Walking on a Walking Trail/Path

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to walk on a walking trail. Have the student attempt to walk on a walking trail or path, but offer no prompts. If you are on a path where there are bikers, prompts may be used as needed to maintain safety (see Prompting and Fading Procedures). 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 can't access a walking trail (natural environment), set-up a scenario for walking in the gym 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 stay to the right side of the path independently and consistently, start the video at a point that shows the remaining steps).

2. Show the student the video model for walking on a walking trail.

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 walk on a walking trail. 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, "Walk on the path." As the student completes each step to walk on the trail, 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

If the path the student is walking on also includes bikers, staff members should walk in close proximity to the student. If the student moves in the way of an oncoming bike, use most-to-least prompts (physical, then gesural, then verbal) as appropriate to ensure the safety of the student and the biker. The level of prompting used is very dependent on the proximity and speed of the bike, and the least intrusive prompt should be used whenever possible.

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, "Walk on the path," 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 right side of path, etc.). If they still do not respond, offer the verbal prompt, "Stay on the right side of the path." If they still do not walk on the trail, have them watch the segment of the video that models walking on the trail. If they still do not respond, use physical prompting to guide them 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 walk on trails/paths in a variety settings (e.g., outdoor park, gym track, trail through the woods, concrete path, etc.).

❏ Have the student practice adhering to various signs (e.g., stop, keep to the right, bike crossing, trail signs, etc.).

❏ Have the student practice looking at a map/guide (if possible) ahead of time to plan their walk (e.g., how long will it take, etc.).

❏ Discuss with the student appropriate clothing and items needed for their walk (e.g., sneakers, water, a snack, sunscreen, etc.).

❏ Have the student practice what to do if they get lost (e.g., call for help, ask someone, look for trail signs, look at a map, etc.).

❏ Have them use an app on a handheld device to map/track their route.

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

Student Name: _____

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

    Baseline   Intervention   Maintenance   Generalization (specify): _____

DATE										
1. Choose your route.										
2. Start walking on the path.										
3. Stay on the right side of the path.										
4. Watch for people running or riding their bikes.										
5. Keep walking.										
6. If you need to stop, move to the edge of the path.										
7. Keep personal space from other people on the path.										
8. If you get behind someone, pass them on their left.										
9. Look for signs to stay on the path.										
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

Walking on a Walking Path/Trail	Done?
1. Choose the route.	☐
2. Start walking on the path.	☐
3. Stay on the right of the path.	☐
4. Watch for people running or riding their bikes.	☐
5. Keep walking.	☐
6. If I need to stop, I move to the edge of the path.	☐
7. Keep personal space from other people on the path.	☐
8. If I get behind someone, I pass them on their left.	☐
9. Look for signs to stay on the path.	☐
10. Keep walking until I get to the end of the route.	☐

Start walking on the path.

Watch for people running or riding their bikes.

Choose the route.

Stay on the right side of the path.

If I need to stop, I move to the edge of the path.

If I get behind someone, I pass them on their left.

Keep walking.

Keep personal space from other people on the path.

Keep walking until I get to the end of the route.

Look for signs to stay on the path.

If	Then
It begins to rain.	Use an umbrella and/or jacket and find shelter.
I get lost.	Look for signs, use the GPS on a cell phone, or ask someone for help.
I start to get tired or sore.	Head back to the trail entrance and/or sit down to rest.
Someone is walking close behind me and it's making me uncomfortable.	Move the edge of the path and wait for them to pass.
I need help.	I will ask someone.