



### Goals/Objectives:

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

### Possible Settings:

- Grocery store
- General Merchandise store
- Specialty store
- School store

### Items Needed:

- Cans
- Boxes
- Empty/partially empty shelves
- Task analysis
- Visual supports

# Stocking Merchandise



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to sort/stock merchandise. Have the student attempt to make sort/stock merchandise but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available).
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're unable to access a store (natural environment), set-up a scenario using a school store, shelves in your classroom or other available and appropriate locations (contrived situation).
3. Identify how the video model will be shown (e.g., on an iPad, 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 sort the merchandise so the same items go together independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for sorting/stocking merchandise.
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 sort/stock merchandise. Have the TeachTown Transition program (online) open to the Assessment (or use the printed task analysis provided) to collect data (intervention phase).
2. Give the verbal directive, "Stock the merchandise." As the student completes each step to sort/stock merchandise 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.



# Stocking Merchandise



## 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, "Stock the merchandise," 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, offer a gesture prompt (i.e., point to the correct shelf). If they still do not respond, give them the verbal prompt, "Put the merchandise on the correct shelf." If they still do not put the merchandise on the correct shelf, have them watch the segment of the video that models putting merchandise on the correct shelf. If they still do not respond, use hand-over-hand prompting to complete the task.

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 and/or video model.



## Planning for Generalization

- Have the student make sort/stock shelves in a variety of settings (e.g., grocery store, general merchandise store, etc.).
- Have the student practice sorting various items (e.g., food items, home goods, household items, cleaning supplies, personal care items, etc.).
- Have the student practice locating the box in a stockroom.
- Have the student practice what to do if they have an excess of merchandise in their box (e.g., take it back to the stock room, etc.).
- Have the student practice what to do if merchandise is damaged (e.g., tell someone, take damaged goods back to the stock room, etc.).
- 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 items to sort/stock, etc.).

## Stocking Merchandise - 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 box.										
2. Look at the label.										
3. Find the shelf with items that are the same.										
4. Put the merchandise on the correct shelf.										
5. Turn the items so that labels are facing out.										
6. Pull the items to the front of the shelf.										
7. Make sure the items are in a line on the shelf.										
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

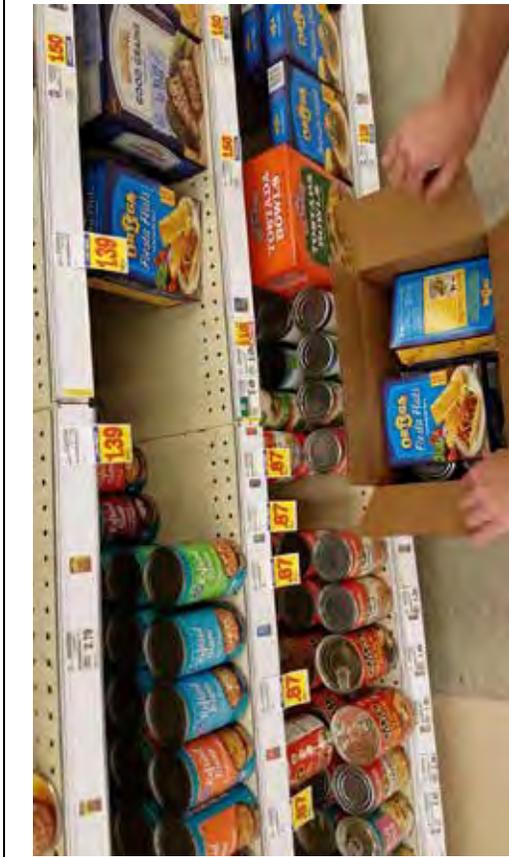
Stocking Merchandise		Done?
	1. Open the box.	<input type="checkbox"/>
	2. Look at the label.	<input type="checkbox"/>
	3. Find the shelf with items that are the same.	<input type="checkbox"/>
	4. Put the merchandise on the correct shelf.	<input type="checkbox"/>
	5. Turn the items so the labels are facing out.	<input type="checkbox"/>
	6. Pull the items to the front of the shelf.	<input type="checkbox"/>
	7. Make sure the items are in a line on the shelf.	<input type="checkbox"/>



Look at the label.



