Setting an Alarm Clock

Possible Settings:

- Home
- Bedroom
- Classroom

Items Needed:

- Alarm Clock (e.g., phone app, digital clock, etc.)
- Task analysis
- Visual supports

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to set an alarm clock. Have the student attempt to set an alarm clock, 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 an alarm clock at home (natural environment), set-up a scenario for setting an alarm clock in the classroom 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 set the hour independently and consistently, start the video at a point that shows the remaining steps).

2. Show the student the video model for setting an alarm clock.

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 set an alarm clock. 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, "Set the alarm clock." As the student completes each step to set an alarm clock, 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, "Set the alarm clock," 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 alarm clock etc.). If they still do not respond, offer the verbal prompt, "Choose the hour." If they still do not set the hour, have them watch the segment of the video that models setting the hour. 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 <u>do not</u> 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 set an alarm clock in a variety of settings (e.g., various rooms in the home, office, etc.).

❏ Have the student use a variety of alarm clocks (e.g., digital, cell phone, etc.).

❏ Have the student practice setting an alarm for various times.

❏ Have the student practice determining what time to get up (e.g., how to gauge when to set the alarm so they have enough time to get ready and get to wherever they need to go, etc.).

❏ Have the student practice using the snooze button.

❏ Have the student practice setting multiple alarms.

❏ Have the student practice setting their alarm to go off with various sounds and/or music.

❏ 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.).

Setting an Alarm Clock - Task Analysis for Data Collection
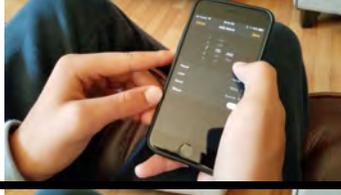
Student Name: _____

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

Baseline   Intervention   Maintenance   Generalization (specify): _____

DATE										
1. Decide what time you need to wake up.										
2. Get your alarm clock.										
3. Choose the hour.										
4. Choose the minutes.										
5. Select AM or PM.										
6. Check that the time you entered is correct.										
7. Hit save.										
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

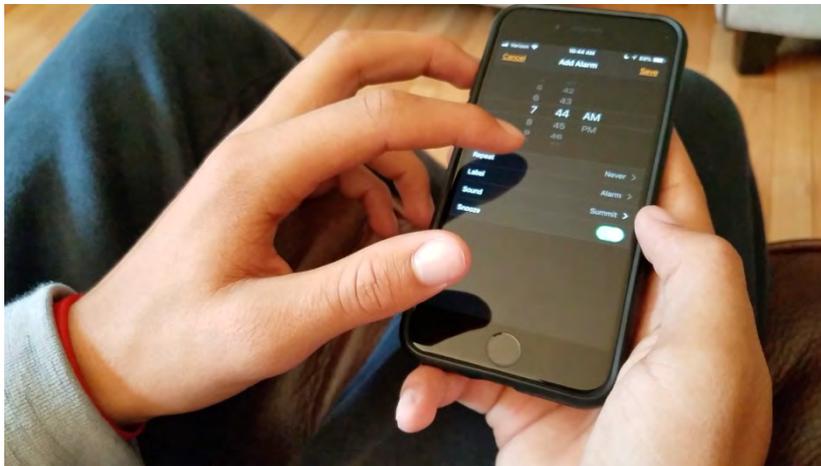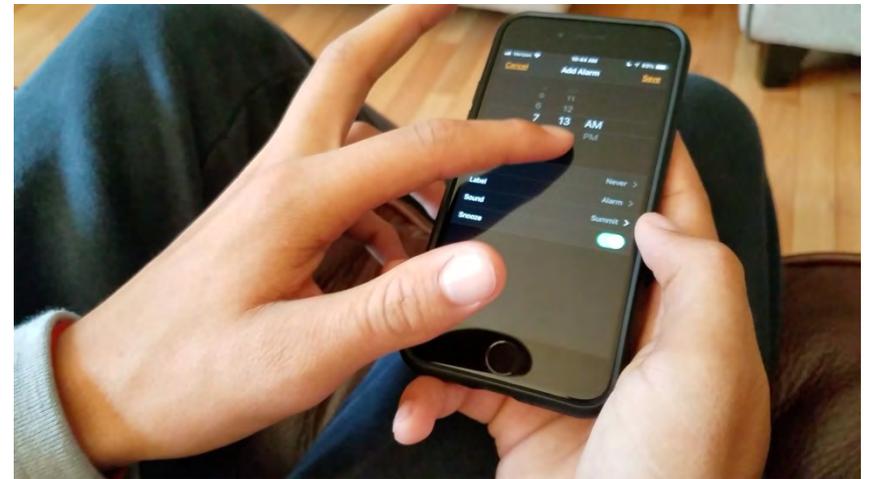| Setting an Alarm Clock	Done?
1. Decide what time I need to wake up.	☐
2. Get my alarm clock.	☐
3. Choose the hour.	☐
4. Choose the minutes.	☐
5. Select AM or PM.	☐
6. Check that the time I entered is correct.	☐
7. Push save.	☐

