



Sample IEP Goal:

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

Possible Settings:

- Retail Store
- School Store
- Classroom

Items Needed:

- Clothes
- Checkout counter
- Money/Credit Card
- Task analysis
- Visual supports

Note: Because this lesson requires the student to make a purchase, ensure that they do not spend a considerable amount of money at the store. Gain parent permission and/or help the student determine a budget prior to shopping.

Purchasing Clothing



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to purchase clothing. Have the student attempt to purchase clothing, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor students and intervene as necessary to ensure student safety.
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 retail store (natural environment), set up a scenario for purchasing clothing in the school store, set up a mock retail store in the classroom, 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 can already place the clothes on the counter independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for purchasing clothing.
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 toward 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 purchase clothing. 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, "Purchase the clothes." As the student completes each step to purchase clothing, 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.



Purchasing Clothing

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, "Purchase the clothes," 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 clothes, etc.). If they still do not respond, offer the verbal prompt, "Put the clothes on the counter." If they still do not put the clothes on the counter, have them watch the segment of the video that models putting the clothes on the counter. 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 purchase clothing in a variety of settings (e.g., various retail stores, multi-purpose stores, etc.).
- Have the student purchase a variety of clothes (e.g., shirts, pants, socks, etc.).
- Have the student practice using a variety of payment methods (e.g., cash, credit card, gift card, etc.).
- Have the student practice checking that they have enough money before placing clothes on the counter.
- Have the student practice asking the employee to leave the clothes on the hanger.
- Have the student practice waiting patiently if the item won't scan and/or they need to look up the price.
- If you are unable to practice in a natural environment (retail store, etc.), make sure you vary the contrived situation (e.g., change locations, change items purchased, etc.).

Purchasing Clothing - Task Analysis for Data Collection

Student Name: _____

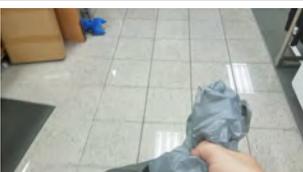
Data Collection Phase (circle one): *Use a different data sheet for each phase.*

Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Walk up to the checkout counter with the clothes you want to buy.										
2. Place the clothes on the counter.										
3. Wait patiently while the employee scans the items.										
4. When the employee tells you the total, slide the credit card through the credit card reader.										
5. Sign your name on the card reader or receipt.										
6. Put the credit card back in your wallet.										
7. Wait for the employee to hand you the bags and receipt.										
8. Tell the employee, "Thank you."										
9. Take the bags and leave the store.										
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

Purchasing Clothing		Done?
	1. Walk up to the checkout counter with the clothes I want to buy.	<input type="checkbox"/>
	2. Place the clothes on the counter.	<input type="checkbox"/>
	3. Wait patiently while the employee scans my items.	<input type="checkbox"/>
	4. When the employee tells me my total, slide the credit card through the credit card reader.	<input type="checkbox"/>
	5. Sign my name on the credit card reader or receipt.	<input type="checkbox"/>
	6. Put the credit card back in my wallet.	<input type="checkbox"/>
	7. Wait for the employee to hand me the bags and receipt.	<input type="checkbox"/>
	8. Tell the employee, "Thank you."	<input type="checkbox"/>
	9. Take the bags and leave the store.	<input type="checkbox"/>



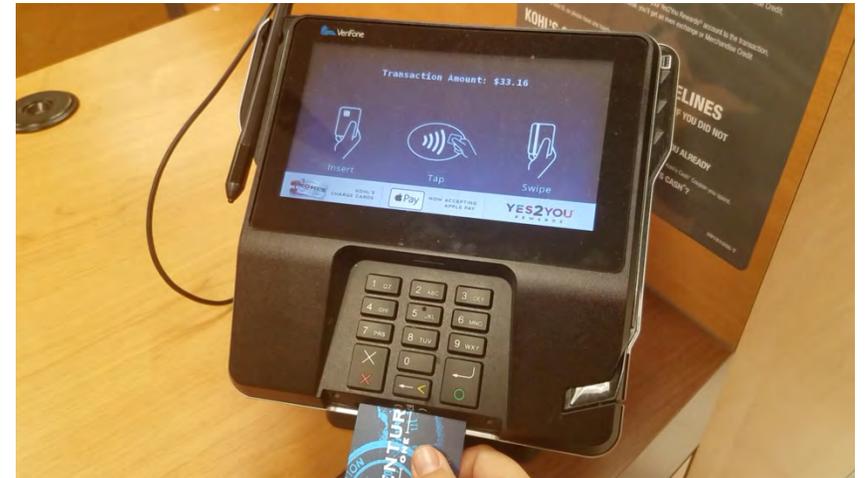
Walk up to the checkout counter with the clothes I want to buy.



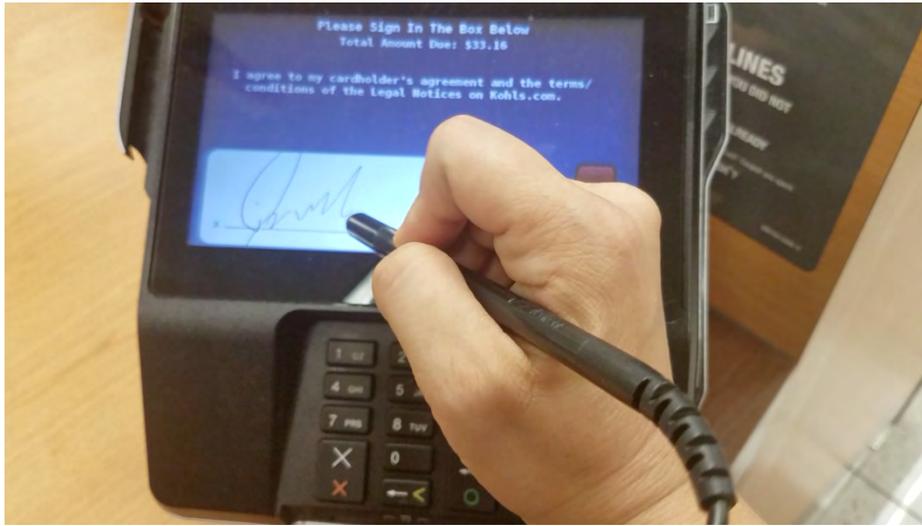
Place the clothes on the counter.



Wait patiently while the employee scans my items.



When the employee tells me my total, slide the credit card through the credit card reader.



Sign my name on the credit card reader or receipt.



Put the credit card back in my wallet.



Wait for the employee to hand me the bags and receipt.



Tell the employee, "Thank you."



Take the bags and leave the store.



If	Then
<p>The clothes are too expensive.</p> 	<p>Put some of the clothes back.</p> 
<p>The employee cannot find the price tag or the tag will not scan.</p> 	<p>Wait patiently.</p> 
<p>I realize I don't want something before I purchase it.</p>	<p>Ask the employee to take it.</p> 
<p>I get home and realize the clothing item doesn't fit or I don't like it.</p>	<p>Keep my receipt and return the unworn clothes to the store.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>