



Sample IEP Goal:

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

Possible Settings:

- Grocery store
- Convenience store
- Farmer's market
- Snack bar
- School store (that sells food/drink items)

Items Needed:

- Shopping cart
- Groceries
- Grocery bags
- Cash
- Task analysis
- Visual supports

Purchasing Groceries



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to purchase groceries. Have the student attempt to purchase groceries but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Ensure that the groceries are properly paid for before leaving the store after each attempt.
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 get into the checkout line independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for purchasing 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 purchase 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, "Purchase your groceries." As the student completes each step to purchase 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.



Purchasing Groceries

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, "Purchase your 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 items in the cart, etc.). If they still do not respond, offer the verbal prompt, "Take each item out of the cart." If they still do not pick up the items in the cart, have them watch the segment of the video that models picking up the items in the cart. 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 purchase groceries in a variety of settings (e.g., various grocery stores, convenience stores, etc.).
- Have the student use a variety of payment methods (e.g., credit card, debit card, cash.).
- Have the student practice what to do in a self-checkout lane.
- Have the student practice bagging their own groceries.
- Have the student practice bringing their own reusable bags.
- Have the student practice what to do if the lane closes before they have their turn to checkout.
- 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 setup, vary the materials used, etc.).

Purchasing 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. Push your cart to the checkout area.										
2. Get into a checkout line.										
3. Make sure you're not too close to the person in front of you.										
4. Wait until it is your turn.										
5. Take each item out of the cart.										
6. Put them carefully on the checkout counter/ belt.										
7. Make sure the cart is empty.										
8. Wait for the cashier to tell you the total amount you owe.										
9. Get money out of your wallet.										
10. Hand it to the cashier.										
11. Take your change and receipt.										
12. Put the change immediately into your pocket or wallet.										
13. Make sure you have all of your bags.										
14. Leave the store.										
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

Purchasing Groceries (pg.1 of 2)		Done?
	1. Push the cart to the checkout area.	<input type="checkbox"/>
	2. Get into a checkout line.	<input type="checkbox"/>
	3. Make sure I'm not too close to the person in front of me.	<input type="checkbox"/>
	4. Wait until it's my turn.	<input type="checkbox"/>
	5. Take each item out of the cart.	<input type="checkbox"/>
	6. Put them carefully on the checkout counter.	<input type="checkbox"/>
	7. Make sure the cart is empty.	<input type="checkbox"/>
	8. Wait for the cashier to tell me the total amount I owe.	<input type="checkbox"/>
	9. Get money out of my wallet.	<input type="checkbox"/>
	10. Hand the money to the cashier.	<input type="checkbox"/>

Purchasing Groceries (pg.2 of 2)		Done?
	11. Take the change and receipt.	<input type="checkbox"/>
	12. Put the change directly into my wallet.	<input type="checkbox"/>
	13. Make sure I have all my bags.	<input type="checkbox"/>
	14. Leave the store.	<input type="checkbox"/>



Get into a checkout line.



Wait until it's my turn.



Push the cart to the checkout area.



Make sure I'm not too close to the person in front of me.



Put them carefully on the checkout counter.



Wait for the cashier to tell me the total amount I owe.



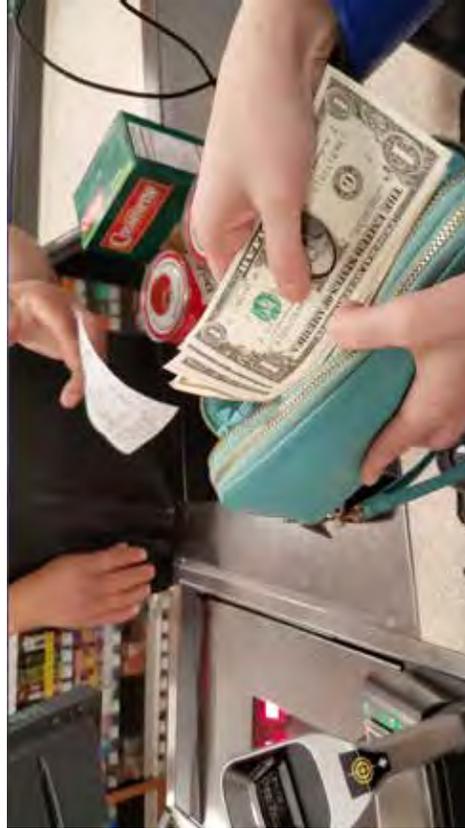
Take each item out of the cart.



Make sure the cart is empty.



Hand the money to the cashier.



Put the change directly into my wallet.



Get money out of my wallet.



Take the change and receipt.



Leave the store.



Make sure I have all my bags.

Purchasing Groceries - Troubleshooting Card



If	Then
<p>I am too close to the person in front of me.</p> 	<p>Move back a few steps.</p> 
<p>I put all my groceries on the checkout counter and someone is behind me in line.</p>	<p>Place a divider at the end of the groceries.</p> 
<p>I brought my own bags.</p> 	<p>Hand them to the cashier or the person who will bag the groceries.</p>
<p>I have coupons.</p> 	<p>Tell the cashier and hand him/her the coupons before paying.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>