



Sample IEP Goal:

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

Possible Settings:

- Bus Stop

Items Needed:

- Bus
- Bus Fare (cash/coins)
- Bus Route
- Task analysis
- Visual supports

Note: Because this lesson requires the student to access a bus on a potentially busy street, 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.

Riding a Public Bus



Preparing for the Lesson

1. Read Prompting/Fading Procedures prior to having the student attempt the task.
2. Prior to beginning the lesson, gather baseline data to assess the student's current ability to ride a bus. Have the student attempt to ride a public bus, 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).
3. 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).
4. 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 pay the fare independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for riding a public bus.
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 ride a public bus. 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, "Ride the bus." As the student completes each step to ride the bus, 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.



Riding a Public Bus

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. For steps that do not pose a safety risk 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, "Ride the bus," 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 bus fare, etc.). If they still do not respond, offer the verbal prompt, "Pay the bus fare." If they still do not pay the fare, have them watch the segment of the video that models paying the bus fare. If they still do not respond, use hand-over-hand prompting to complete the step.

For some steps in the task, most-to-least prompting should be used to ensure safety. 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.). Fade the prompt (moving from physical, to model, verbal, then gestural), gradually increasing the distance between the staff member and the learner as soon as it is safe and appropriate to do so.

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 ride a public bus in a variety of settings (e.g., various bus stops, various bus lines, etc.).
- Have the student practice what to do if they miss their stop (e.g., get off at the next closest stop and walk, signal for the driver to stop now, etc.).
- Have the student practice using a bus pass (vs. paying the fare).
- Discuss with the student various social aspects of riding the bus (e.g., don't sit next to someone if there is another open seat, offer your seat to elderly people or pregnant women, social cues if someone does or does not want to speak, etc.).
- Discuss bus safety (e.g., don't pull out money in front of others, don't leave your items unattended, don't get off at a stop that isn't yours with someone you don't know, etc.).
- Have the student practice transitioning from one bus to another.
- If you are unable to practice in a natural environment (bus stop, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).
- It is important that the student is able to safely cross the street, stand/wait near busy streets, walk on the sidewalk, etc. These prerequisite skills may need to be taught in isolation prior to attempting this target skill.**

Riding a Public Bus - 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. Go to the bus stop.										
2. Check the bus schedule to see when the bus will arrive.										
3. Check that you have enough money to pay the bus fare.										
4. Stay back from the street as the bus pulls up.										
5. Wait for the bus to stop completely.										
6. Step onto the bus.										
7. Pay the fare.										
8. Sit in an open seat.										
9. Stay seated during the bus ride.										
10. Pull the signal cord when your stop is next.										
11. Wait for the bus to stop.										
12. Get off the bus.										
13. Stay on sidewalk and stay away from the street.										
TOTALS*										

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

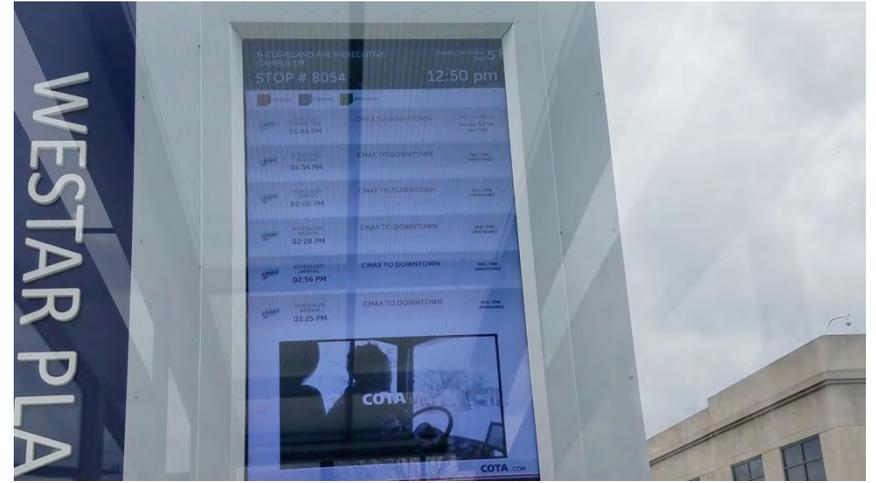
KEY	I	G	V	M	P
	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

Riding a Public Bus (pg. 1 of 2)	Done?	
	<p>1. Go to the bus stop.</p>	<input type="checkbox"/>
	<p>2. Check the bus schedule to see when the bus will arrive.</p>	<input type="checkbox"/>
	<p>3. Check that I have enough money to pay the bus fare.</p>	<input type="checkbox"/>
	<p>4. Stay back from the street as the bus pulls up.</p>	<input type="checkbox"/>
	<p>5. Wait for the bus to stop completely.</p>	<input type="checkbox"/>
	<p>6. Step onto the bus.</p>	<input type="checkbox"/>
	<p>7. Pay the fare.</p>	<input type="checkbox"/>
	<p>8. Sit in an open seat.</p>	<input type="checkbox"/>

Riding a Public Bus (pg. 2 of 2)	Done?	
	9. Stay seated during the bus ride.	<input type="checkbox"/>
	10. Pull the signal cord when my stop is next.	<input type="checkbox"/>
	11. Wait for the bus to stop.	<input type="checkbox"/>
	12. Get off the bus.	<input type="checkbox"/>
	13. Stay on the sidewalk, and stay away from the street.	<input type="checkbox"/>



Go to the bus stop.



