

## **Using Simultaneous Prompting to Teach Opening a Locker**

**Objective:** To teach students to open a locker secured with a keyed lock.

### **Setting and Materials:**

Settings: Classroom or hallway with lockers

Materials:

1. School lockers
2. Keyed lock
3. A key
4. Clipboard
5. Stopwatch
6. Data sheets

### **Content Taught**

Each student was taught to open the locker secured with a lock using a 15-step task analysis and simultaneous prompting procedures.

### Steps in Task Analysis

1. Obtain the correct locker key
2. Locate the correct locker
3. Lift the lock upwards so that the key hole is visible
4. Place the key in the lock
5. Push the key in the lock
6. Turn the key until the lock loop is released
7. Turn the lock loop away from the lock
8. Remove the lock from the handle
9. Pull the handle on the locker upwards to release it
10. Open the door of the locker
11. Place items into the locker or take out items needed
12. Pull the handle up while closing the locker
13. Push the loop of the lock through the hole in the locker handle
14. Push the loop on the lock into the bottom of the lock to secure the lock
15. Return the key to proper place

### **Teaching Procedures**

#### Teaching Procedures

1. Teacher gives a verbal prompt “Go to your locker” and immediately walks the student to the locker.
2. Teacher provides a verbal prompt and model simultaneously to obtain the locker keys and waits 5 seconds for a student response.
3. Teacher delivers verbal praise when the step is completed and then immediately provides a model prompt for the next step.
4. This procedure is followed through all steps of the task analysis.
5. Teacher delivers verbal praise for all correct responses.

### **Evaluation**

Collect probe data on number of steps completed correctly on the 15-step task analysis.

#### **Lesson Plan Based on:**

Fetko, K.S., Schuster, J.W., Harley, D.A., & Collins, B. (1999). Using simultaneous prompting to teach a chained vocational task to young adults with severe intellectual disabilities, *Education and Training in Mental Retardation and Developmental Disabilities*, 34, 318-329.