Using a System of Least-to-Most Prompts to Teach Specific Job Skills

What is the evidence base?

A potential level of evidence based on one acceptable quality group study and one acceptable quality single subject study

With who was it implemented?

- Students with:
  - Moderate to severe intellectual disability (1 study, n=4)
  - Mild intellectual Disability (1 study, n=20)
  - Moderate intellectual disability (1 study, n=20)
- Ages ranged from 16 to 18
- Males (n=29), females (n=15)
- Ethnicity
  - None reported (n=44)

What is the practice?

A system of least-to-most prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or makes an incorrect response. Least-to-most prompts begin with the participant having the opportunity to perform the response with the least amount of assistance on each trial. Greater degrees of assistance are provided with each successive trial without a correct response (Cooper, Heron, & Heward, 2007).

In the studies used to establish the evidence base for using least-to-most prompting to teach cooking skills, least-to-most prompting was paired with:

- community based instruction (Bates, Cuvo, Miner, & Korabek, 2001)
- multiple exemplars and a continuous reinforcement schedule (Smith, Collins, Schuster, & Kleinert, 1999).
How has the practice been implemented?

- Least-to-most prompting was used in combination with community based instruction and social praise reinforcement of steps completed correctly to teach cleaning a restroom (Bates, Cuvo, Miner, & Korabek, 2001)
- Least-to-most prompting was used in combination with multiple exemplars and a continuous reinforcement schedule to teach cleaning tables (Smith, Collins, Schuster, & Kleinert, 1999)

Where has it been implemented?

- Classroom (1 study)
- General location in school (1 study)
- Public restroom (1 study)

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

The best place to find out how to implement least-to-most prompting is through the following research to practice lesson plan starter:

- Teaching a Specific Job Skill: Cleaning a Table

How does this practice relate to Indicator 13?

- Indicator 13 Checklist Item #3: Teaching specific job skills may reflect results of transition assessment information.
- Indicator 13 Checklist Item # 4: Teaching specific job skills may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary employment goal(s).
- Indicator 13 Checklist Item #6: Teaching specific job skills may be part of an annual IEP goal that supports a student’s independent living goal(s).

How does this practice relate to Common Core Standards?

- Understand congruence and experiment with motion in a plane (High School Geometry)

How does this practice relate to States’ Career Cluster Initiative: Essential Knowledge and Skills?
• Complete required training, education, and certification to prepare for employment in a particular career field (Academic Foundations)
• Apply active listening skills to obtain and clarify information. (Communications)
  o Interpret a given verbal message/information
  o Respond with restatement and clarification techniques to clarify information.
• Hospitality and Tourism Cluster
  o Follow industry standards to follow safety policies and procedures

References used to establish this evidence base:
