Getting Dressed for an Interview

Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to dress for an interview. Have the student attempt to dress for an interview (in a private location), 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 practice this skill at home (natural environment), set-up a scenario for getting dressed for an interview in the bathroom 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 pick out what they're going to wear independently and consistently, start the video at a point that shows the remaining steps).

2. Show the student the video model for getting dressed for an interview.

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 get dressed for an interview. 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, "Get dressed for the interview." **Allow students to dress privately and show you their outfit afterwards.** As the student completes each step to get dressed for an interview, 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, "Get dressed for the interview," 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 shirt, etc.). If they still do not respond, offer the verbal prompt, **"Get dress shoes." If they still do not get their dress shoes, have them watch the segment of the video that models getting dress shoes**. 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 get dressed for an interview in a variety of private settings (e.g., various rooms in the home, bathroom,etc.).

❏ Have the student put together a variety of appropriate outfits (e.g., various shirts, pants, dresses, skirts, jacket, tie, belt, etc.).

❏ Have the student practice ironing their clothes.

❏ Have the student practice fixing their hair.

❏ Have the student practice tying a tie.

❏ Discuss appropriate locations to get dressed.

❏ 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.).

Getting Dressed for an Interview - 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 in your closet for professional or dressy clothes.										
2. Pick out what you're going to wear.										
3. Make sure the clothes are clean and wrinkle-free.										
4. Put on your clothes.										
5. Make sure your shirt is tucked in.										
6. Make sure your clothes fit well.										
7. Put your dress shoes on.										
8. Look at yourself in a mirror to make sure you look neat and professional.										
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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Getting Dressed for an Interview	Done?
1. **Look in my closet for professional or dressy clothes.**	☐
2. **Pick out what I'm going to wear.**	☐
3. **Make sure my clothes are clean and wrinkle-free.**	☐
4. **Put on my clothes.**	☐
5. **Make sure my shirt is tucked in.**	☐
6. **Make sure my clothes fit well.**	☐
7. **Put my dress shoes on.**	☐
8. **Look at myself in the mirror to make sure I look neat and professional.**	☐

Look in my closet for professional or dressy clothes.

Pick out what I'm going to wear.

Make sure my clothes are clean and wrinkle-free.

Put on my clothes.

Make sure my shirt is tucked in.

Make sure my clothes fit well.

Put my dress shoes on.

Look at myself in the mirror to make sure I look neat and professional.

If		Then	
My clothes are dirty.		Pick out a new outfit and wash the dirty clothes.	
My clothes are wrinkled.		Iron the clothes before wearing them.	
My outfit is making me too hot and/or itchy.		Change to something more comfortable.	
I need help.		I will ask someone.	