Using a Weather Report to Plan an Outfit

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to use a weather report to plan an outfit. Have the student attempt to use a weather report to plan clothing, 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 find the temperature on the weather report independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for using a weather report to plan 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 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 weather report to plan 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, "Use the weather report to plan your clothing." As the student completes each step to use a weather report to plan their 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.

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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 the weather report to plan your clothing," 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 weather report, etc.). If they still do not respond, offer the verbal prompt, "Look at the weather report." If they still do not look at the weather report, have them watch the segment of the video that models looking at the weather report. 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 <u>do not</u> 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 variety of weather reports (e.g., cell phone, computer, tablet, television forecast, newspaper, etc.).

❑ Have the student practice what to do if the weather will change throughout the day (e.g., bring a jacket, carry an umbrella etc.).

❑ Have the student identify what to do if they don't have an item that is necessary for the weather that day (e.g., if they don't have an umbrella, they could bring a raincoat or jacket with them, etc.).

❑ If you are unable to practice in a natural environment (bedroom, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Student Name: _____

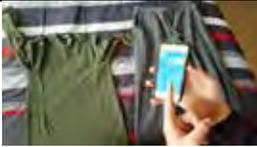**Data Collection Phase** (circle one): *Use a different data sheet for each phase.*

Baseline   Intervention   Maintenance   Generalization (specify): _____

DATE									
1. Look at the weather report.									
2. Look at the temperature.									
3. Look at your shirts.									
4. Decide if you should wear long or short sleeves.									
5. Lay the shirt out.									
6. Look at your pants.									
7. Decide if you should wear long or short pants.									
8. Lay out your pants.									
9. Check that the outfit you chose is appropriate for the weather.									
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 Weather Report to Plan an Outfit	Done?
1. Look at the weather report.	☐
2. Look at the temperature.	☐
3. Look at the shirts.	☐
4. Decide if I should wear long or short sleeves.	☐
5. Lay the shirt out.	☐
6. Look at the pants.	☐
7. Decide if I should wear long or short pants.	☐
8. Lay out the pants.	☐
9. Check that the outfit I chose is appropriate for the weather.	☐

Look at the temperature.

Decide if I should wear long or short sleeves.

Look at the weather report.

Look at the shirts.

Look at the pants.
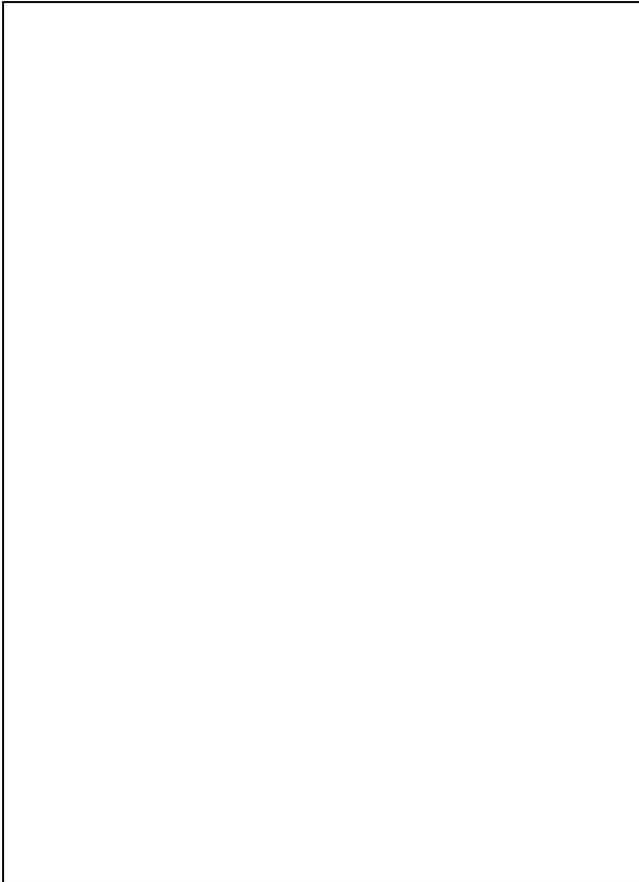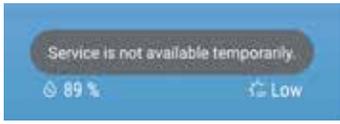

Lay out the pants.

Lay the shirt out.

Decide if I should wear long or short pants.

Check that the outfit I chose is appropriate for the weather.

If	Then
My weather app isn't working.	Look on a weather website.
The weather will change throughout the day.	Layer my clothing and/or bring needed items (umbrella, gloves, hat, etc.).
I plan my outfits the night before.	Check the weather report again in the morning in case the weather changed.
I need help	I will ask someone.