Response Prompting with PowerPoint Software for Functional and Academic Vocabulary Development
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The purpose of this study was to compare the effectiveness and efficiency of teacher-directed and computer-assisted simultaneous prompting for teaching three students with hearing loss to identify reading and math vocabulary words. Target words were selected from the Acadmic Vocabulary Section of the Measures of Academic Progress and were taught via teacher-delivered simultaneous prompting or through a PowerPoint presentation set up with vocabulary words immediately followed by a video controlling prompt (teacher signing the vocabulary word). These conditions were compared using an alternating treatments design. For one set of words, the research team found no condition differences. For two sets of words, the computer-delivered prompts were more effective than teacher prompts. Teachers may benefit from using computer-delivered prompts, but individual differences and preferences must be considered.

PARTICIPANTS

<table>
<thead>
<tr>
<th>Participant</th>
<th>Age</th>
<th>Disability / Diagnosis</th>
<th>Full Scale IQ</th>
<th>Reading Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe</td>
<td>10</td>
<td>Moderate Intellectual Disability, Speech Language Impairment</td>
<td>48 (WISC-IV)</td>
<td>Not available</td>
</tr>
<tr>
<td>Kyle</td>
<td>12</td>
<td>Autism, Severe Disorder, Moderate Intellectual Disability, Speech Language Impairment</td>
<td>48 (WISC-IV)</td>
<td>40 (Word Reading: WJ-III)</td>
</tr>
<tr>
<td>Jake</td>
<td>10</td>
<td>Moderate Intellectual Disability, Speech Language Impairment</td>
<td>44 (WISC-IV)</td>
<td>37 (Basic Reading: WJ-III)</td>
</tr>
</tbody>
</table>

EXHIBIT 1: Participants

ABSTRACT

The purpose of this study was to compare the effectiveness and efficiency of teacher-directed and computer-assisted simultaneous prompting for teaching three students with hearing loss to identify reading and math vocabulary words. Target words were selected from the Academic Vocabulary Section of the Measures of Academic Progress and were taught via teacher-delivered simultaneous prompting or through a PowerPoint presentation set up with vocabulary words immediately followed by a video controlling prompt (teacher signing the vocabulary word). These conditions were compared using an alternating treatments design for one set of words. For two other sets of words introduced in a multiple probe design using the preferred method of instruction for each student. Results indicated both strategies were effective for two students with computer-assisted instruction being the preferred condition; however, one student showed no progress with computer-assisted instruction. The findings suggest that some students with hearing losses may benefit from instruction with PowerPoint software, but individual differences and preferences must be considered.

RESULTS

PowerPoint can be an effective tool for enhancing reading and vocabulary development for students with disabilities. It should be used as a supplement to quality teacher instruction. For students who often require 1:1 instruction, PowerPoint may provide a unique opportunity to work independently to practice skills. Because of the wide availability of PowerPoint Software (or the free PowerPoint Player), students can practice skills in multiple locations (e.g., homework). PowerPoint presentations are customizable, easy to make, and reusable. However, individual student characteristics must be considered and students who cannot attend the computer without adult support may not benefit from PowerPoint instruction.

CONCLUSIONS

POWERPOINT can be an effective tool for enhancing reading and vocabulary development for students with disabilities. It should be used as a supplement to quality teacher instruction. For students who often require 1:1 instruction, PowerPoint may provide a unique opportunity to work independently to practice skills. Because of the wide availability of PowerPoint Software (or the free PowerPoint Player), students can practice skills in multiple locations (e.g., homework). PowerPoint presentations are customizable, easy to make, and reusable. However, individual student characteristics must be considered and students who cannot attend the computer without adult support may not benefit from PowerPoint instruction.