



Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to make purchases with a credit/debit card with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Store (retail store, grocery store, school store, convenience store, etc.)

Items Needed:

- Debit card
- Credit card
- Card reader
- Task analysis
- Visual supports

Making a Purchase with a Debit Card



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to make purchases with a credit/debit card. Have the student attempt to make purchases with a credit/debit card but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Ensure that items are properly paid for after the student's attempt.
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 can already swipe the card independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making purchases with a debit card.
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 purchases with a debit card. 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, "Make your purchase." As the student completes each step to make their purchase, 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.



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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, "Make your purchase," 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 debit card, etc.). If they still do not respond, offer the verbal prompt, "Insert the card." If they still do not insert the debit card into the card reader, have them watch the segment of the video that models this step. 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 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 make purchases in a variety of settings (e.g., various types of stores).
- Have the student use a variety of card readers.
- Have the student use a variety of cards (e.g., card with chip reader, credit card, etc.).
- Have the student practice what to do if they enter the wrong pin number (e.g. clear it out and try again).
- Have the student practice what to do if their card gets denied (e.g. use another payment method, put the items back, etc.).
- If you are unable to practice in a natural environment (store, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Making a Purchase with a Debit Card - 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. Read the total amount due.										
2. Get the debit card out of the wallet or purse.										
3. Look at the card reader.										
4. Turn the card until the chip is pointing up.										
5. Insert the card into the slot in the card reader.										
6. Push to say "No Cash Back."										
7. Enter the PIN.										
8. Push ENTER.										
9. Take debit card out of card reader.										
10. Put the debit card directly back into the wallet or purse.										
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

Making a Purchase with a Debit Card		Done?
	1. Read the total amount due.	<input type="checkbox"/>
	2. Get the debit card out of the wallet.	<input type="checkbox"/>
	3. Look at the card reader.	<input type="checkbox"/>
	4. Turn the card until the chip is pointing up.	<input type="checkbox"/>
	5. Insert the card into the slot in the card reader.	<input type="checkbox"/>
	6. Push "No Cash Back."	<input type="checkbox"/>
	7. Enter the PIN.	<input type="checkbox"/>
	8. Push ENTER.	<input type="checkbox"/>
	9. Take the debit card out of the card reader.	<input type="checkbox"/>
	10. Put the debit card directly back into the wallet.	<input type="checkbox"/>



Get the debit card out of the wallet.



Turn the card until the chip is pointing up.



Read the total amount due.



Look at the card reader.



Push "No Cash Back."



Push ENTER.



Insert the card into the slot in the card reader.



Enter the PIN.



Put the debit card directly back into the wallet.



Take the debit card out of the card reader.

Making a Purchase with a Debit Card - Troubleshooting Card



If	Then
<p>My card doesn't have a chip, or the chip reader isn't working.</p> 	<p>Swipe the card on the side of the card reader.</p> 
<p>It said there was an error when I inserted my card.</p> 	<p>Take the card out and try again.</p> 
<p>The cashier asks to see ID.</p> 	<p>Show them my ID card or license.</p> 
<p>I want cash back.</p> 	<p>Choose the amount of cash I would like.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>