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Using Response Prompting with a Personal Digital Assistant to Teach Travel Skills

Objective: To teach safety skills using a Personal Digital Assistant (PDA)

Setting and Materials:

Settings: University campus

Materials:
- PDA (e.g., *Cyrano Communicator TM* developed by One Write Company, www.cyranocommunicator.com*)*
- Pocket PC (e.g., Hewlett Packard iPAQ Pocket PC)
- Anti-glare screen for pocket PC
- Movie player (e.g., TCPMP Movie Player)
- Movie maker (e.g., Windows Movie Maker)
- Digital video recorder
- Task analysis and landmarks for walking to destinations

Content Taught
- How to operate a PDA
- Directions and landmarks for pedestrian travel on university campus
- Specific task analysis will be dependent on location student needs to reach

Teaching Procedures

Pre-Training to teach students to operate PDA
Teach students to operate the functions of the PDA during a familiar routine (e.g., morning routine): 1. Look at photograph to receive information about a task step 2. Touch photograph to receive auditory information about the step 3. Touch a video icon to watch the step being performed 4. Touch the arrow icons to advance to the next slide or repeat a previous slide 5. Using a system of least to most prompts, teach students to use the PDA until they are able to independently operate all functions of the device

Travel procedures with the self-prompting PDA
Begin at the target starting point 1. Give student PDA and verbal direction, "We are going to walk to _____ (e.g., student union, library, cafeteria)" 2. PDA should be pre-programmed by the instructor to start on the first slide containing prompts for locating the first landmark 3. Student may walk to the landmark correctly, incorrectly, or not respond 4. Unprompted correct response = initiating a step within 3 seconds and reaching the landmark within 2 minutes following the PDA prompt 5. Incorrect response = (a) initiation within 3 seconds of PDA prompt, but failure to reach landmark within 2 minutes (duration); (b) initiation within 3 seconds of the PDA prompt, but failure to reach a correct landmark (topographic); (c) initiation within 3 seconds of the PDA prompt, but reaching the landmark out of sequence; and (d) no response, characterized by failure to initiate walking to a landmark within 3 seconds of the PDA prompt 6. Incorrect response also = if student verbally expresses he/she does not know where to go 7. If an incorrect response occurs, prompt student to use PDA to locate the landmark by pointing to next intrusive prompt level (prompted correct) 8. If student fails to locate a landmark correctly after being directed through all the prompt levels on the PDA (incorrect prompted response), stop session and return to classroom 9. Praise student verbally for attempting to locate the destination, location of landmarks, and/or for attending to the route on an average of every 2 minutes 10. Reteach use of PDA as needed

Evaluation
1. Record the number of steps in the task analysis that are completed correctly (i.e., initiated response within 3 seconds and completed within 2 minute after the prompt is given).
2. Incorrect responses are defined as (a) failure to initiate a step within 3 seconds, (b) failure to complete a step within 2 minutes, (c) failure to reach a correct landmark, (d) sequence error (step performed correctly but not in the sequence defined in the task analysis), and (e) no response or student responds by stating he/she does not know where to go.

Lesson Plan Based on:

Mechling, L. C., & Seid, N. H. (2011). Use of a hand-held personal digital assistant (PDA) to self-prompt pedestrian travel by young adults with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities*, 46, 220-237.