



Sample IEP Goal:

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

Possible Settings:

- Driveway
- Street
- Community Location
- School

Items Needed:

- Rideshare App
- Driver Picture
- Car with Driver
- Car Model/Tag
- Task analysis
- Visual supports

Note: Because students will be around a moving vehicle and unfamiliar people, monitor the student closely during this activity to ensure safety. If they do not demonstrate adequate safety judgement, skip this skill altogether. It is important that a staff member rides with the student in the car while learning this skill.

Scheduling a Ride



Preparing for the Lesson

1. Read Prompting/Fading Procedures prior to having the student attempt the task.
2. Prior to beginning the lesson, gather baseline data to assess the student's current ability to schedule a ride. **During baseline, maintain close proximity and stay with the student at all times to assess their safety judgement before allowing them to schedule a ride with less supervision.** Record their data online (or you may use the task analysis attached if a computer/tablet is not available).
3. 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).
4. 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 open the rideshare app independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for scheduling a ride.
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 schedule a ride. 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, "Schedule your ride." As the student completes each step to schedule their ride, 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.



Scheduling a Ride



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, "Schedule your ride," 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 rideshare app, etc.). If they still do not respond, offer the verbal prompt, "Open the app." If they still do not open the rideshare app, have them watch the segment of the video that models opening the rideshare app. If they still do not respond, use hand-over-hand prompting to complete the step.

For some steps in the task, most-to-least prompting should be used to ensure safety. If the student begins to attempt a step in an unsafe manner, *immediately* provide physical prompts (e.g., put your arm out to catch them from stepping into the street, etc.). Fade the prompt (moving from physical, to model, verbal, then gestural), gradually increasing the distance between the staff member and the learner as soon as it is safe and appropriate to do so.

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 schedule a ride in a variety of settings (e.g., from home, from school, from work, etc.).
- Have the student practice using a variety of rideshare apps (e.g., different companies, etc.).
- Have the student practice scheduling a ride in advance (e.g., schedule a pick up time for an hour later, the next day, etc.).
- Discuss with the student various social aspects of riding with a stranger (e.g., appropriate topics of conversation, understand social cues if someone does or does not want to speak, ask for air/heat if you are too hot/cold, etc.).
- Discuss rideshare safety (e.g., don't get into a car if the car or driver doesn't match the pictures on the app, don't pull out money in front of others, make sure to take all of your belongs with you when you exit the car, etc.).
- If you are unable to practice in a natural environment (driveway, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).
- It is important to obtain parent permission before targeting this skill (as rideshare apps require payment methods to be saved to the account). If use of a rideshare app/account is not an option, you may simulate this activity with screenshots or photos of staff and their cars and have that staff member act as a driver, or you should skip this skill altogether.**

Scheduling a Ride - Task Analysis for Data Collection

Student Name: _____

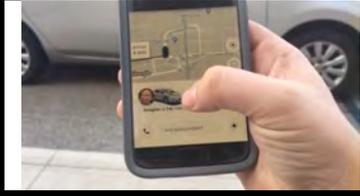
Data Collection Phase (circle one): *Use a different data sheet for each phase.*

Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Open the rideshare app on your phone.										
2. Enter your pickup location.										
3. Request a driver.										
4. Wait for the driver to pull up and stop the car.										
5. Look at the picture on the app and make sure the car is the same.										
6. Look at the driver and the picture on the app to make sure they match.										
7. Get in the car and sit down.										
8. Greet the driver.										
9. Buckle your seatbelt.										
TOTALS*										

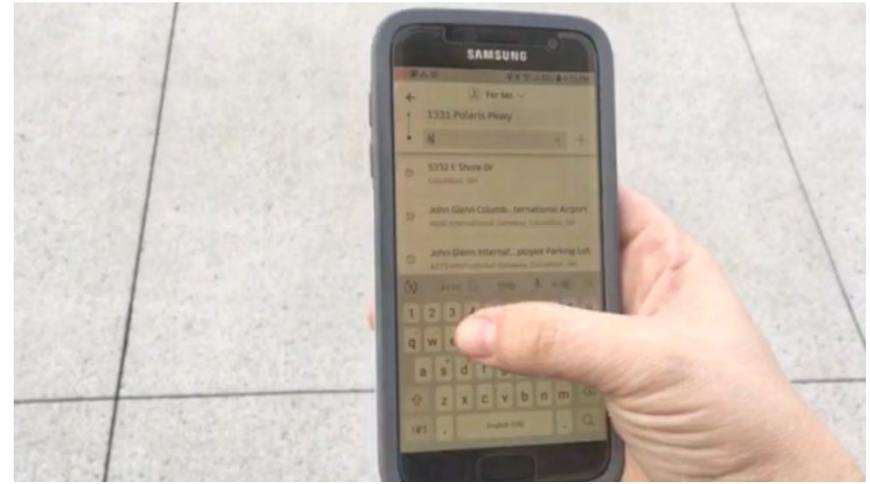
*Total number of steps completed independently and accurately (could note percentage).

