



## **Using Simultaneous Prompting to Teach Restaurant Sight Words and Classifications as Non-target Information**

**Objective:** To teach students to read and classify restaurant sight words.

### **Setting and Materials:**

**Settings:** Special education classroom

### **Materials:**

- Flash cards (up to 40) with printed word of appetizers, entrees, desserts, and beverages from menus of local restaurants
  - flash cards should be double-sided; one side with category, one side with food name
- Menus from local restaurants with food categories labeled
- Data sheet

### **Content Taught**

Students will learn vocabulary pertaining to restaurant sight words and corresponding food categories (i.e., appetizers, entrees, desserts, and beverages).

### **Teaching Procedures**

1. Set a goal.
  - Students will correctly identify 10/12 food items in 4/5 trials.
  - Students will correctly identify 10/12 food categories in 4/5 trials.
  - Students will increase independence in community settings.
2. Screening
  - Randomly present 40 words from local restaurant menus.
  - Provide a 3s time-delay to pause and allow for student responses.
  - Use the data sheet to indicate if students respond correctly, with error, or no response.
  - Use an inter trial interval of 5 s between presentation of new foods.
  - Use reinforcement of verbal praise an average of every fifth trial.
  - Based on the screening data, select 3 sets of 4 stimuli (foods).
3. Begin drill and practice
  - Secure student's attention: "I will ask you to read some words. If you know the word, say it. If you don't know the word, that is OK, we will learn the words later."
  - Present the food category side of the card. Ask the student for the food name (e.g., Say "What appetizer?" if the card shown is calamari).

- Quickly flip the card over to the printed food name. Allow 3s for the student to respond.
- Record the students' response as responded correctly, with error, or no response.

#### 4. Training

- Use simultaneous prompting to teach the vocabulary words introduced in the drill and practice segment.
- Choose one set of four target vocabulary words from the set of 12 total words from the drill and practice segment.
- Say: "Now we are going to practice the words. Repeat after me."
- Show the food category side of the card.
- Quickly flip the card over to reveal the food name or target sight word
- Immediately read the food name.
- If the student does not respond within 3s, repeat the procedure.

#### 5. Test for generalization

- Provide students with a menu from a local restaurant.
- Ask students to circle or point to food items as they are called out by the teacher/peer helper/TA.
- Then ask students to circle or point to food categories as they are called out by the teacher/peer helper/TA.

### Evaluation

Set a goal for students to correctly identify 10/12 food items correctly in 4/5 trials. Use a data sheet to collect data on the correct number of words identified by the students. When mastery is met (at least 10/12 correctly identified words), change the stimulus cards to broaden vocabulary.

#### Lesson Plan Based on:

Smith, B. R., Schuster, J. W., 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. Retrieved from: <http://www.jstor.org/stable/23879695>

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