Using a System of Least-to-Most Prompts to Teach Safety Skills

What is the evidence base?

This is a Research-Based Practice for students with moderate intellectual disabilities based on two methodically sound single subject studies across 20 students with moderate intellectual disabilities.

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

The best place to find out how to implement least to most prompting is through the following research to practice lesson plan starters:

- Least to Most Prompting - Safety Skills - Lesson1 (Collins, Stinson & Laud, 1993)
- Least to Most Prompting - Safety Skills - Lesson2 (Taber, Alberto, Hughes, & Seltzer, 2003)

With who was it implemented?

- Students with
  - Moderate intellectual disability (2 studies, n=20)
- Ages ranged from 11 to 18
- Males (n=12), females (n=8)
- Ethnicity
  - None reported (n=20)

What is the practice?

A system of least-to-most prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or makes an incorrect response. Least-to-most prompts begin with the participant having the opportunity to perform the response with the least amount of assistance on each trial. Greater degrees of assistance are provided with each successive trial without a correct response (Cooper, Heron, & Heward, 2007).

In the studies used to establish the evidence base for using least-to-most prompting to teach cooking skills, least-to-most prompting was paired with:

- total task chaining and simulation (Taber, Alberto, Hughes, & Seltzer, 2002; Taber, Alberto, Seltzer, & Hughes, 2003)

Where has it been implemented?

- Community settings (2 studies)
- Self-contained classroom (2 studies)

How does this practice relate to Common Core Standards?

Not applicable

How does this practice relate to the Common Career Technical Core?

- Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments (Safety, Health, and Environmental) o
    - o Assess workplace conditions with regard to safety and health
    - o Align safety issues with appropriate safety standards to ensure a safe workplace /jobsite
    - o Identify safety hazards common to workplaces
    - o Identify safety precautions to maintain a safe worksite
    - o Select appropriate personal protective equipment as needed for a safe workplace/jobsite
    - o Inspect personal protective equipment commonly used for selected career pathway
    - o Use personal protective equipment according to manufacturer rules and regulations
    - o Employ a safety hierarchy and communication system within the workplace/jobsite
    - o Implement safety precautions to maintain a safe worksite
- Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health. (Safety, Health, and Environmental)
    - o Identify rules and laws designed to promote safety and health in the workplace
    - o State the rationale of rules and laws designed to promote safety and health
- Employ emergency procedures as necessary to provide aid in workplace accidents (Safety, Health, and Environmental)
    - o Use knowledge of First Aid procedures as necessary
    - o Use knowledge of CPR procedures as necessary
    - o Use safety equipment as necessary

References used to establish this evidence base:

Taber, T.A., Alberto, P.A., Hughes, M., & Seltzer, A. (2002). A strategy for students with moderate disabilities when lost in the community. *Research and Practice for Persons with Severe Disabilities*, 27, 141-152.

Taber, T.A., Alberto, P.A., Seltzer, A., & Hughes, M. (2003). Obtaining assistance when lost in the community using cell phones. Research and Practice for *Persons with Severe Disabilities*, 28, 105-116

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