



### Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to cross the street with 100% accuracy on 5 out of 5 opportunities.

### Possible Settings:

- Crosswalk

### Items Needed:

- Crosswalk
- Task analysis
- Visual supports

**Note:** Because this lesson requires the student to cross public streets, constant, close supervision is required. If your student's ability to complete this task or their safety judgment is in question, or your student has an aversion to physical touch/prompting, do not implement this skill with your student.

# Crossing the Street



## Preparing for the Lesson

1. **Read Prompting/Fading Procedures prior to having the student attempt the task.**
  1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to cross the street. Have the student attempt to cross the street, but only offer prompts needed to ensure student safety, not for accuracy of step completion. You should be in very close proximity to your student as they attempt this task to ensure their safety. Record their data online (or you may use the task analysis attached if a computer/tablet is not available).
  2. Determine the setting where the lesson will take place (consider how the video model will be used in the natural setting, during routines, etc.) and what materials will be used (see Planning for Generalization). *If you can't access a crosswalk (natural environment), set-up a scenario for crossing the street between two areas of the parking lot, etc. or in other available and appropriate locations (contrived situation).*
  3. Identify how the video model will be shown (e.g., on an iPad or tablet, etc.). If technology is not available to view the video model, the student may also use the visual supports provided (i.e., the visual task analysis or the photo cards).



## Implementing the Video Model

1. Use the baseline data to determine how much of the video the student views (e.g., if they already know to push the button to cross independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for crossing the street.
3. When presenting the video model, prompt the student to attend to the video (as needed). Some students may need to see the video several times before being asked to perform the target skill. Determine the appropriate number of times for each student to watch the video model.
4. After the student has viewed the video, have the student attempt to perform the target skill. Use the task analysis (see below) to monitor their progress in completing the task independently.



## Collecting Data Using the Task Analysis

1. After collecting baseline data and having the student view the video, have them attempt to cross the street (with your guidance as needed to ensure safety). Read Prompting and Fading Procedures before they attempt the task. Have **Transition to Adulthood** (on [www.teachtown.com](http://www.teachtown.com)) open to the Assessment, or use the task analysis provided, to collect data (intervention phase).



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2. Give the instructional directive, “Cross the street.” As the student completes each step to cross the street, note whether they completed the step independently, or what level of prompting they required to complete each step. Always prompt as needed to ensure student safety!
3. Offer positive reinforcement (e.g., verbal praise, token, tangible, etc.) for steps completed correctly.



## Prompting/Fading Procedures

As the student initially attempts the task, it is critical that they receive prompts as needed for safety.

1. Use **graduated guidance**. This is where the staff person positions himself/herself very close to the student, and shadows their hands (e.g., staff member’s hands are in very close proximity to and move with the student’s hands) so they can immediately provide assistance with hand-over-hand prompts.

As the student begins to acquire the skill, you may:

1. Delay the start of the video or stop it before it is over (so the student sees less of the video model). Gradually decrease the amount of the video shown.
2. If there is only one step in the task analysis that they are consistently performing incorrectly, show them only that section of the video. Have them re-watch and practice the step in as appropriate.
3. Use most-to-least prompting with the student. If the student begins to attempt a step in an unsafe manner, *immediately* provide physical prompts (e.g., put your arm out to catch them from stepping into the street, etc.). As they begin to be more proficient at that step, gradually increase the distance between the staff member’s hands and the learners hands. On steps that do not pose a safety risk (e.g., pushing the button to cross), attempt to use a less intrusive prompt first.

## EXAMPLE

If the student does not push the button to activate the walk sign, use a verbal prompt, “Push the button.” As they wait for the walk signal, position your body slightly in front of them and keep eyes on your student. If they make any attempt to step towards the street before the walk signal is illuminated, use physical prompts to ensure they stay on the sidewalk.

4. Fade prompting until the student is performing the skill independently. Some students may continue to need some support; however, the goal should be that they do not require another person to be present to perform the target skill. Teach the student to manage their own behavior using the visual supports.