Decide what time I need to wake up.
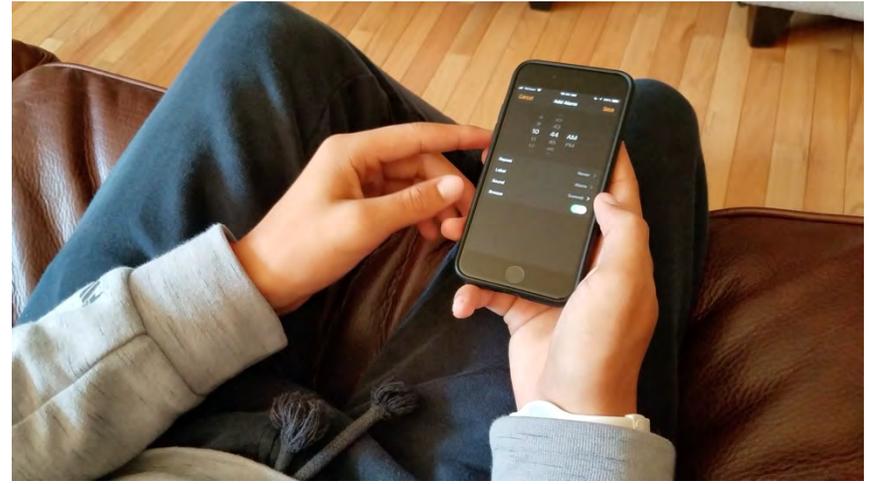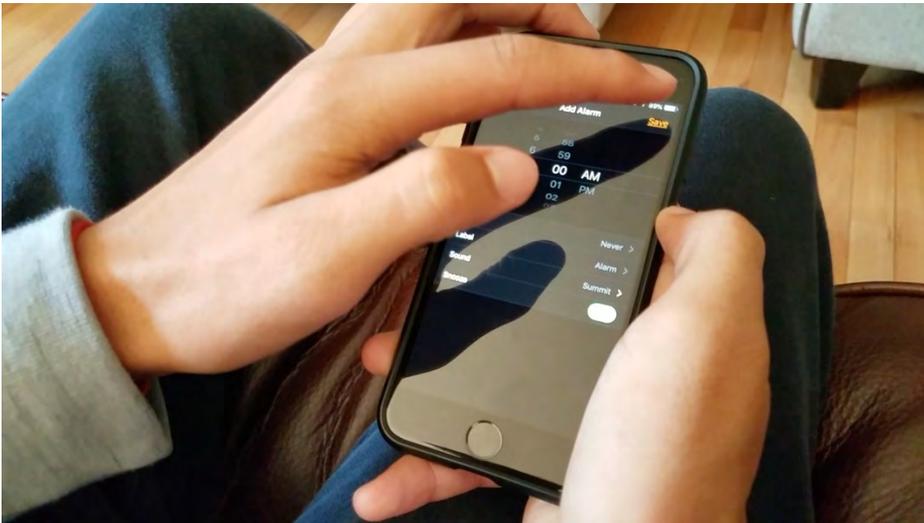

