Trying on Clothes in a Dressing Room

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to try on clothes in a dressing room. Have the student attempt to try clothes on in a dressing room, 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 a clothing store (natural environment), set up a scenario for trying on clothes in the restroom, locker room, 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 lock the door independently and consistently, start the video at a point that shows the remaining steps).

2. Show the student the video model for trying on clothes in a dressing room.

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 try clothes on in a dressing room. 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, "Try on the clothes." As the student completes each step to try the clothes on, 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, "Try on the clothes," 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 within 4 seconds, give them the gesture prompt (i.e., point to the door, etc.). If they still do not respond, offer the verbal prompt, "Lock the door." If they still do not lock the door, have them watch the segment of the video that models locking the door. 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 try on clothes in a variety of settings (e.g., clothing store, department store, etc.).

❑ Have the student practice what to do if there is not an available dressing room or the door is locked (e.g., ask for help from a sales associate, wait until someone leaves a dressing room, etc.).

❑ Have the student practice what to do if the dressing room door won't lock (e.g., get a sales associate, go to a different dressing room, etc.).

❑ Have the student practice what to do when clothing items do not fit (e.g., go back to the rack and find the item in a different size, etc.).

❑ Have the student practice in dressing rooms that have an item limit (e.g., counting clothing items, taking a number from the employee, leaving some clothes out, etc.).

❑ Have the student practice in stores that have an employee monitoring the dressing rooms (e.g., someone who takes the items that don't fit and hangs them for you, etc.).

❑ If you are unable to practice in a natural environment (clothing store, etc.), make sure you vary the contrived situation (e.g., change locations, change items used, etc.).

Trying on Clothes in a Dressing Room - Task Analysis for Data Collection
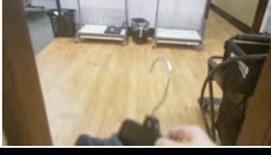
Student Name: _____

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

Baseline   Intervention   Maintenance   Generalization (specify): _____

DATE										
1. Pick out the clothes in your size.										
2. Bring the clothes to the dressing room.										
3. Go into an open dressing room.										
4. Close the door.										
5. Lock the door.										
6. Hang the clothes on the hook.										
7. Try on one clothing item at a time.										
8. Make sure the clothes fit.										
9. When you are done trying on a clothing item, hang it back up or fold it.										
10. Open the door.										
11. Put the clothes you don't want to buy on the rack in the dressing room area.										
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

TEACHTOWN®   Community Skills

Trying on Clothes in a Dressing Room	Done?
1. Pick out the clothes in my size.	☐
2. Bring the clothes to the dressing room.	☐
3. Go into an open dressing room.	☐
4. Close the door.	☐
5. Lock the door.	☐
6. Hang the clothes on the hook.	☐
7. Try on one clothing item at a time.	☐
8. Make sure the clothes fit.	☐
9. When I am done trying on a clothing item, hang it back up or fold it.	☐
10. Open the door.	☐
11. Put the clothes I don't want to buy on the rack in the dressing room.	☐

Pick out the clothes in my size.

Bring the clothes to the dressing room.

Go into an open dressing room.

Close the door.

Lock the door.

Hang the clothes on the hook.

Try on one clothing item at a time.

Make sure the clothes fit.

When I am done trying on a clothing item, hang it back up or fold it.

Open the door.

Put the clothes I don't want to buy on the rack in the dressing room.

If		Then	
The lock doesn't work.		Go into another open dressing room.	
There are no dressing rooms available.		Wait until someone comes out.	
A clothing item doesn't fit.		Get the same item to try on in a different size.	
I am not sure what size I wear.		Try on clothing items in multiple sizes.	
I need help.		I will ask someone.	