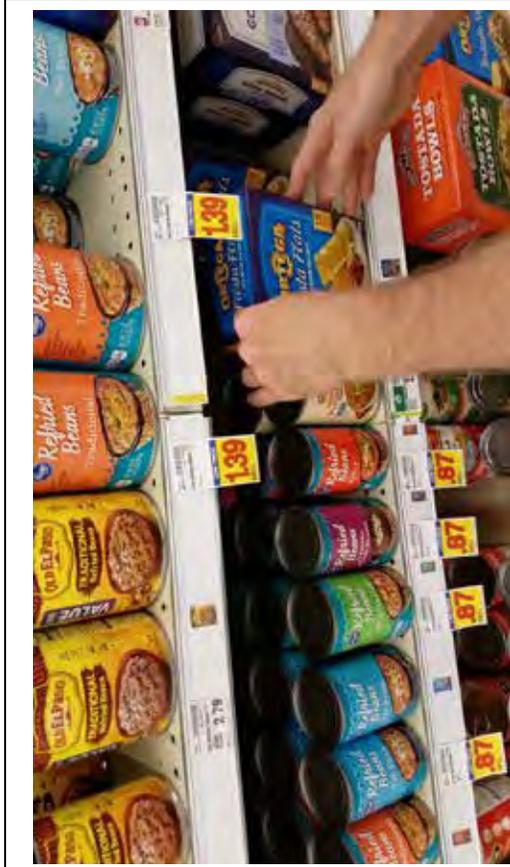
Put the merchandise on the correct shelf.



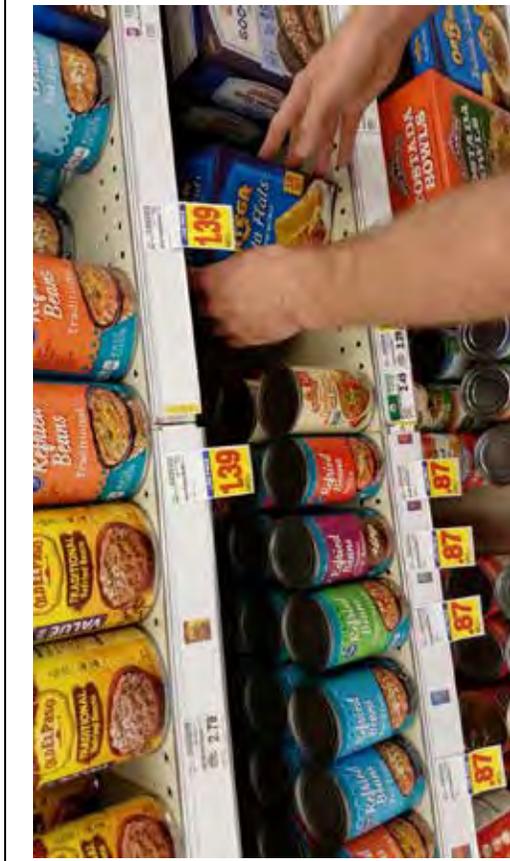
Open the box.



Find the shelf with items that are the same.



**Pull the items to the front of the shelf.**



**Turn the items so the labels are facing out.**



**Make sure the items are in a line on the shelf.**

## Stocking Merchandise - Troubleshooting Card



If	Then
<p>You have extra merchandise in the box that won't fit on the shelf</p> 	<p>Take it back to the stockroom</p> 
<p>An item is damaged</p> 	<p>Put it back in the labeled box and take it back to the stockroom</p> 
<p>The shelves are messy/unorganized</p> 	<p>Make sure the label is facing out, and make the items neat.</p> 
<p>Merchandise doesn't belong in the aisle you're in</p> 	<p>Take it to the correct aisle.</p> 
<p>I need help</p> 	<p>I will ask someone who works there.</p>