

## Public Telephone Usage

**Objective:** To teach students to use a public telephone in various community settings

### Setting and Materials

Setting:

1. Simulated instruction: Special education classroom
2. Community instruction: Seven public telephones located in following areas:
  - a) High school
  - b) Gas station
  - c) College campus
  - d) Shopping center
  - e) Discount store parking lot
  - f) County fairgrounds
  - g) Middle school

Materials:

1. For simulated instruction:
  - a) A disconnected telephone
  - b) Empty cardboard box with a slit large enough to insert a quarter
  - c) Table to set box on
2. For community instruction:
  - a) One community site

### Content Taught

Each student was taught to use a public pay telephone by following a 8-step task analysis.

| Verbal and Natural Prompts         | Student Response   |
|------------------------------------|--|
| “Call home.”                       | Student approaches phone.                                    |
| Student in front of pay phone      | Student selects quarter from a variety of coins.             |
| Quarter in hand.                   | Student lifts receiver.                                      |
| Receiver by ear.                   | Student inserts quarter into phone slot.                     |
| Quarter in slot/ dial tone.        | Student dials number   |
| Number ringing or number busy.     | Student waits for answer up to 5 rings or hangs up receiver. |
| Party answers or no answer.        | States name and location or student hangs up receiver.       |
| Information given/ party hangs up. | Student hangs up receiver.                                   |

## Teaching Procedures

For community training, field-test the task analysis to ensure that it is applicable to public pay telephones in local area. For simulated training, create a simulated “telephone” in special education classroom.

Use these steps in simulated and community training sessions.

1. Tell students that you will teach them how to use a public pay telephone.
2. Tell students, “Call home.”
3. Throughout instruction, provide a controlling prompt to students to ensure correct completion of steps that are vital to continuing the steps in the sequence such as correctly dialing the phone number.
4. Provide descriptive praise for each step completed correctly.
5. Guide students through the entire sequence of steps during the first training session.
6. For each subsequent training session, add a 1 second delay before providing the controlling prompt up to a 5 second delay.
7. When a student completes all steps with 100% accuracy for the first time, stop providing descriptive praise for each step. At this point, provide descriptive praise for approximately every third correctly performed step until a student completes all steps with 100% accuracy for two sessions given this reinforcement schedule. At this point, provide descriptive praise at the end of the sequence only when a student completes all steps in the entire sequence.
8. Evaluate students’ ability to use a public pay telephone in seven community settings listed above.

## Evaluation

Collect student performance data on the number of steps completed correctly.

### Lesson Plan Based on:

Collins, B. C., Stinson, D. M., & Land, L. (1993). A comparison of in vivo and simulation prior to in vivo instruction in teaching generalized safety skills. *Education and Training in Mental Retardation*, 28, 128-142.

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