

# Strategies for Effective Teaching and Learning

## Teaching Pupils With Intellectual Disability

While many suggestions and strategies exist that support effective teaching and learning for students with intellectual disability, one particular research-supported system is the use of prompting systems (Ayres, Mechling, & Sansosti, 2013). Prompting systems are a form of antecedent instructional strategies; that is, they occur prior to the behavior, and typically involve picture, audio, or video prompts. A common

approach to using prompting systems is when the student him-/herself operates the system; this is referred to as a self-operated prompting system. Educators can make their own self-operated prompting systems to support students with intellectual disability. The following chart provides steps educators can follow to create a picture, auditory, or video prompting system for a student with intellectual disability.

### Steps for Developing a Self-Operated Picture, Auditory, or Video System

Self-operated picture prompting system	Self-operated auditory prompting system	Self-operated video system
1. Identify the target task.		
2. Develop a task analysis.		
3. Determine types of pictures to use (drawings, photos, icons [e.g., Boardmaker by Mayer-Johnson]).	3. Determine “script” of auditory prompts.	3. Determine if student will use video prompting or video modeling.
4. Identify words (if any) that will accompany pictures.	4. Determine who will be the “voice” on the audio system (student, teacher, favorite paraeducator, parent) or whether a “tone” will be used to prompt the student to the next step.	4. Decide video point of view. (Will it be from the student's perspective? Will it depict the student or a different known or unknown individual engaged in the task?)
5. Identify how pictures will be presented (e.g., communication notebook, paper, or an electronic system such as a tablet or smartphone).	5. Determine the system for delivering auditory prompts (e.g., audio recorder, tablet, smartphones, MP3 player). Also, determine if headphones are needed.	5. Identify the system for delivering videos (e.g., DVD player, computer, tablet, smartphone).
6. Develop a prompting system and ask two novel individuals to complete the task using the self-operated system. Make edits based on individuals’ performance.		
7. Determine if students will use self-management skills when using the self-operated system. Will students self-monitor their progress using a checklist? Will they engage in self-evaluation?		
8. Evaluate each student's performance as he/she uses the self-operated system.		