



Using Response Prompting to Teach Leisure Skills

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on two methodologically sound single-subject studies across 9 participants with disabilities.
- This is a research-based practice for **students with intellectual disability** based on two methodologically sound single-subject studies across 9 participants with intellectual disability.

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

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

- Using response prompting to teach engaging with appropriate leisure tasks
 - [Leisure Skill Participation - Choice \(Nietupski et al., 1986\)](#)

With who was it implemented?

- Students with
 - Moderate intellectual disability (2 studies, n=6)
 - Severe intellectual disability (1 study, n=1)
 - Autism (1 study, n=2)
- Ages ranged from 14 - 20
- Males (n=6), females (n=3),
- Ethnicity
 - None reported (n=9)

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 leisure skills, response prompting included:

- picture response prompts (Nietupski et al., 1986)
- visual response prompts (Whatley, Gast, & Hammond, 2009)

Where has it been implemented?

- School (3 studies)

How does this practice relate to Common Core Standards?

- Not applicable

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

- Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities. (Academic Foundations)
 - Comprehend key elements of oral and written information

References used to establish this evidence base:

Nietupski, J.A., Hamre-Nietupski, S., Green, K., Varnum-Teeter, K., Twedt, B., LePera, D., ... Hanrahan, M. (1986). Self-initiated and sustained leisure activity participation by students with moderate/severe handicaps. *Education and Training of the Mentally Retarded, 21*, 259-264.

Whatley, A.D., Gast, D.L., & Hammond, D.L. (2009). Visual activity schedules: teaching independent transitioning during recreation and leisure. *Therapeutic Recreation Journal, 43*, 27-42.

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