Using a Grocery List

Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to use a shopping list to buy groceries with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

• Grocery store
• Convenience store
• Farmer's market

Items Needed:

• Shopping list
• Grocery cart or basket
• Food items
• Task analysis
• Visual supports

Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to use a shopping list to buy groceries. Have the student attempt to use a shopping list to buy groceries, 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 can already get a shopping cart independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for using a shopping list to buy groceries.
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 use a shopping list to buy groceries. 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, "Use your shopping list to buy groceries." As the student completes each step to do so, 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, "Use your shopping list to buy groceries," 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 shopping list, etc.). If they still do not respond, offer the verbal prompt, "Take out your shopping list." If they still do not take out the shopping list, have them watch the segment of the video that models taking out the shopping list. 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 use a shopping list to buy groceries in a variety of settings (e.g., various grocery stores, convenience stores, farmer's markets, etc.).

❏ Have the student use various shopping lists (e.g., paper, electronic, handwritten, printed, digital list on a device, etc.).

❏ Have the student practice determining if they need a shopping cart or basket based on the number of items on their list.

❏ Have the student practice what to do if the item is out of stock (e.g., ask an employee, pick a comparable item, move onto their next item, etc.).

❏ Have the student practice what to do if they can't find the item (e.g., ask an employee, check the aisle labels, etc.).

❏ Have the student practice what to do if the item is damaged (e.g. pick another item, etc.).

Using a Grocery List - 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. Get a cart.										
2. Walk into the store.										
3. Take out the shopping list.										
4. Look at an item on the list.										
5. Look at the store aisle signs.										
6. Locate the aisle where that item will be.										
7. Find the item on the shelf.										
8. Carefully place the item into the cart.										
9. Repeat this until all of the items on the list are in the cart.										
10. Push the cart carefully through the aisle.										
11. Make sure to not get close to the shelves or other people with the cart.										
12. Walk calmly through the store.										
13. Make sure you have all items on the list.										
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

Using a Grocery List (pg.1 of 2)	Done?
1. Get a cart.	☐
2. Walk into the store.	☐
3. Take out the shopping list.	☐
4. Look at an item on the list.	☐
5. Look at the store aisle signs.	☐
6. Locate the aisle where that item will be.	☐
7. Find the item on the shelf.	☐
8. Carefully place the item into the cart.	☐
9. Repeat this until all of the items on the list are in the cart.	☐
10. Push the cart carefully through the aisle.	☐

TRANSITION
to Adulthood

Using a Grocery List (pg.2 of 2)		Done?
	11. Make sure to not get close to the shelves or other people with the cart.	☐
	12. Walk calmly through the store.	☐
	13. Make sure you have all items on the list.	☐

Walk into the store.

Look at an item on the list.

Get a cart.

Take out the shopping list.

Locate the aisle where that item will be.

Carefully place the item into the cart.

Look at the store aisle signs.

Find the item on the shelf.

Push the cart carefully through the aisle.

Walk calmly through the store.

Repeat this until all of the items on the list are in the cart.

Make sure to not get close to the shelves or other people with the cart.

Make sure you have all items on the list.

If		Then	
I forget my list.		Try to remember what I needed to buy or come back to the store later.	
I can't find something on the list.		Find something similar or ask an employee for help.	
I find something I want that is not on my list.		Check to see if I have enough money to buy the extra item.	
I cannot reach something I want to buy.		Ask someone for help.	
I need help.		I will ask someone.	