

# Lesson Plans: Student Development

## Independent Living Skills

### Home Maintenance Skills

1. Housekeeping Skills (Cleaning and Laundry)  
Cuvo, A. J., Davis, P. K., O'Reilly, M. F., Mooney, B. M., & Crowley, R. (1992). Promoting stimulus control with textual prompts and performance feedback for persons with mild disabilities. *Journal of Applied Behavior Analysis*, 25, 477-489.  
<http://www.nsttac.org/LessonPlanLibrary/53.pdf>
2. Housekeeping Skills (Housekeeping and Janitorial)  
Domaracki, J. W. & Lyon, S. R. (1992). A comparative analysis of general case simulation instruction and naturalistic instruction. *Research in Developmental Disabilities*, 13, 363-379.  
<http://www.nsttac.org/LessonPlanLibrary/54.pdf>
3. Home Maintenance Skills Using a Digivox  
Mechling, L. C. & Gast, D. L. (1997). Combination audio/visual self-prompting system for teaching chained tasks to students with intellectual disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 32, 138-153.  
<http://www.nsttac.org/LessonPlanLibrary/55.pdf>
4. Laundry Skills  
Taylor, P., Collins, B. C., Schuster, J. W., & Kleinert, H. (2002). Teaching laundry skills to high school students with disabilities: Generalization of targeted skills and nontargeted information. *Education and Training in Mental Retardation and Developmental Disabilities*, 37, 172-183.  
[http://www.nsttac.org/LessonPlanLibrary/56\\_85.pdf](http://www.nsttac.org/LessonPlanLibrary/56_85.pdf)
5. Laundromat Skills  
McDonnell, J., & McFarland, S. (1988). A comparison of forward and concurrent chaining strategies in teaching laundromat skills to students with severe handicaps. *Research in Developmental Disabilities*, 9, 177-194.  
<http://www.nsttac.org/LessonPlanLibrary/McDonnellandMcFarland1988laundromat.pdf>

### Meal Planning and Preparing

6. Meal Planning and Nutrition  
Arnold-Reid, G. S., Schloss, P. J., & Alper, S. (1997). Teaching meal planning to youth with mental retardation in natural settings. *Remedial and Special Education*, 18, 166-173.  
<http://www.nsttac.org/LessonPlanLibrary/57.pdf>
7. Making Chocolate Milk  
Fiscus, R. S., Schuster, J. W., & Morse, T. E. (2000). Teaching elementary students with cognitive disabilities food preparation skills while embedding instructive feedback in the prompt and consequence event. *Education and Training in Mental Retardation and Developmental Disabilities*, 37, 55-69.  
<http://www.nsttac.org/LessonPlanLibrary/58.pdf>
8. Preparing a Snack & Drink  
Bozkurt, F., & Gursel, O. (2005). Effectiveness of constant time delay on teaching snack and drink preparation skills to children with mental retardation. *Education and Training in Developmental Disabilities*, 40, 390-400.  
<http://www.nsttac.org/LessonPlanLibrary/LessonPlanBozkurt2005makingsandwichdrinksgiving.pdf>

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### 9. Baking Microwave Cake

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

<http://www.nsttac.org/LessonPlanLibrary/59.pdf>

### 10. Cooking Skills

Graves, T. B., Collins, B. C., Schuster, J. W., & Kleinert, H. (2006). Using video prompting to teach cooking skills to secondary students with moderate disabilities. *Education and Training in Developmental Disabilities, 40*, 34-46.

<http://www.nsttac.org/LessonPlanLibrary/GravesCollinsSchusterKleinert2005cookingandvideopromptinglessonplan.pdf>

### 11. Cooking Skills

Mechling, L. C., Gast, D. L., & Field, E. A. (2008). Evaluation of a portable DVD player and system of least prompts to self-prompt cooking task completion by young adults with moderate intellectual disabilities. *The Journal of Special Education, 42*, 179-190.

<http://www.nsttac.org/LessonPlanLibrary/59b.pdf>

### 12. Cooking with Video Recipes

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*, 218-236.

