



### Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to add an event to a social calendar with 100% accuracy on 4 out of 5 opportunities.

### Possible Settings:

- Home
- Office
- Classroom

### Items Needed:

- Calendar (phone app, paper/wall calendar)
- Event Information or Invitation
- Task analysis
- Visual supports

# Adding an Event to a Social Calendar



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to add an event to a social calendar. Have the student attempt to add an event to a social calendar, 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). If you can't access a calendar at home (natural environment), set-up a scenario for adding an event to a social calendar in the classroom or in other available and appropriate locations (contrived situation).
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 and/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 locate the date and time of the event independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for adding an event to a social calendar.
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 add an event to a social calendar. 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, "Add the event to your calendar." As the student completes each step to add the event to their calendar, 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, "Add the event to your calendar," 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 calendar, etc.). If they still do not respond, offer the verbal prompt, "Add the time of the event to your calendar." If they still do not add the time of the event to their calendar, have them watch the segment of the video that models adding the time of their event to their calendar. 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

- If you don't have access to the student's personal calendar, have them fill in a calendar with the dates related to school (e.g., days off, breaks, scheduled field trips, etc.).
- Have the student add an event to a social calendar in a variety of settings (e.g., home, work, classroom, etc.).
- Have the student use a variety of calendars (e.g., paper, electronic, etc.).
- Have the student practice what to do if they already have another obligation at the same day/time as the event they want to go to (e.g., re-schedule other activity, don't go to event, etc.).
- Have the student practice editing their event time and/or location once it's already on their calendar.
- Have the student practice inviting others to the event (if appropriate).
- Have the student practice responding to the invitation (if an RSVP is requested).
- If you are unable to practice in a natural environment (home, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

## Adding an Event to a Social Calendar - Task Analysis for Data Collection

Student Name: \_\_\_\_\_

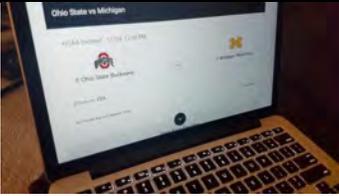
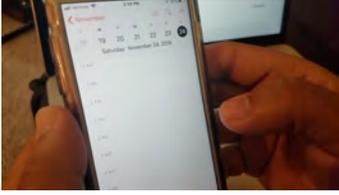
**Data Collection Phase** (circle one): *Use a different data sheet for each phase.*

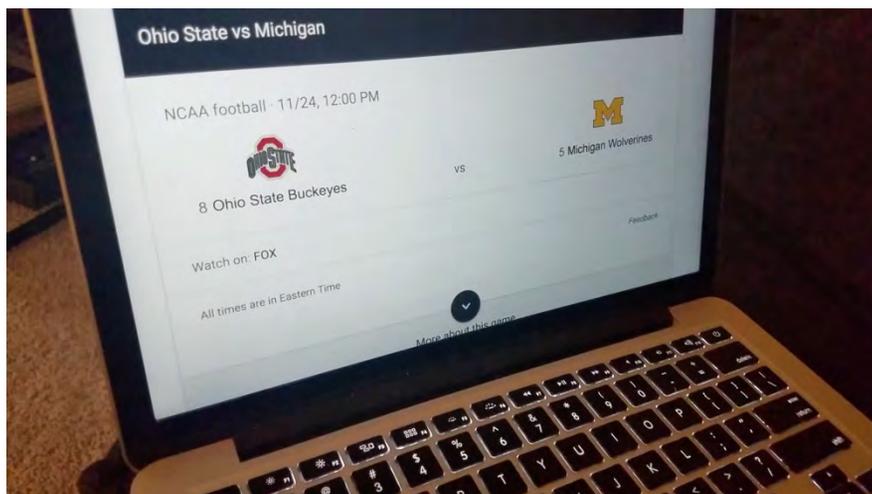
Baseline    Intervention    Maintenance    Generalization (specify): \_\_\_\_\_

DATE										
1. Find something you want to go to.										
2. Get your calendar.										
3. Look at the date and time of the event you want to go to.										
4. Look at the calendar to see if that date and time is free.										
5. Mark the calendar with the name of the event on that date.										
6. Mark the time of the event on the calendar.										
7. Check that you marked the calendar with all the correct information.										
<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