KEY	I	G	V	M	P
	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

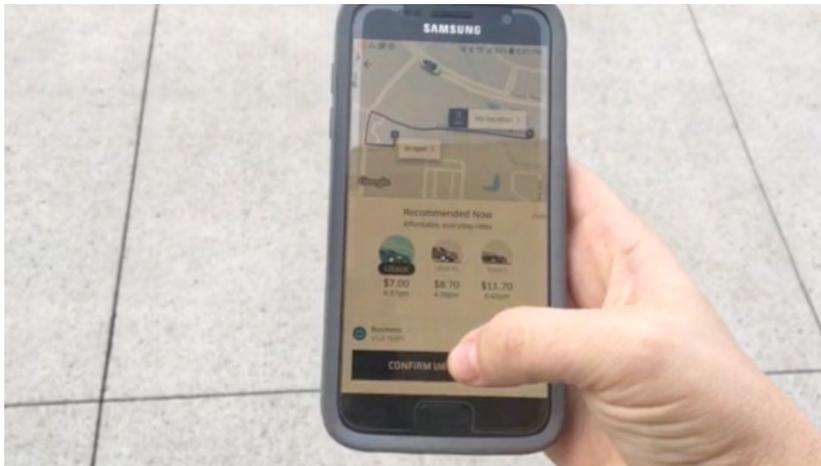
Scheduling a Ride (rideshare)		Done?
	1. Open the rideshare app on my phone.	<input type="checkbox"/>
	2. Enter my pickup location.	<input type="checkbox"/>
	3. Request a driver.	<input type="checkbox"/>
	4. Wait for the driver to pull up and stop the car.	<input type="checkbox"/>
	5. Look at the picture on my app and make sure the car is the same.	<input type="checkbox"/>
	6. Look at the driver and the picture on the app to make sure they match.	<input type="checkbox"/>
	7. Get in the car and sit down.	<input type="checkbox"/>
	8. Greet the driver.	<input type="checkbox"/>
	9. Buckle my seatbelt.	<input type="checkbox"/>



Open the rideshare app on my phone.



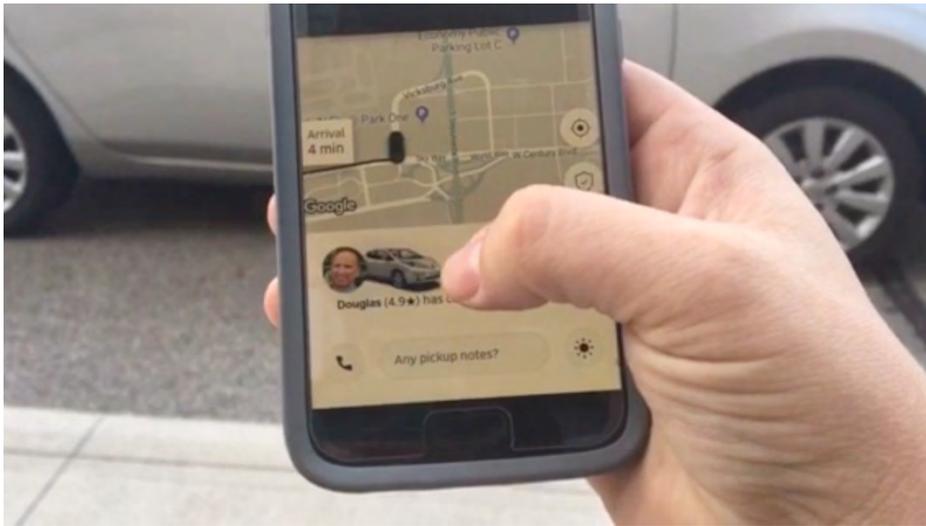
Enter my pickup location.



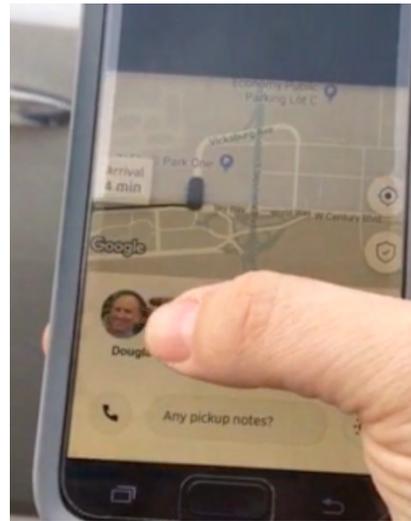
Request a driver.



