



### Sample IEP Goal:

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

### Possible Settings:

- Movie theater

### Items Needed:

- Money/credit card/debit card
- Wallet/purse
- Task analysis
- Visual supports

# Buying Movie Tickets



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to buy a movie ticket. Have the student attempt to buy a movie ticket, 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). Because acquiring this skill could take multiple attempts, if accessing a movie theater is difficult to do repeatedly, contrive a situation in which the student can learn the skill in the school building. Go to an actual movie theater to assess generalization of the skill.
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 walk up to the ticket counter independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for buying a movie ticket.
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 buy a movie ticket. 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, "Buy a ticket." As the student completes each step to buy a movie ticket, 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, "Buy a ticket," 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 their wallet, etc.). If they still do not respond, offer the verbal prompt, "Get the money out of your wallet." If they still do not get the money out of their wallet, have them watch the segment of the video that models getting the money out of their wallet. 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 buy movie tickets in a variety of settings (e.g., various movie theaters, using a self-service machine vs. buying a ticket from a cashier, etc.).
- Have the student practice buying a movie ticket online.
- Have the student practice paying for their movie ticket using a variety of methods (e.g., cash, credit card, debit card, etc.).
- Have the student practice what to do if their selected movie is sold out or unavailable (e.g., choose another movie, come back at another time, etc.).
- Have the student practice showing the clerk their movie ticket to enter the theater.
- If you are unable to practice in a natural environment (movie theater, etc.), make sure you vary the contrived situation (e.g., change locations, change setup, etc.).

## Buying Movie Tickets - Task Analysis for Data Collection

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

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

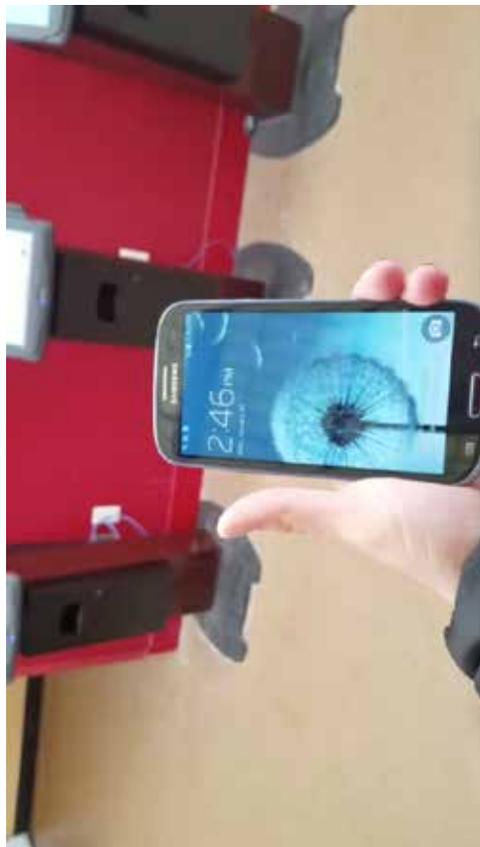
Baseline    Intervention    Maintenance    Generalization (specify): \_\_\_\_\_

DATE										
1. Look at the movie listings.										
2. Look at the time.										
3. Find a movie you want to see that plays at this time.										
4. Walk up to the ticket counter.										
5. Tell the cashier what movie you want to see.										
6. Wait for them to tell you the total you owe.										
7. Get money out of your wallet.										
8. Hand the money to the cashier.										
9. Take your change.										
10. Put it in your wallet.										
11. Take your movie ticket.										
<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

Buying Movie Tickets		Done?
	1. Look at the movie listings.	<input type="checkbox"/>
	2. Look at the time.	<input type="checkbox"/>
	3. Find a movie I want to see that plays at this time.	<input type="checkbox"/>
	4. Walk up to the ticket counter.	<input type="checkbox"/>
	5. Tell the cashier what movie I want to see.	<input type="checkbox"/>
	6. Wait for them to tell me the total I owe.	<input type="checkbox"/>
	7. Get money out of my wallet.	<input type="checkbox"/>
	8. Hand the money to the cashier.	<input type="checkbox"/>
	9. Take the change.	<input type="checkbox"/>
	10. Put it in my wallet.	<input type="checkbox"/>
	11. Take the movie tickets.	<input type="checkbox"/>



**Look at the time.**



**Walk up to the ticket counter.**



**Look at the movie listings.**



**Find a movie I want to see that plays at this time.**



Wait for them to tell me the total I owe.



Hand the money to the cashier.



Tell the cashier what movie I want to see.



Get money out of my wallet.



**Put it in my wallet.**



**Take the change.**



**Take the movie tickets.**

## Buying Movie Tickets - Troubleshooting Card



If	Then
<p>The movie I want to see is not playing at the time you are there.</p> 	<p>Come back when the movie plays or choose another movie.</p> 
<p>The ticket seller says asks me for identification (ID) for the movie I want to see.</p> 	<p>Show them ID. <b>OR</b> Choose another movie.</p>  
<p>I don't have enough money.</p> 	<p>Use a debit or credit card <b>OR</b> don't buy the ticket.</p> 
<p>I purchased the movie ticket online, and it was sent to my phone.</p>	<p>Show the employee the ticket on the phone.</p> 
<p>I need help</p> 	<p>I will ask someone.</p>