Using Response Prompting to Teach Social Skills

What is the evidence base?

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

With who was it implemented?

- Students with
  - Severe intellectual disability (2 studies, n=7)
  - Autism (2 studies, n=3)
- Ages ranged from 14 to 26
- Males (n=6), females (n=4)
- Ethnicity
  - None reported (n=10)

What is the practice?

Response prompting is defined as using 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 social skills, response prompting included:

- auditory prompts (Frea, 1997)
- visual and textual prompts (Hunt, Alwell, & Goetz, 1988; Hunt, Alwell, & Goetz, & Sailor, 1990)
- symbolic prompts (Hamilton & Snell, 1993)

How has the practice been implemented?

- Auditory prompts have been used to teach
  - reducing stereotypic behaviors and
  - increasing verbal responses to the environment (Frea, 1997)
• Visual and textual prompts (i.e., communication books and topic menus with text and pictures) have been used to teach conversation skills (Hunt, Alwell, & Goetz, 1988; Hunt, Alwell, & Goetz, & Sailor, 1990)
• Symbolic prompts (i.e., symbols in a communication book) paired with least to most prompts were used to teach use of a communication book (Hamilton & Snell, 1993)

Where has it been implemented?
• School and Home (1 study)
• School (2 studies)

Where is the best place to find out how to do this practice?
• Using response prompting to teach reducing stereotypic behaviors
http://nsttac.appstate.edu/sites/default/files/assets/pdf/42.pdf

How does this practice relate to Indicator 13?
• Indicator 13 Checklist Item # 3: Teaching social skills may reflect results of transition assessment information
• Indicator 13 Checklist Item # 4: Social 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 social 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 Common Core Standards?
• Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grades 9-12)
  o Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively

How does this practice relate to the State’s Career Cluster Initiative: Essential Knowledge and Skills?
• Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace (Communications)
  o Employ verbal skills when obtaining and conveying information
- Communicate with other employees to clarify workplace objectives
- Interpret verbal and nonverbal cues/behaviors to enhance communication with coworkers and clients/participants (Communications)
  - Interpret verbal behaviors when communicating with clients and co-workers

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


