Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to make a purchase from a vending machine with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Mall
- Retail store
- Break room/lounge
- School
- Anywhere with a vending machine

Items Needed:

- Money (cash, credit/debit card for generalization)
- Task analysis
- Visual supports

Making a Purchase from a Vending Machine

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to make a purchase from a vending machine. Have the student attempt to make a purchase from a vending machine, but offer no prompts. 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).
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 read the price of the item independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making a purchase from a vending machine.
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 make a purchase from a vending machine. Have **Transition to Adulthood** (on www.teachtown.com) open to the Assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Buy something from the vending machine." As the student completes each step to make their purchase from a vending machine note whether they completed the step independently, or what level of prompting they required to complete each step.
3. Offer positive reinforcement (e.g., verbal praise, token, tangible, etc.) for steps completely correctly.

Making a Purchase from a Vending Machine

🖐 Prompting/Fading Procedures

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 as needed.

3. Use a time delay when prompting the student. If the student does not complete the step (doesn't even begin the step in the task analysis) within 4 seconds of the prompt, "Buy something from the vending machine," provide them with least-to-most prompting (gestural, then verbal, then model, then physical prompting) as needed for the student to complete the steps accurately.

EXAMPLE

If the student doesn't respond within 4 seconds, give them the gesture prompt (i.e., point to the buttons, etc.). If they still do not respond, offer the verbal prompt, "Push the buttons." If they still do not push the buttons, have them watch the segment of the video that models pushing the buttons. If they still do not respond, use hand-over-hand prompting to complete the step.

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 <u>do not</u> 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 make a purchase from a vending machine in a variety of settings (e.g., school, mall, retail store, etc.).

❑ Have the student use a variety of vending machines (e.g., different button combinations, different payment method options, etc.).

❑ Have the student practice making a variety of purchases from the vending machine (e.g. hot items, food items, drinks, retail items, etc.).

❑ Have the student practice what to do if their item gets stuck (e.g. ask for help, tap the machine, etc.).

❑ Have the student practice what to do if the machine will not take their money (e.g., straighten out the bill, try a different bill, use change instead, etc.).

Making a Purchase from a Vending Machine - 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 up to the vending machine.											
2. Decide what you want to buy.											
3. Read the price of the item.											
4. Get money out of your pocket or wallet.											
5. Count to make sure you have enough money.											
6. Put the money in the vending machine.											
7. Push the button for what you want to buy.											
8. Get the item out of the vending machine.											
9. Check for change.											
TOTALS*											

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

TEACHTOWN   **Community Skills**

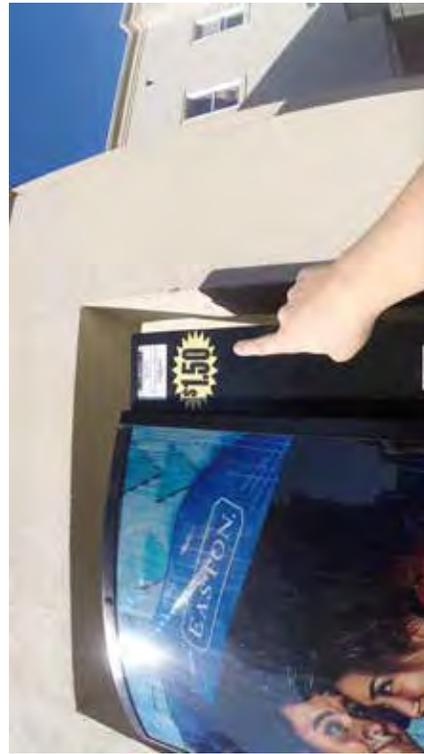| Making a Purchase from a Vending Machine		Done?
	1. Walk up to the vending machine.	☐
	2. Decide what I want to buy.	☐
	3. Read the price of the item.	☐
	4. Get money out of my pocket or wallet.	☐
	5. Count to make sure I have enough money.	☐
	6. Put the money in the vending machine.	☐
	7. Push the button for what I want to buy.	☐
	8. Get the item out of the vending machine.	☐
	9. Check for change.	☐

Decide what I want to buy.

Get money out of my pocket or wallet.

Walk up to the vending machine.
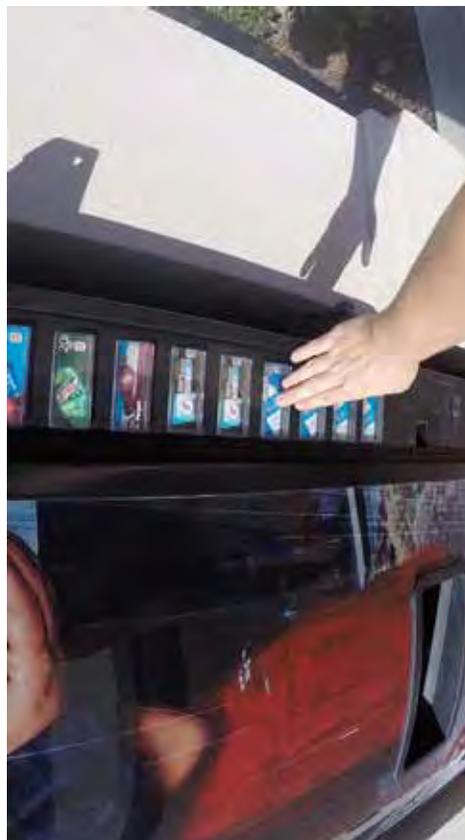

Read the price of the item.

Put the money in the vending machine.

Get the item out of the vending machine.

Count to make sure I have enough money.

Push the button for what I want to buy.

Check for change.

If	Then
The machine is out of what I would like to buy.	Choose something else to buy.
My change did not come out.	Push the button for "coin return."
I don't have enough money.	Check if the vending machine takes a credit card.
I need help.	I will ask someone.