



Sample IEP Goal:

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

Possible Settings:

- Retail store
- School Store

Items Needed:

- Clothing Item
- Rack
- Hanger
- Dressing Room
- Task analysis
- Visual supports

Finding Clothes to Try On



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to select clothing to try on. Have the student attempt to select clothing to try on, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor students and intervene as necessary to ensure student safety.
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 retail store (natural environment), set up a scenario for selecting clothing to try on in the school store 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 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 a clothing item that they like independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for selecting clothing to try on.
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 select clothing to try on. 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, "Select clothing to try on." As the student completes each step to select clothing to try on, 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, "Select clothing to try on," 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 clothing rack, etc.). If they still do not respond, offer the verbal prompt, "Take the clothing item off the rack." If they still do not take the clothing item off the rack, have them watch the segment of the video that models taking the clothing item off the rack. 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 select clothing to try on in a variety of settings (e.g., various retail stores, multi-purpose store, etc.).
- Have the student try on a variety of clothes (e.g., shirts, pants, dresses, etc.).
- Have the student practice trying on multiple sizes until they find what fits.
- Have the student practice taking the clothes off the rack with the hanger.
- Have the student practice leaving the remaining clothes they didn't select in order (e.g., folded, hung back in the correct place, etc.).
- If you are unable to practice in a natural environment (retail store, etc.), make sure you vary the contrived situation (e.g., change locations, change clothing types, etc.).

Finding Clothes to Try On - 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. Go to the clothing section of the store.										
2. Look through the racks of clothes.										
3. Find a clothing item that you like.										
4. Find your size on the hanger.										
5. Take the clothing item off the rack.										
6. Take the clothing item to the dressing room.										
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

Finding Clothes to Try On		Done?
	1. Go to the clothing section of the store.	<input type="checkbox"/>
	2. Look through the racks of clothes.	<input type="checkbox"/>
	3. Find a clothing item that I like.	<input type="checkbox"/>
	4. Find my size on the hanger or on the tag.	<input type="checkbox"/>
	5. Take the clothing item off the rack.	<input type="checkbox"/>
	6. Take the clothing item to the dressing room.	<input type="checkbox"/>



Go to the clothing section of the store.



Look through the racks of clothes.



Find a clothing item that I like.



Find my size on the hanger or on the tag.



Take the clothing item off the rack.



Take the clothing item to the dressing room.



If	Then
<p>I cannot find my size.</p> 	<p>Look for a different clothing item, shop for it online, or ask any employee for help..</p> 
<p>The hanger says the clothing item is a certain size.</p> 	<p>Check the tag to make sure it is correct.</p> 
<p>I accidentally knock something off the rack/hanger.</p>	<p>Put it back where it goes.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>