



### Sample IEP Goal:

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

### Possible Settings:

- Bank
- Grocery store
- Drugstore
- Convenience store
- Gas station

### Items Needed:

- Debit card
- Wallet/purse
- ATM
- Task analysis
- Visual supports

**Note:** Because this skill requires the use of a real ATM to withdraw money, it is important that the student has close supervision when they select the withdrawal amount. Ensure that they do not take a considerable amount of money out of the account.

# Using an ATM



## Preparing for the Lesson

1. Prior to beginning the lesson, read Prompting and Fading Procedures.
2. Gather baseline data to assess the student's current ability to use an ATM. Have the student attempt to use an ATM, but offer no prompts unless the student is about to withdraw a considerable amount of money. In this case, use most-to-least to stop them from doing so (see Prompting and Fading Procedures). 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). *If you can't access an ATM (natural environment), set up a scenario using an online ATM simulator (contrived situation).*
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 put the card into the slot independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for using an ATM.
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 an ATM (after reading Prompting and Fading Procedures). Have **Transition to Adulthood** (on [www.teachtown.com](http://www.teachtown.com)) open to the Assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Get money (or name a specific amount, such as \$20.00) from the ATM." As the student completes each step to use the ATM, 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.



# Using an ATM



## Prompting/Fading Procedures

During steps where the student is required to select the withdrawal amount, it may be appropriate to:

1. Use *graduated guidance* to ensure that they do not withdraw a significant amount. This is where the staff person positions himself/herself very close to the student, and shadows their hands during this step (e.g., staff member's hands are in very close proximity to and move with the student's hands) so they can immediately provide assistance with hand-over-hand prompts.

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, "Get money out of the ATM," 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 debit card, etc.). If they still do not respond, offer the verbal prompt, "Put the card into the slot." If they still do not put the card into the slot, have them watch the segment of the video that models putting the card into the slot. If they still do not respond, use hand-over-hand prompting to complete the step.

As the student begins to select an amount of money to withdraw, use graduated guidance to ensure they perform this step accurately. As they demonstrate that they know how to select an appropriate amount of money to withdraw, gradually increase the distance between the staff member's hands and the student's hands to promote independence.

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 an ATM in a variety of settings (e.g. banks, grocery stores, etc.).
- Have the student use a variety of ATMs.
- Have the student practice cancelling the transaction.
- Have the student practice making a deposit.
- Have the student practice requesting their balance.
- Have the student practice withdrawing different amounts.
- Have the student practice withdrawing from various accounts.
- Have the student practice what to do if they have insufficient funds (e.g. select a smaller amount, deposit money, etc.).
- If you are unable to practice in a natural environment (bank, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

## Using an ATM - 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 ATM.										
2. Check your surroundings.										
3. Stand close to the ATM.										
4. Put the card into slot.										
5. Enter Pin secretly.										
6. Choose Fast Cash.										
7. Choose amount of money you want to withdraw.										
8. Remove your card.										
9. Put the card directly in your wallet or purse.										
10. Take the money and put it directly in your wallet or purse.										
11. Take your receipt and put it in your wallet or purse.										
<b>TOTALS*</b>										

\*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 an ATM		Done?
	1. Walk up to the ATM.	<input type="checkbox"/>
	2. Check my surroundings.	<input type="checkbox"/>
	3. Stand close to the ATM.	<input type="checkbox"/>
	4. Put the card into the slot.	<input type="checkbox"/>
	5. Enter PIN secretly.	<input type="checkbox"/>
	6. Choose FAST CASH.	<input type="checkbox"/>
	7. Choose the amount of money to withdraw.	<input type="checkbox"/>
	8. Remove the card.	<input type="checkbox"/>
	9. Put the card directly into my wallet.	<input type="checkbox"/>
	10. Take the money and put it directly in my wallet.	<input type="checkbox"/>
	11. Take the receipt and put it in my wallet.	<input type="checkbox"/>



**Check my surroundings.**



**Put the card into the slot.**



**Walk up to the ATM.**



**Stand close to the ATM.**



**Choose FAST CASH.**



**Remove the card.**



**Enter my PIN secretly.**



**Choose the amount of money to withdraw.**



**Take the money and put it directly in my wallet.**



**Put the card directly into my wallet.**



**Take the receipt and put it in my wallet.**

## Using an ATM - Troubleshooting Card



If	Then
<p>I need to cancel the transaction.</p> 	<p>Push "Cancel" and take the card out of the ATM.</p> 
<p>Someone is standing too close to me and I feel uncomfortable or unsafe.</p> 	<p>Put the card back into my wallet/purse and walk away.</p>  <p>*If I'm in danger, yell for help and/or call 911!</p>
<p>I forget my PIN.</p> 	<p>Go inside a bank and ask for help.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>