<http://www.nsttac.org/LessonPlanLibrary/CookingWithVideoRecipes.pdf>

### 13. Cooking Skills: Self-Prompting

Mechling, L. C., Gast, D. L., & Field, E. A. (2008). Evaluation of a portable DVD player and system of least prompts to self-prompt cooking task completion by young adults with moderate intellectual disabilities. *The Journal of Special Education, 42*, 179-190.

<http://www.nsttac.org/LessonPlanLibrary/CookingSkillsSelfPrompting.pdf>

## **Safety Skills**

### 14. Public Telephone Usage

Collins, B. C., Stinson, D. M., & Land, L. (1993). A comparison of in vivo and simulation prior to in vivo instruction in teaching generalized safety skills. *Education and Training in Mental Retardation, 28*, 128-142.

<http://www.nsttac.org/LessonPlanLibrary/61.pdf>

### 15. Crossing the Street

Collins, B. C., Stinson, D. M., & Land, L. (1993). A comparison of in vivo and simulation prior to in vivo instruction in teaching generalized safety skills. *Education and Training in Mental Retardation, 28*, 128-142.

<http://www.nsttac.org/LessonPlanLibrary/62.pdf>

### 16. Cell Phone Usage When Lost

Taber, T. A., Alberto, P. A., Hughes, M., & Seltzer, A. (2002). A strategy for students with moderate disabilities when lost in the community. *Research and Practice for Persons with Severe Disabilities, 27*, 141-152.

<http://www.nsttac.org/LessonPlanLibrary/LessonPlanTaberAlbertolostincommunity.pdf>

### 17. Teach students first-aid skills for treating a minor cut

Gast, D. L., Winterling, V., Wolery, M., & Farmer, J. A. (1992). Teaching first-aid skills to students with moderate handicaps in small group instruction. *Education and Treatment of Children, 15*, 101-124.

<http://www.nsttac.org/LessonPlanLibrary/63b.pdf>

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18. Teach students how to respond appropriately to potentially dangerous situations (i.e., removing and discarding broken materials safely)

Winterling, V., Gast, D. L., Wolery, M., & Farmer, A. (1992). Teaching safety skills to high school students with moderate disabilities. *Journal of Applied Behavior Analysis*, 25, 217-227.

<http://www.nsttac.org/LessonPlanLibrary/63c.pdf>

19. Reading of key words from product warning labels

Collins, B. C., & Stinson, D.M. (1994-1995). Teaching generalized reading of product warning labels to adolescents with mental disabilities through the use of key words. *Exceptionality*, 5, 163-181.

<http://www.nsttac.org/LessonPlanLibrary/WarningLabel.pdf>

20. Emergency fire-safety skills

Jones, R. T., Van Hasselt, V. B., & Sisson, L. A. (1984). Emergency fire-safety skills: A study with blind adolescents. *Behavior Modification*, 8, 59-78.

<http://www.nsttac.org/LessonPlanLibrary/FireSafety.pdf>

21. Use of video modeling to teach extinguishing of cooking related fires to individuals with moderate intellectual disabilities

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

<http://www.nsttac.org/LessonPlanLibrary/CookingFires.pdf>

### **Self Care Skills**

22. Teaching Dressing Skills

Hughes, M. W., Schuster, J.W., & Nelson, C. M. (1993). The acquisition of independent dressing skills by students with multiple disabilities. *Journal of Developmental and Physical Disabilities*, 5, 233-252.

<http://www.nsttac.org/LessonPlanLibrary/HughesSchusterNelson1993LessonPlan.pdf>

23. Preventing Home Accidents

O'Reilly, M. F., Green, G., & Braunling-McMorrow, D. (1990). Self-administered written prompts to teach home accident prevention skills to adults with brain injuries. *Journal of Applied Behavior Analysis*, 23, 431-446.

<http://www.nsttac.org/LessonPlanLibrary/LessonPlanLibrary/LessonPlanOReilly1990homesafety.pdf>