



Using Response Prompting to Teach Purchasing Skills

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on three methodologically sound single-case design studies across 16 participants with disabilities.
- This is a promising practice for **students with moderate intellectual disability** based on one methodologically sound single-case design study with eight participants with moderate intellectual disability.
- This is a promising practice for **students with severe intellectual disability** based on one methodologically sound single-case design study with four participants with severe intellectual disability.

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

The best place to find out how to implement response prompting to teach purchasing skills is through the following research to practice lesson plan starter:

- [Response Prompting to Teach Purchasing](https://transitionta.org/system/files/resourcetrees/LP_RP_Purchasing_0.pdf?file=1&type=node&id=247&force)
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With whom was it implemented?

Students with:

- Severe intellectual disability (1 study, n= 4)
- Moderate intellectual disability (1 study, n=8)
- Moderately to severe intellectual disability (1 study, n= 4)

Ages ranged from 11 to 21

Males (n=4), females (n=0)

- None identified (2 studies, n=12)

Ethnicity

- None reported (n= 16)

What is the practice?

Response prompting is 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).

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

- auditory response prompts (McDonnell, 1987)
- visual response prompts (Alberto, Cihak and Gama, 2005; Nietupski, Welch and Wacker, 1983)

How has the practice been implemented?

- Visual response prompts (i.e., food picture cards) paired with progressive time delay have been used to teach purchasing snacks at a convenience store and fast food restaurant (McDonnell, 1987)
- Visual response prompts (i.e., picture prompt money card) have been paired with least to most prompting to teach:
 - determining if there is enough money to make a grocery purchase (Nietupski et al., 1983)
 - withdrawing money from an ATM and making purchases with a debit card (Alberto et al., 2005)

Where has it been implemented?

- Community (1 study)
- School resource class (2 studies)

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
- www.corestandards.org

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

- 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.
- <https://cte.careertech.org/>

References used to establish this evidence base:

Alberto, P., Cihak, D., & Gama, R. (2005). Use of static picture prompts versus video modeling during simulation instruction. *Research in Developmental Disabilities, 26*, 327-339.

McDonnell, J. (1987). The effects of time delay and increasing prompt hierarchy strategies on the acquisition of purchasing skills by students with severe handicaps. *The Association for Persons with Severe Handicaps, 12*, 227-236.

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.

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