



Using System of Least Prompts Procedure with a Video Prompt to Teach Office Tasks

What is the evidence base?

This is a promising practice for **students with intellectual disabilities** based on one methodologically sound single-subject study across three participants with disabilities.

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

The best place to find out how to implement system of least prompts procedure with a video prompt is through the following research to practice lesson plan starter:

- [Using system of least prompts procedure with a video prompt to teach office tasks – Lesson \(Smith, Ayres, Mechling, Alexander, Mataras & Shepley, 2015\).](#)

With who was it implemented?

- Students with
 - Moderate to severe intellectual disability (1 study, n=3)
- Ages ranged from 18-20
- Females (n=2), male (n=1)
- Ethnicity
 - None specify (n=3)

What is the practice?

System of least prompts (SLP) has been defined as a response prompting procedure in which increasingly intrusive prompts are sequentially delivered to ensure correct responding (Horner & Keilitz, 1975). A variety of prompts including verbal, gesture, model, partial physical, or full physical are often used within a SLP hierarchy. That is, a set hierarchy of prompts is selected and when a participant engages in an incorrect response or does not respond within a set amount of time (e.g., 5 s), the least intrusive prompt is used.

Video prompting is a form of video response prompting. Response prompting is defined as stimuli that later function as extra cues and reminders for desired behavior (Cooper, Heron, & Heward, 2007).

In the studies used to establish the evidence base for system of least prompts procedure with a video prompt to teach office tasks, the videos were shown via:

- iPhone (Smith, Ayres, Mechling, Alexander, Mataras, & Shepley, 2015)

Where has it been implemented?

- School (1 study)

How does this practice relate to Common Core Standards?

- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grade 9-12)
 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented
 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives

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

- Education & Training Career Cluster
 - Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
 - Use critical thinking to process educational communications, perspectives, policies and/or procedures.
 - Apply organizational skills and logic to enhance professional education and training practice.

References used to establish this evidence base:

Smith, K. A., Ayres, K. M., Mechling, L. C., Alexander, J. L., Mataras, T. K., & Shepley, S. B. (2015). Evaluating the effects of a video prompt in a system of least prompts procedure. *Career Development and Transition for Exceptional Individuals*, 38, 39-49.
doi:10.1177/2165143413511981

This Practice Description was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). *Using System of Least Prompts with a Video Prompt to Teach Office Tasks*.

