



Using Response Prompting to Teach Grocery Shopping Skills

What is the level of evidence?

This is a Research-Based Practice based on three acceptable quality single-subject studies.

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

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

- Response Prompting - Grocery Shopping Skills - Lesson1
 - http://transitionta.org/system/files/resourcetrees/LP_RP_Grocery1.pdf
- Response Prompting - Grocery Shopping Skills - Lesson2
 - http://transitionta.org/system/files/resourcetrees/LP_RP_Grocery2.pdf

With who was it implemented?

- Students with
 - Moderate intellectual disability (1 study, n=4)
 - Moderate to severe intellectual disability (2 studies, n=19)
- Ages ranged from 10 to 21
- Males (n=2), females (n=2)
 - Not reported (n= 19)
- Ethnicity
 - None reported (n= 23)

What is the practice?

Response prompting is defined as using stimuli that later function as extra cues and reminders for desired behavior. Can be visual, auditory, textual, or symbolic (Cooper, Heron, & Heward, 2007).

In the studies used to establish the evidence base for using response prompting to teach grocery shopping skills, response prompting included:

- auditory response prompts (Mechling & Gast, 1997)
- visual response prompts (Nietupski, Welch, & Wacker, 1983; Gaule, Nietupski, & Gaule, 1985; Mechling and Gast, 1997)
- textual response prompts (Gaule, Nietupski, & Gaule, 1985)

How has the practice been implemented?

- Visual and auditory response prompts (i.e., *Digivox*) have been paired with least to most prompts to teach sorting groceries (Mechling & Gast, 1997)
- Visual response prompts (i.e., pictures of needed grocery items, picture prompt money card, and number line) have been paired with least to most prompting to teach:
 - determining if there is enough money to make a grocery purchase (Gaule, et al., 1985, Nietupski et al., 1983)
 - preparing a grocery list (Gaule et al., 1985)

Where has it been implemented?

- School (2 studies)
- Community (3 studies)

How does this practice relate to Indicator 13?

- Indicator 13 Checklist Item #3: Teaching shopping skills may reflect results of transition assessment information
- Indicator 13 Checklist Item # 4: Teaching shopping may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary independent living goal(s)
- Indicator 13 Checklist Item #6: Teaching shopping may be part of an annual IEP goal that supports a student's postsecondary independent living goal(s)

How does this practice relate to Common Core Standards?

- Vocabulary Acquisition and Use (Anchor Standards for Language, Grades 9-12)
 - Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level
- Apply and extend previous understandings of numbers to the system of rational numbers (The Number System, Grade 6)

- Understand that positive and negative numbers are used together to describe quantities having opposite directions and values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation
- Understand a rational number as a point on the number line

How does this practice relate to the State’s Career Cluster Initiative: Essential Knowledge and Skills?

- Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities (Academic Foundations)
 - Demonstrate knowledge of basic arithmetic operations such as: addition, subtraction, multiplication, and division
 - Demonstrate use of relational expressions such as: equal to, not equal, greater than, less than, etc.

References used to establish this evidence base:

Gaule, K., Nietupski, J., & Certo, N. (1985). Teaching supermarket shopping skills using an adaptive shopping list. *Education and Training of the Mentally Retarded, 20*, 53-59.

Mechling, L., & Gast, D. (1997). Combination audio/visual self-prompting system for teaching chained tasks to students with intellectual disabilities. *Education and Training in Mental Retardation and Developmental Disabilities, 32*, 138-153.

Nietupski, J., Welch, J. & Wacker, D. (1983). Acquisition, maintenance, and transfer of grocery item purchasing skills by moderately and severely handicapped students. *Education and Training of the Mentally Retarded, 18*, 279-286.