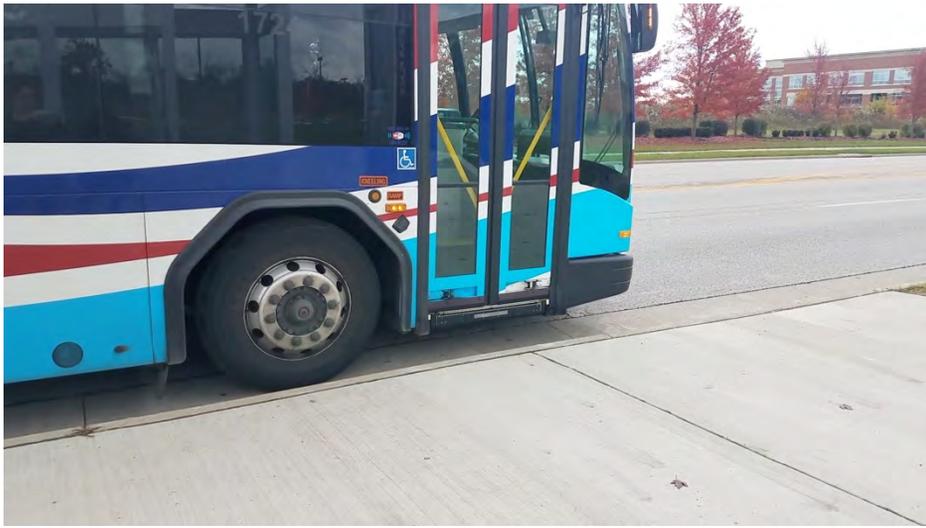
Check the bus schedule to see when the bus will arrive.



Check that I have enough money to pay the bus fare.



Stay back from the street as the bus pulls up.



Wait for the bus to stop completely.



Step onto the bus.



Pay the fare.



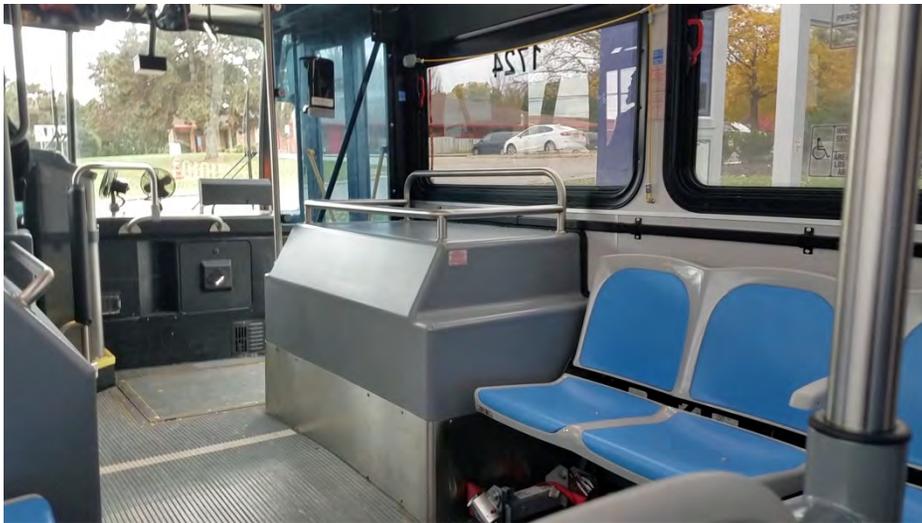
Sit in an open seat.



Stay seated during the bus ride.



Pull the signal cord when my stop is next.



Wait for the bus to stop.



Get off the bus.



Stay on the sidewalk, and stay away from the street.



If	Then
<p>There are no empty seats.</p> 	<p>Stand in the aisle and hold onto the poles or handles.</p> 
<p>The bus is crowded.</p> 	<p>Sit in any available seat. Hold my stuff on my lap.</p> 
<p>Someone says hi to me.</p> 	<p>Say hi back.</p> 
<p>The person next to me is making me feel uncomfortable.</p> 	<p>Change seats and/or get off the bus.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>