



Using Response Prompting to Teach Leisure Skills

What is the evidence base?

A *potential* level of evidence based on two acceptable quality single subject studies

With who was it implemented?

- Students with
 - Moderate intellectual disability (2 studies, n=6)
 - Severe intellectual disability (1 study, n=1)
 - Autism (1 study, n=2)
- Ages ranged from 14 to 20
- Males (n=6), females (n=3)
- Ethnicity
 - None reported (n= 9)

What is the practice?

Response prompting is defined as using stimuli that later function 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 leisure skills, response prompting included:

- picture response prompts (Nietupski et al., 1986)
- visual response prompts (Whatley, Gast, & Hammond, 2009)

How has the practice been implemented?

- Picture response prompts (i.e. choice chart) paired with verbal prompts has been used to teach engaging in appropriate leisure tasks (Nietupski et al., 1986)
- Visual response prompts (i.e. activity schedule) paired with constant time delay has been used to teach transitioning to various leisure skills and staying on task (Whatley, Gast, & Hammond, 2009)

Where has it been implemented?

- School (3 studies)

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

- Using response prompting to teach engaging with appropriate leisure tasks
http://nstattac.appstate.edu/sites/default/files/assets/pdf/10_22.pdf

How does this practice relate to Indicator 13?

- Indicator 13 Checklist Item # 3: Teaching leisure skills may reflect results of transition assessment information
- Indicator 13 Checklist Item # 4: Leisure skills 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 leisure skills may be part of an annual IEP goal that supports a student's postsecondary independent living goal(s)

How does this practice relate to the Common Core Standards?

- Not applicable

How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities. (Academic Foundations)
 - Comprehend key elements of oral and written information

References used to establish this evidence base:

Nietupski, J.A., Hamre-Nietupski, S., Green, K., Varnum-Teeter, K., Twedt, B., LePera, D.,...Hanrahan, M. (1986). Self-initiated and sustained leisure activity participation by students with moderate/severe handicaps. *Education and Training of the Mentally Retarded*, 21, 259-264.

Whatley, A.D., Gast, D.L., & Hammond, D.L. (2009). Visual activity schedules: teaching independent transitioning during recreation and leisure. *Therapeutic Recreation Journal*, 43, 27-42.