Wait for the driver to pull up and stop the car.



Look at the picture on my app and make sure the car is the same.



Look at the driver and the picture on the app to make sure they match.



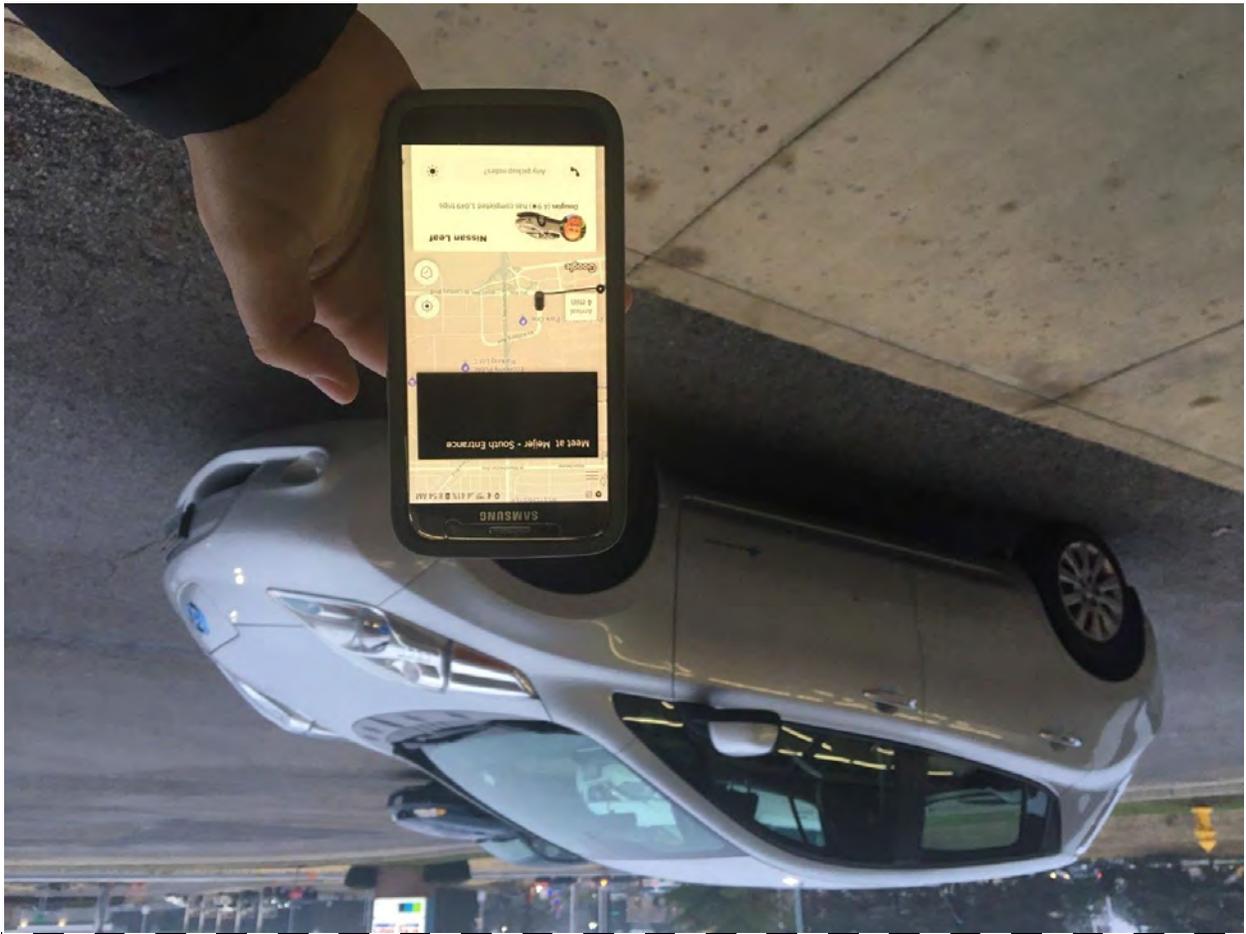
Get in the car and sit down.



Greet the driver.



Buckle my seatbelt.



If	Then
<p>I don't have a rideshare app on my phone.</p> 	<p>Download a rideshare app.</p> 
<p>The driver in the car is not the person in the picture.</p> 	<p>DO NOT get in the car.</p> 
<p>I am too hot or cold in the car.</p> 	<p>Ask the driver to please turn on the air conditioning or heat.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>