Bagging Groceries

Sample IEP Goal:

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

Possible Settings:

- Grocery store
- Convenience store
- School store that contains food/drink items

Items Needed:

- Grocery bag(s)
- Various grocery items (light and heavy items)
- Grocery cart or basket
- 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 bag groceries. Have the student attempt to bag groceries, but offer no prompts for accuracy. Prompts may be used to prevent items from being broken/damaged. 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 wait for the groceries to move to the bagging area independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for bagging 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 bag 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, "Bag the groceries." As the student completes each step to bag groceries, 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, "Bag the 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 groceries, etc.). If they still do not respond, offer the verbal prompt, "Choose a heavy item." If they still do not pick up the grocery item, have them watch the segment of the video that models picking up the grocery item. 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 bag groceries in a variety of settings (e.g., various grocery store chains, convenience stores, etc.).

❑ Have the student bag a variety of groceries (e.g., glass, plastic, heavy items, light items, etc).

❑ Have the student practice using a variety of bags (e.g., plastic, paper, cloth, etc.).

❑ Have the student practice what to do when one bag gets too full or too heavy (e.g., use another bag, take an item out if needed, etc.).

❑ Have the student practice what to do if a customer brings their own bags (e.g. use those bags until they are full then use the store bags, etc.).

❑ Have the student practice what to do if a bag rips (e.g., get another bag, etc.).

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

Bagging Groceries - 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 a bag in the bagging area.										
2. Wait for the groceries to move to the bagging area.										
3. Choose a heavy item.										
4. Place it gently in the bottom of the bag.										
5. Choose another heavy item.										
6. Place it gently in the bottom of the bag.										
7. Choose a lighter item.										
8. Place it gently on top of the heavy items in the bag.										
9. Repeat this until all of the items are in the bag.										
10. Take the bag of groceries out of the bagging area.										
11. Place the bag of groceries in the grocery cart.										
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

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Bagging Groceries		Done?
	1. Open a bag in the bagging area.	☐
	2. Wait for the groceries to move to the bagging area.	☐
	3. Choose a heavy item.	☐
	4. Place it gently in the bottom of the bag.	☐
	5. Choose another heavy item.	☐
	6. Place it gently in the bottom of the bag.	☐
	7. Choose a lighter item.	☐
	8. Place it gently on top of the heavy items in the bag.	☐
	9. Repeat this until all of the items are in the bag.	☐
	10. Take the bag of groceries out of the bagging area.	☐
	11. Place the bag of groceries in the cart.	☐

Wait for the groceries to move to the bagging area.

Place it gently in the bottom of the bag.

Open a bag in the bagging area.

Choose a heavy item.

Place it gently in the bottom of the bag.

Place it gently on top of the heavy items in the bag.

Choose another heavy item.

Choose a lighter item.

Take the bag of groceries out of the bagging area.

Repeat this until all of the items are in the bag.

Place the bag of groceries in the cart.

If		Then	
The bag is getting really full.		Start putting groceries in another bag.	
The customer brings their own bags.		Use their bags.	
An item is too heavy/large for a bag.		Place the items directly in the cart.	
I need help		I will ask someone.	