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Using Response Prompting to Teach Food Preparation and Cooking Skills

What is the evidence base?

- This is an evidence-based practice for **students with disabilities** based on five methodologically sound single subject studies across 18 participants with disabilities.
- This is a research-based practice for **students with intellectual disability** based on three methodologically sound single subject studies across 13 participants with 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 food preparation and cooking skills is through the following research to practice lesson plan starters:

- [Response Prompting – Food Preparation Skills – Lesson 2 - Baking](#)

With who was it implemented?

- Students with
    - Intellectual disability (3 studies, n=13)
    - Autism (1 study, n=2)
    - Visual impairments (1 study, n=3)
- Ages ranged from 14-26
- Males (n=11), females (n=7)
- Ethnicity
    - None reported (n=18)

What is the practice?

Response prompting has been defined as stimuli that later functions as extra cues and reminders for desired behavior. Prompts can be visual, auditory, textual, or symbolic (Cooper, Heron, & Heward, 2007).

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

- Video response prompts (Lasater & Brady, 1995; Mechling & Gustafson, 2009; Mechling & Stephens, 2009; Mechling, Gast, & Gustafson, 2009)
- Video response prompts paired with static picture prompts (Van Laarhoven & Van Laarhoven-Myers, 2006)
- Auditory response prompts (Trask-Tyler, Grossi, & Heward, 1994)

Where has it been implemented?

- Community (1 study)
- School (3 studies)
- Home (1 study)

How does this practice relate to Common Core Standards?

- Key Ideas and Details (Anchor Standards for Reading, Grades 9-12)
  - Read closely to determine what the text says explicitly and to make logical inferences from it

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

- Review safety and sanitation procedures applicable to the work area to ensure a safe and healthy work environment. (Hospitality and Tourism Cluster)
  - Examine overall safety procedures to maintain safe work areas in hospitality and tourism workplaces.

References used to establish this evidence base:

Lasater, M.W., & Brady, M.P. (1995). Effects of video self-modeling and feedback on task fluency: A home based intervention. *Education and Treatment of Children, 18*, 389-407.

Mechling, L. C., Gast, D. L., & Gustafson, M. R. (2009). Use of video modeling to teach extinguishing of cooking related fired to individuals with moderate intellectual disabilities. *Education and Training in Developmental Disabilities, 44*, 67-79.

Mechling, L.C., & Gustafon, M. (2009). Comparison of the effects of static picture and video prompting on completion of cooking related tasks by student with moderate intellectual disabilities, *Exceptionality, 17*, 103-116.

Mechling, L.C., & Stephens, E. (2009). Comparison of self-prompting of cooking skills via picture-based cookbooks and video recipes. *Education and Training in Developmental Disabilities, 44*, (2), 218-236.

Trask-Tyler, S.A., Grossi, T.A., & Heward, W.A. (1994). Teaching young adults with developmental disabilities and visual impairments to use tape-recoded recipes: acquisition, generalization, and maintenance of cooking skills. *Journal of Behavioral Education, 4*, 283-311.

Van Laarhoven, T., & Van Laarhoven-Myers, T. (2006). Comparison of three video- based instructional procedures for teaching daily living skills to persons with developmental disabilities. *Education and Training in Developmental Disabilities, 41*, 365-381.

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