 1), females (n = 2)
- Ethnicity - not reported (n = 3)

### **What is the practice?**

Digital literacy was originally described as “the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers” (Gilster, 1997, p. 1). Digital literacy is also known as 21<sup>st</sup> century literacy, which are skills needed to shift from paper-based to screen-based higher education and work environments.

In the study used to establish the evidence base for system of least prompts to teach functional digital literacy skills involved:

- Using a prescribed task analysis and system of least prompts to teach functional digital literacy skills to three students with Intellectual Disability to send and receive emails, bookmark web pages and access bookmarked webpages, and upload and download documents using cloud storage. Independent responses were counted when students initiated the first step in the task analysis within 10 s and completing each step within the chain within 30s without teacher assistance, except for the first part of bookmarking (i.e., find job-related web page to bookmark within 5 min). System of least to most prompts used included: (a) verbal prompt, (b) gesture, (c) gesture plus verbal explanation, (d) modeling plus verbal explanation, (e) physical assistance plus verbal explanation (Cihak, Wright, Smith, McMahon, & Kraiss, 2015).

## Where has it been implemented?

- High school special education classroom (1 study)

## How does this practice relate to Common Core Standards?

- Broad standard from [www.corestandards.org](http://www.corestandards.org)
- ([CCSS.ELA-LITERACY.RST.11-12.3](#)) Science and Technical Subjects: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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

- Career Ready Practices addressed [www.careertech.org/CCTC](http://www.careertech.org/CCTC):
  - Apply appropriate academic and technical skills
  - Use technology to enhance productivity
- Specifically related to the **Information Technology Career Cluster**

## References used to establish this evidence base:

Cihak, D. F., Wright, R., Smith, C. C., McMahon, D., Kraiss, K. (2015). Incorporating functional digital literacy skills as part of the curriculum for high school students with intellectual disability. *Education and Training in Autism and Developmental Disabilities, 50*, 155-171. Retrieved from: <http://www.jstor.org.librarylink.uncc.edu/stable/24827532>

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