Riding in a Car

Sample IEP Goal:

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

Possible Settings:

- Parking lot
- Street

Items Needed:

- Car
- Licensed driver
- Task analysis
- Visual supports

Note: Because this lesson requires the student to ride in an actual car, close supervision is required. If the doors do not lock automatically when the car is in drive, consider locking the doors before taking the car out of park. If your student's ability to complete this task or their safety judgment is in question, consider having the student ride the backseat of a car that has child safety locks (so the doors cannot be opened during the ride), or do not implement this skill with your student.

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 safely in a car. Have the student attempt to ride safely in a car, but only offer prompts needed to ensure student safety, not for accuracy of step completion. It may be necessary to assess their ability to ride safely in a parked car or by going very slowly in a parking lot before driving on an actual public street. 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 already know to pull the door closed independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for riding safely in a car.
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 ride safely in a car (with your guidance as needed to ensure safety). 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 in the car." As the student completes each step to ride safely in a car, 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 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 on steps that do not pose a safety risk. 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 in the car," 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 seat belt, etc.). If they still do not respond, offer the verbal prompt, "Put your seatbelt on." If they still do not put on their seatbelt, have them watch the segment of the video that models pushing the button to cross. If they still do not respond, use hand-over-hand prompting to complete the step.

If the student engages in a potentially dangerous behavior (e.g., reaching for the door handle when the car is moving, etc.), provide a verbal prompt, and as soon as it is safe to do so, pull the car over. Physical prompts will not be possible for the driver to use to ensure the student's safety while the car is in motion.

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 in a car in a variety of settings (e.g., parking lot, 2-lane road, highway, etc.).
- ❑ Have the student practice riding in a variety of vehicles (e.g., van, SUV, truck, 2-door car, 4-door car, etc.).
- ❑ Have the student practice fixing the seat belt if it is stuck, twisted, or uncomfortable.
- ❑ Have the student practice riding safely in a variety of positions (e.g., passenger seat, back seat, middle seat).
- ❑ Have the student practice what to do when the door doesn't shut all the way (e.g., make sure the car is parked and open and close again).
- ❑ Have the student practice using the features of the car (e.g., air conditioning, windows, locks, etc.).
- ❑ Have the student practice exiting the car when someone is standing next to the car and/or a car is parked next to the car (e.g. carefully opening the door so you don't hit someone or a car, etc.).

Riding in a Car - Task Analysis for Data Collection

Student Name: _____

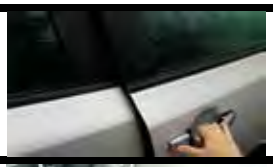
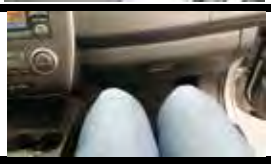
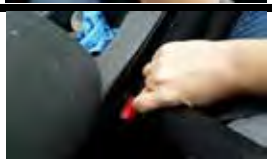
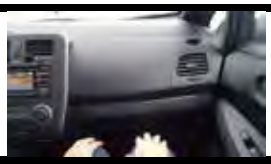
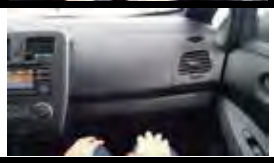
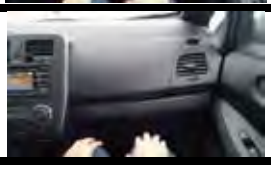
Data Collection Phase (circle one): *Use a different data sheet for each phase.*

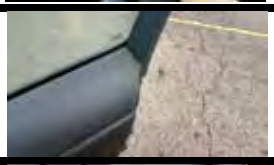
Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Open the car door.										
2. Climb in and sit down in the seat.										
3. Make sure your arms and legs are in the car.										
4. Pull the door closed.										
5. Reach for the seatbelt.										
6. Pull it across your chest.										
7. Put the buckle into the slot and make sure it clicks.										
8. Keep hands to self and do not touch the person driving.										
9. Keep a calm voice and body during the ride.										
10. Keep the seatbelt on until car is parked.										
11. When the car is parked, unbuckle the seatbelt.										
12. Open the car door.										
13. Get out of the car.										
14. Shut the car door.										
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 in a Car (pg.1 of 2)		Done?
	1. Open the car door.	☐
	2. Climb in and sit down in the seat.	☐
	3. Make sure my arms and legs are in the car.	☐
	4. Pull the door closed.	☐
	5. Reach for the seatbelt.	☐
	6. Pull it across my chest.	☐
	7. Put the buckle into the slot and make sure it clicks.	☐
	8. Keep hands and feet to myself and do not touch the person driving.	☐
	9. Keep a calm voice and body during the ride.	☐
	10. Keep the seatbelt on until the car is parked.	☐

Riding in a Car (pg.2 of 2)		Done?
	11. When the car is parked, unbuckle the seatbelt.	☐
	12. Open the car door.	☐
	13. Get out of the car.	☐
	14. Shut the car door.	☐

Climb in and sit down in the seat.

Pull the door closed.

Open the car door.

Make sure my arms and legs are in the car.

Pull it across my chest.

Keep hands and feet to myself and do not touch the person driving.

Reach for the seatbelt.

Put the buckle into the slot and make sure it clicks.

Keep the seatbelt on until the car is parked.

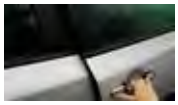
Open the car door.

Keep a calm voice and body during the ride.

When the car is parked, unbuckle the seatbelt.

Shut the car door.

Get out of the car.

If	Then
The seat belt is stuck. 	Let the seat belt go and then try again. 
There is a car parked right next to me and I need to open my door. 	Open the door slowly and carefully. DO NOT hit the other car with the door. 
The car door doesn't shut all the way. 	Try again until it is shut. 
I don't have enough leg room when I sit down. 	Adjust the seat so that I have more space. 
I am too hot or cold.	Ask the driver if I can change the temperature. 
I need help 	I will ask someone.