**Using Response Prompting to Teach Purchasing Skills**

**What is the evidence base?**

A *moderate* level of evidence based on three acceptable quality single subject studies

**With who was it implemented?**

- Students with
  - Severe intellectual disability (1 study, n= 4)
  - Moderate intellectual disability (1 study, n=8)
  - Moderately to severe intellectual disability (1 study, n= 4)
- Ages ranged from 11 to 21
- Males (n=4), females (n=0)
  - None identified (2 studies, n=12)
- Ethnicity
  - None reported (n= 16)

**What is the practice?**

Response prompting is 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 purchasing skills, response prompting included:

- auditory response prompts (McDonnell, 1987)
- visual response prompts (Alberto, Cihak and Gama, 2005; Nietupski, Welch and Wacker, 1983)

**How has the practice been implemented?**

- Visual response prompts (i.e., food picture cards) paired with progressive time delay have been used to teach purchasing snacks at a convenience store and fast food restaurant (McDonnell, 1987)
- Visual response prompts (i.e., picture prompt money card) have been paired with least to most prompting to teach:
  - determining if there is enough money to make a grocery purchase (Nietupski et al., 1983)
withdrawing money from an ATM and making purchases with a debit card (Alberto et al., 2005)

Where has it been implemented?

- Community (1 study)
- School resource class (2 studies)

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

- Using response prompting to teach purchasing skills
  http://nattac.appstate.edu/sites/default/files/assets/pdf/51.pdf

How does this practice relate to Indicator 13?

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

How does this practice relate to Common Core Standards?

- Vocabulary Acquisition and Use (Anchor Standards for Language, Grades 9-12)
  - Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level
- Apply and extend previous understandings of numbers to the system of rational numbers (The Number System, Grade 6)
  - Understand that positive and negative numbers are used together to describe quantities having opposite directions and values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation

How does this practice relate to the State’s Career Cluster Initiative?

- Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities (Academic Foundations)
- Demonstrate knowledge of basic arithmetic operations such as: addition, subtraction, multiplication, and division
- Demonstrate use of relational expressions such as: equal to, not equal, greater than, less than, etc.

**References used to establish this evidence base:**