## Planning for Generalization

- Have the student cross the street in a variety of settings (e.g., various types of crosswalk set-ups such as wide, narrow, various signs, neighborhood streets, commercial areas, etc.).
- Have the student cross the street when there is not a crosswalk (e.g. practice looking for cars, walking quickly, etc.).
- Have the student cross the street at a crosswalk when there is no walk sign.
- If you are unable to practice in a natural environment (crosswalk, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

## Crossing the Street - Task Analysis for Data Collection

Student Name: \_\_\_\_\_

**Data Collection Phase** (circle one): *Use a different data sheet for each phase.*

Baseline    Intervention    Maintenance    Generalization (specify): \_\_\_\_\_

DATE										
1. Walk on the sidewalk until you get to the corner.										
2. Look at the sign.										
3. Push the button to cross.										
4. Wait for the sign to turn to "walk."										
5. Look both ways to make sure cars are stopped.										
6. Walk quickly across the street.										
7. Stay between the lines of the crosswalk.										
8. Walk straight to the other side of the street.										
9. Keep walking until you get to the sidewalk.										
<b>TOTALS*</b>										

\*Total number of steps completed independently and accurately (could note percentage).

KEY	I	G	V	M	P
	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

Crossing the Street		Done?
	1. Walk on the sidewalk until I get to the corner.	<input type="checkbox"/>
	2. Look at the sign.	<input type="checkbox"/>
	3. Push the button to cross.	<input type="checkbox"/>
	4. Wait for the signal to turn to "Walk."	<input type="checkbox"/>
	5. Look both ways to make sure cars are stopped.	<input type="checkbox"/>
	6. Walk quickly across the street.	<input type="checkbox"/>
	7. Stay between the lines of the crosswalk.	<input type="checkbox"/>
	8. Walk straight to the other side of the street.	<input type="checkbox"/>
	9. Keep walking until I get to the sidewalk.	<input type="checkbox"/>



**Look at the sign.**



**Wait for the signal to turn to "Walk."**



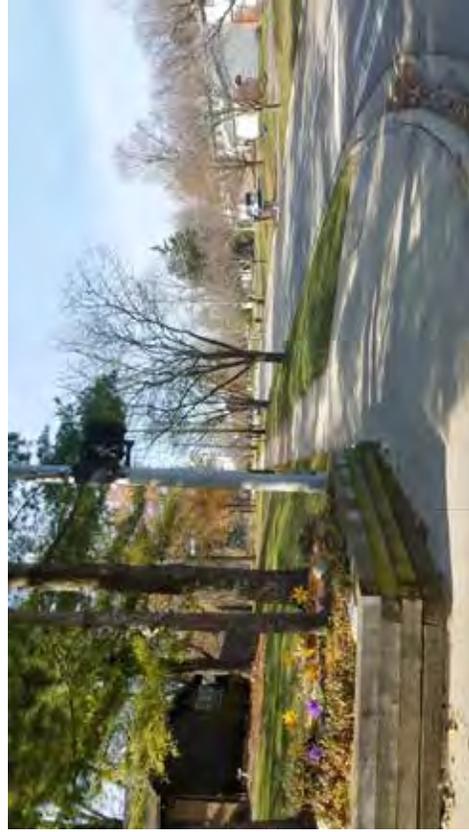
**Walk on the sidewalk until I get to the corner.**



**Push the button to cross.**



**Walk quickly across the street.**



**Walk straight to the other side of the street.**



**Look both ways to make sure cars are stopped.**



**Stay between the lines of the crosswalk.**



**Keep walking until I get to the sidewalk.**

## Crossing the Street - Troubleshooting Card



If	Then
<p>There is no crosswalk.</p> 	<p>In a neighborhood, go to a corner, look both ways for cars and then cross the street when no cars are coming.</p> <p>In a busy area, walk on the sidewalk until I get to a crosswalk.</p>
<p>The crosswalk sign says, "Walk."</p> 	<p>Cross the street.</p> 
<p>The crosswalk sign says, "Don't Walk."</p> 	<p>Do NOT cross the street. Stay on the sidewalk until the sign says to walk.</p> 
<p>The sign says walk but there are still cars moving.</p> 	<p>Do NOT cross until all cars are stopped completely.</p>
<p>I need help.</p> 	<p>I will ask someone.</p>