Bringing in Shopping Carts

Preparing for the Lesson

1. **Prior to beginning the lesson, read Prompting and Fading Procedures.**
2. Gather baseline data to assess the student's current ability to bring in shopping carts. Have the student attempt to bring in shopping carts, but only offer prompts as needed to ensure student safety in the parking lot. It would also be best to start with a small number of carts to assess their ability to maneuver a stack through the parking lot. 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 push the carts together independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for bringing in shopping carts.
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 bring in shopping carts. 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, "Bring in the shopping carts." As the student completes each step to bring in shopping carts, 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.

Bringing in Shopping Carts

✋ Prompting/Fading Procedures

During steps where the student is required to walk through the parking lot and maneuver the stack of carts around parked cars, it may be appropriate to:

1. Use *graduated guidance* to ensure that they do not withdraw a significant amount. This is where the staff person positions himself/herself very close to the student, and shadows their hands during this step (e.g., staff member's hands are in very close proximity to and move with the student's hands) so they can immediately provide assistance with hand-over-hand prompts.

2. If the student is in the vicinity of a moving car, immediately provide physical prompts as needed to get them to a safe area.

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 (except for steps that pose a risk of damage to cars or if there is a safety risk). If the student does not complete the step (doesn't even begin the step in the task analysis) within 4 seconds of the prompt, "Bring in the shopping carts," 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 shopping cart, etc.). If they still do not respond, offer the verbal prompt, "Push the shopping carts together." If they still do not push the shopping carts together, have them watch the segment of the video that models pushing the shopping carts together. If they still do not respond, use hand-over-hand prompting to complete the step.

As the student begins to push the stack of carts back to the store, use graduated guidance to ensure they perform this step accurately (i.e., they do not move towards the parked cars). As they demonstrate that they know how to push the carts across the parking lot safely, gradually increase the distance between the staff member's hands and the student's hands to promote independence while ensuring safety.

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 bring in shopping carts in a variety of settings (e.g., various grocery store chains, various retail stores, etc.).

❏ Have the student practice using a variety of carts (e.g., various colors, various sizes, etc).

❏ Have the student practice what to do if the store doesn't have a cart strap (e.g., bring in a smaller set of carts, etc.).

❏ Have the student practice what to do if the carts come apart from one another (e.g. put them back together, etc.).

❏ Have the student practice what to do if there are too many carts for one trip (e.g., take in one set and go back for the other, etc.).

❏ If you are unable to practice in a natural environment (store, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Bringing in Shopping Carts - 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. Carefully walk to the cart corral.									
2. Push the carts so they are all stacked together.									
3. Pull the line of carts out of the corral.									
4. Turn the carts so the line is facing the store.									
5. Make sure to keep the carts far away from the parked cars.									
6. Carefully push the carts across the parking lot towards the store.									
7. Watch for moving cars and people as you go towards the store.									
8. Push the line of carts back into the store.									
9. Push them so that they stack with the other carts in 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

Bringing in Shopping Carts		Done?
	1. Carefully walk to the cart corral.	☐
	2. Push the carts so they are all stacked together.	☐
	3. Pull the line of carts out of the corral.	☐
	4. Turn the carts so the line is facing the store.	☐
	5. Make sure to keep the carts far away from the parked cars.	☐
	6. Carefully push the carts across the parking lot towards to the store.	☐
	7. Watch for moving cars and people as you go towards the store.	☐
	8. Push the line of carts back into the store.	☐
	9. Push the carts so that they stack with the other carts in the store.	☐

Push the carts so they are all stacked together.

Turn the carts so the line is facing the store.

Carefully walk to the cart corral.

Pull the line of carts out of the corral.