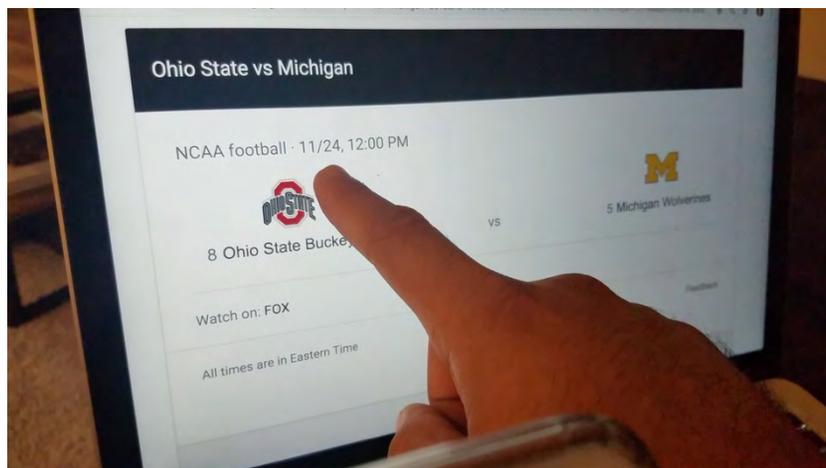
<b>Adding an Event to a Social Calendar</b>		<b>Done?</b>
	<b>1. Find something I want to go to.</b>	<input type="checkbox"/>
	<b>2. Get my calendar.</b>	<input type="checkbox"/>
	<b>3. Look at the date and time of the event I want to go to.</b>	<input type="checkbox"/>
	<b>4. Look at my calendar to see if that date and time are free.</b>	<input type="checkbox"/>
	<b>5. Mark the calendar with the name of the event on that date.</b>	<input type="checkbox"/>
	<b>6. Mark the time of the event on the calendar.</b>	<input type="checkbox"/>
	<b>7. Check that I marked my calendar with all the correct information.</b>	<input type="checkbox"/>



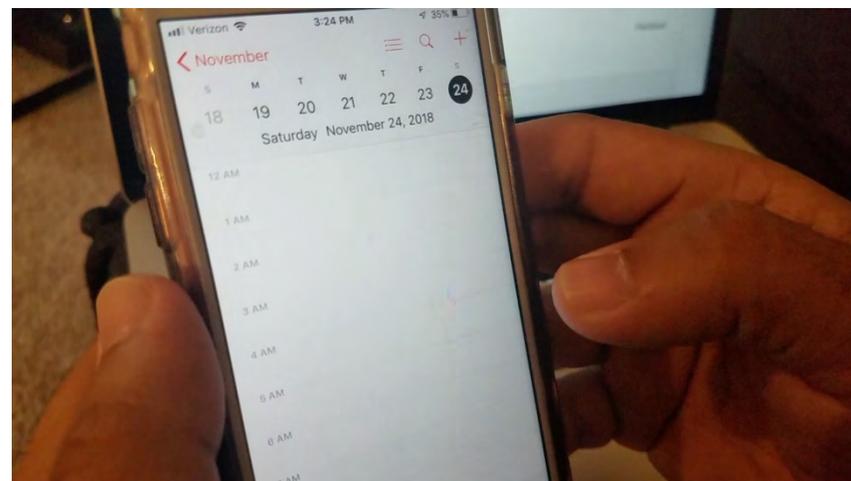
**Find something I want to go to.**



**Get my calendar.**



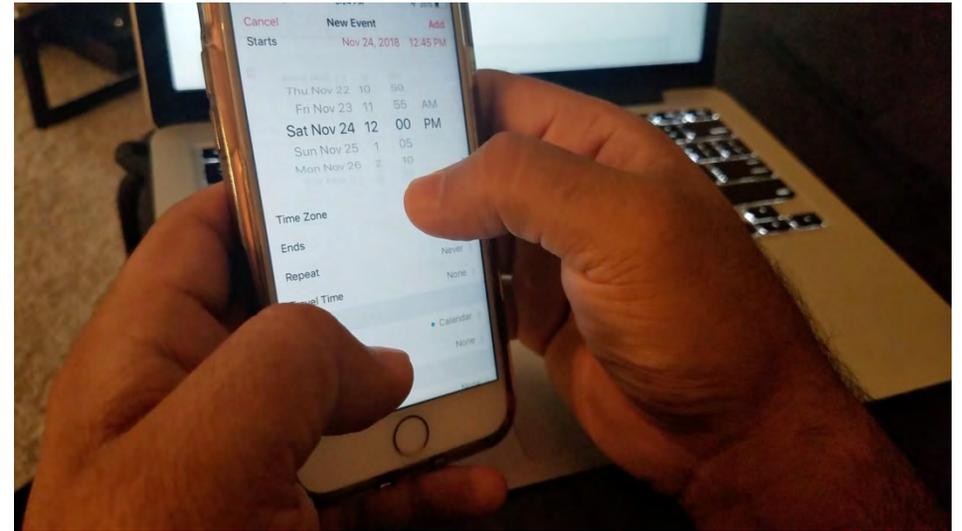
**Look at the date and time of the event I want to go to.**



