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
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**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:**