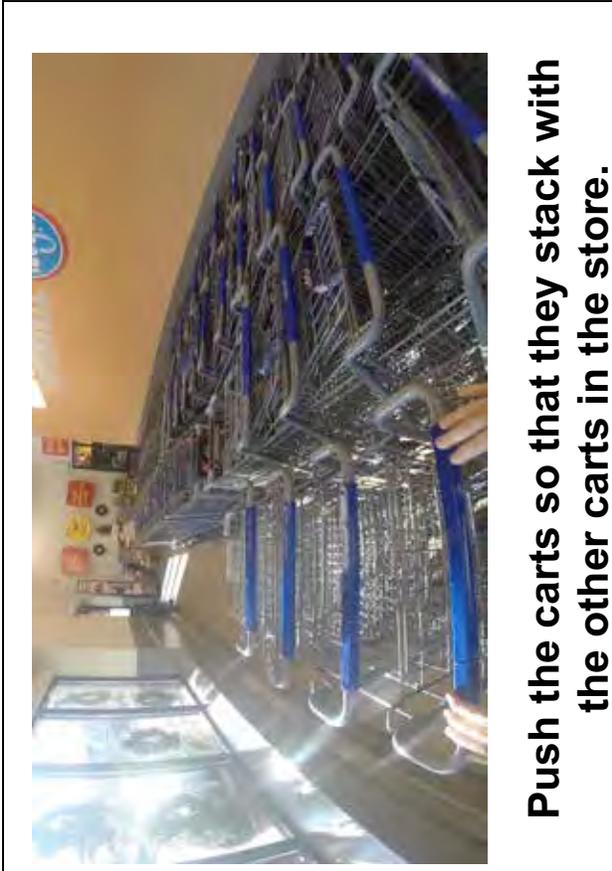Carefully push the carts across the parking lot towards the store.
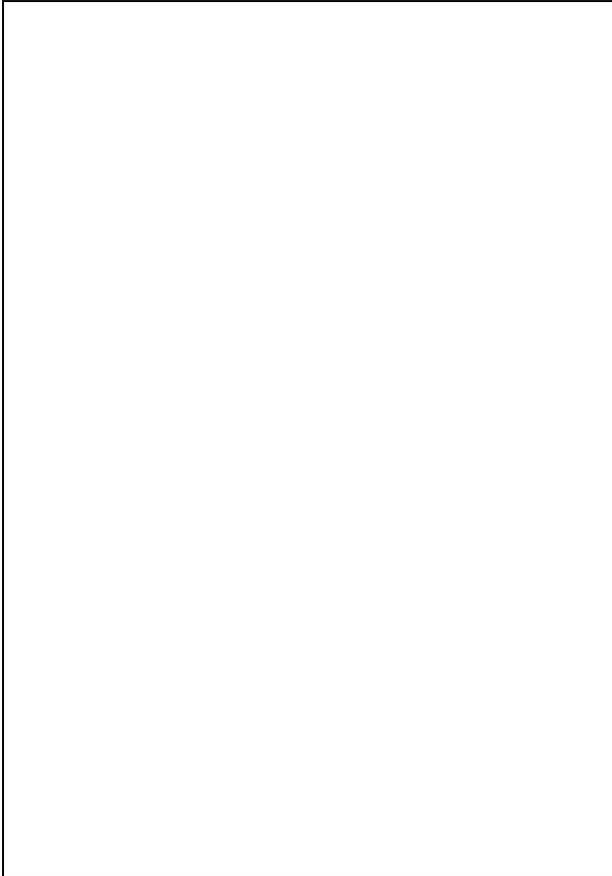

Push the line of carts back into the store.

Make sure to keep the carts far away from the parked cars.

Watch for moving cars and people as you go towards the store.

Push the carts so that they stack with the other carts in the store.

If		Then	
The carts come apart from one another.		Put them back in a straight line and back together.	
There are cars coming.		Wait until the cars have stopped and then push the carts.	
I cannot get all of the carts at one time.		Take some in now, and come back for the rest of the carts.	
Someone walks in front of me when I'm pushing the line of carts.		Stop and wait until they have moved and then continue to push the carts.	
I need help.		I will ask someone.	