

## ***Using Simultaneous Prompting to Teach Functional Skills***

### **What is the evidence base?**

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

### **With whom was it implemented?**

- Students with
  - Moderate intellectual disability (2 studies, n=6)
  - Severe intellectual disability (2 studies, n=5)
  - Other Health Impairments (1 studies, n=1)
- Ages ranged from 14 to 26
- Males (n=7 ) Females (n=5)
- Ethnicity
  - None reported (n=12)

### **What is the practice?**

Response prompting has been 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). Simultaneous prompting is a response prompting strategy that results in near errorless learning. Simultaneous prompting is a “systematic form of the antecedent prompt and test procedure” (Wolery et al., 1992). Simultaneous prompting involves the “presentation of a task direction followed immediately by the presentation of a controlling prompt (i.e., a prompt that ensures a correct response).” Once the instructional sessions is conducted, daily probe sessions are conducted immediately prior to instructional sessions on subsequent days so the instructor can determine when stimulus control, or acquisition of the target skill, has occurred (Morse & Schuster, 2004).

### **How has the practice been implemented?**

- Simultaneous prompting has been used to teach
  - Grocery shopping words (Singleton et al., 1999)
  - Opening a locker secured with a keyed lock (Fetko et al., 1999)
  - Restaurant words (Smith, Schuster, Collins, & Kleinert, 2011)

### **Where has it been implemented?**

- School (3 studies)

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

The best place to find out how to implement simultaneous prompting is through the following research to practice lesson plan starter:

### **Using simultaneous prompting to teach opening a locker**

[http://nstattac.org/sites/default/files/assets/pdf/Lesson\\_Plan\\_simultaneous\\_prompting.pdf](http://nstattac.org/sites/default/files/assets/pdf/Lesson_Plan_simultaneous_prompting.pdf)

## **How does this practice relate to Indicator 13?**

Indicator 13 Checklist Item # 3: Teaching grocery shopping skills may reflect results of transition assessment information.

Indicator 13 Checklist Item # 4: Shopping in a grocery store, ordering at a restaurant, or opening a secured locker may be a transition service designated in an IEP that will enable a student to meet his/her postsecondary goals.

## **How does this practice relate Common Core State Standards?**

Reading /Informational Text/Grade 9-10/ Craft and Structure RI 8.4:

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

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.

Singleton, D.K., Schuster, J.W., Morse, T.E., Collins, B.C. (1999). A comparison of antecedent prompt and test and simultaneous prompting procedures in teaching grocery words to adolescents with mental retardation. *Education and Training in Mental Retardation and Developmental Disabilities, 34*, 182-199.

Smith, B., Schuster, J., Collins, B., & Kleinert, H. (2011). Using simultaneous prompting to teach restaurant words and classifications as non-target information to secondary students with moderate to severe disabilities. *Education and Training in Autism and Developmental Disabilities, 46*, 251-266.

**Additional References:** None