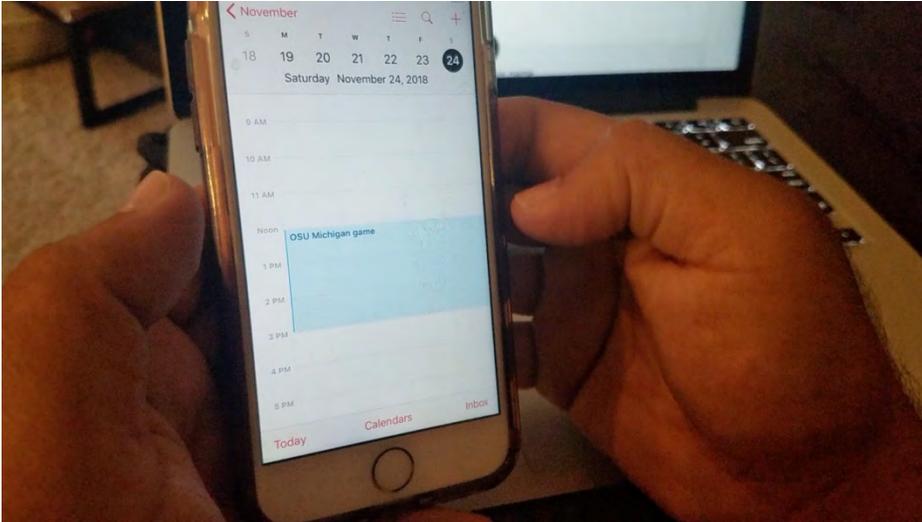
**Look at my calendar to see if that date and time are free.**



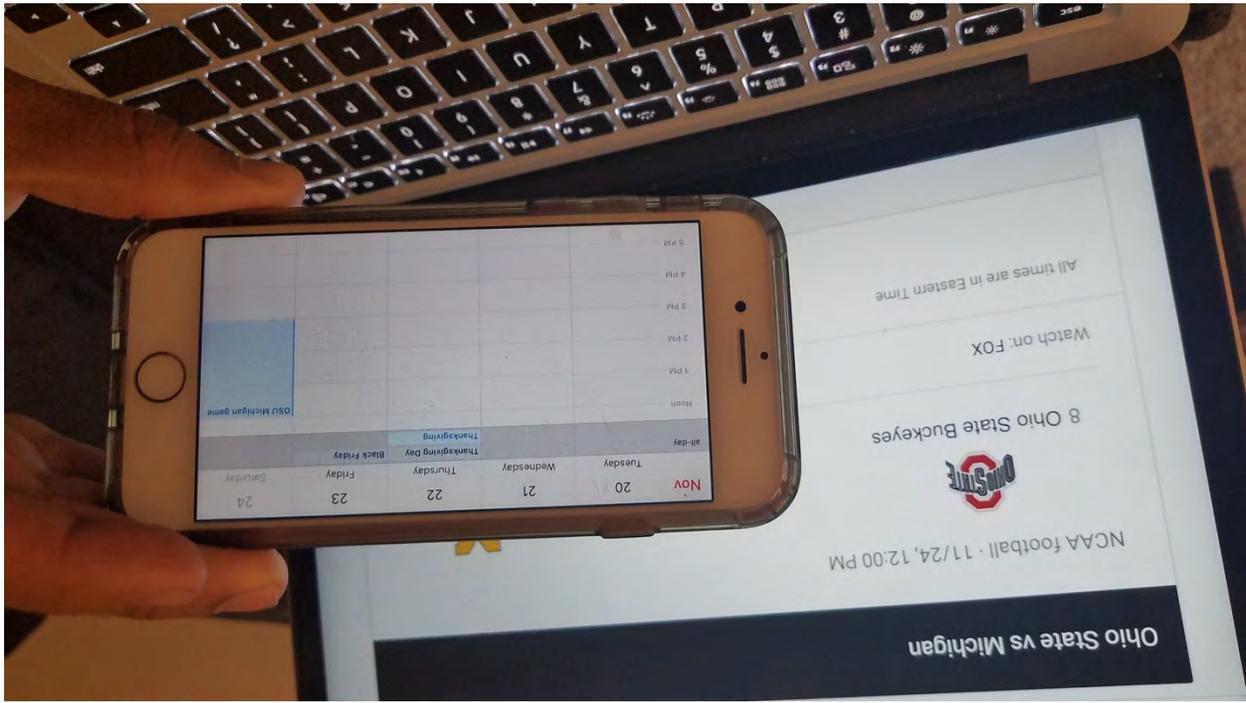
**Mark the calendar with the name of the event on that date.**



**Mark the time of the event on the calendar.**



**Check that I marked my calendar with all the correct information.**



If	Then
<p>I already have something planned for the same time and day as the new event.</p> 	<p>Do not schedule the new event or cancel the other plans.</p> 
<p>I put the event on the wrong day.</p>	<p>Erase it from the calendar and start over.</p> 
<p>The event says <b>RSVP</b>.</p> 	<p>Contact the person having the event and let them know if I can come.</p> <div data-bbox="849 1247 1409 1308" style="border: 1px solid #ccc; padding: 5px;"> <p>Will you attend? <span style="border: 1px solid #ccc; border-radius: 15px; padding: 2px 10px; margin-right: 5px;">Yes</span> <span style="border: 1px solid #ccc; border-radius: 15px; padding: 2px 10px; margin-right: 5px;">Maybe</span> <span style="border: 1px solid #ccc; border-radius: 15px; padding: 2px 10px;">No</span></p> </div>
<p>I need help.</p> 	<p>I will ask someone.</p>