Get my alarm clock.
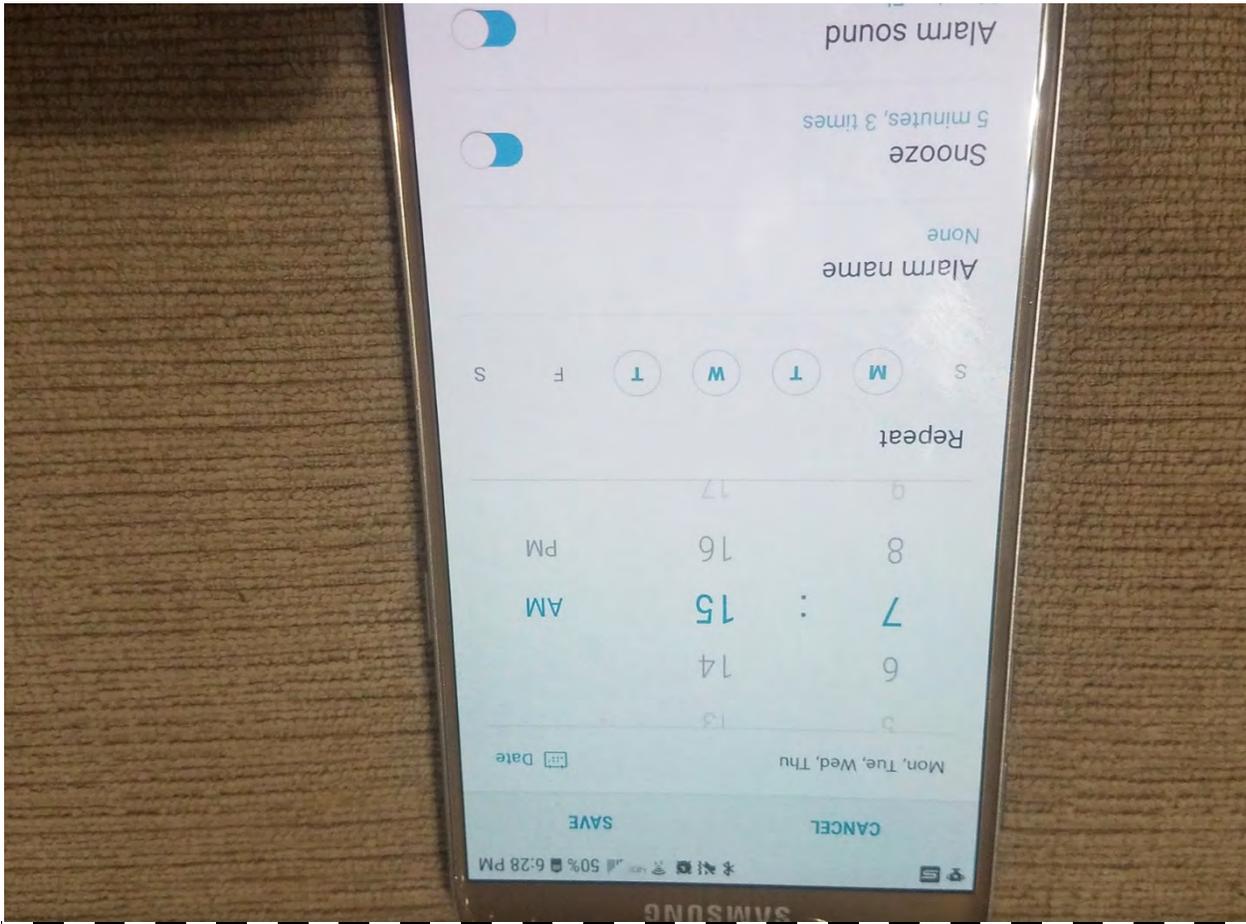

Choose the hour.

Choose the minutes.

Select AM or PM.

Check that the time I entered is correct.

Push save.

If		Then	
My alarm clock went off and I hit snooze.		Get up when the snooze alarm goes off.	
I'm afraid I won't hear my alarm.		Check the alarm volume before going to bed.	
I don't like the sound of my alarm.		Change the alarm tone.	
I need help.		I will ask someone.	