



Using Simultaneous Prompting to Teach Functional Skills

What is the level of evidence?

- This is a Research-Based Practice for **students with disabilities** based on three methodologically sound single subject studies across 12 participants.
- This is a Promising Practice for **students with moderate intellectual disability** based on one methodologically sound single subject study with 4 participants with moderate intellectual disability.
- This is a Promising Practice for **students with severe intellectual disability** based on one methodologically sound single subject study with 4 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 simultaneous prompting is through the following research to practice lesson plan starter:

- Using simultaneous prompting to teach opening a locker:
 - [Opening a Locker \(Fetko, Schuster, Harley, & Collins, 1996\)](#)

With whom was it implemented?

- Students with
 - Moderate intellectual disability (1 study, n=4)
 - Severe intellectual disability (1 study, n=4)
 - Moderate to severe intellectual disability (1 study, n=4)
- Ages ranged from 14 to 26
- Males (n=7) Females (n=5)
- Ethnicity
 - None reported (n=12)

What is the practice?

- Response prompting has been 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).
- Simultaneous prompting is a response prompting strategy that results in near errorless learning.

- Simultaneous prompting is a “systematic form of the antecedent prompt and test procedure” (Wolery et al., 1992).
- Simultaneous prompting involves the “presentation of a task direction followed immediately by the presentation of a controlling prompt (i.e., a prompt that ensures a correct response).”
- Once the instructional sessions is conducted, daily probe sessions are conducted immediately prior to instructional sessions on subsequent days so the instructor can determine when stimulus control, or acquisition of the target skill, has occurred (Morse & Schuster, 2004).

How has the practice been implemented?

Simultaneous prompting has been used to teach

- Grocery shopping words (Singleton et al., 1999)
- Opening a locker secured with a keyed lock (Fetko et al., 1999)
- Restaurant words (Smith, Schuster, Collins, & Kleinert, 2011)

Where has it been implemented?

School (3 studies)

How does this practice relate Common Core State Standards?

- Reading /Informational Text/Grade 9-10/ Craft and Structure RI 8.4:
 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

References used to establish this evidence base:

Fetko, K.S., Schuster, J.W., Harley, D.A., & Collins, B. (1999). Using simultaneous prompting to teach a chained vocational task to young adults with severe intellectual disabilities, *Education and Training in Mental Retardation and Developmental Disabilities*, 34, 318-329.

Singleton, D.K., Schuster, J.W., Morse, T.E., Collins, B.C. (1999). A comparison of antecedent prompt and test and simultaneous prompting procedures in teaching grocery words to adolescents with mental retardation. *Education and Training in Mental Retardation and Developmental Disabilities*, 34, 182-199.

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Smith, B., Schuster, J., Collins, B., & Kleinert, H. (2011). Using simultaneous prompting to teach restaurant words and classifications as non-target information to secondary students with moderate to severe disabilities. *Education and Training in Autism and Developmental Disabilities*, 46, 251-266.

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