

Using a Debit Card to Make Purchases

Objective: To teach students to purchase two items using a debit machine in a community setting

Setting and Materials

Setting:

1. Simulated instruction: Special education classroom
2. Community instruction: A store with a debit machine in the community

Materials:

1. A community debit machine
2. Debit card
3. Camera to take photographs of debit machine
4. Photo album
 - a) For each of 12 steps in the task analysis, create 4 photographs that correspond to step (i.e., a total of 128 photographs) including:
 - i. 1 photograph depicting correct action being performed in the relevant setting
 - ii. 1 photograph depicting correct materials, but wrong manipulation
 - iii. 1 photograph depicting an out of sequence action
 - iv. 1 photograph depicting an action associated with the task, but not included in the training sequence
 - b) A photo of the discriminative stimulus was on the page opposite the four photos (e.g., Please select card type.)

Content Taught

Each student was taught to make a purchase from a store using a debit machine by following a 12-step task analysis.

1	State to cashier “Paying with debit”
2	Swipe debit card
3	Press button to pay with debit
4-7	Enter 4-digit PIN
8	Press “Enter” button
9	Wait for total
10	Press “Enter” button
11-12	Take receipt and items

Teaching Procedures

1. Provide training in simulated and community settings on consecutive days. For example, provide instruction using the simulated procedures on Monday and provide community-based instruction on Tuesday.

2. During simulated instruction, use the photo album to provide instruction.
 - a) Tell students to pretend they are going to make a purchase using a debit card.
 - b) Present the photo album to the student.
 - c) Tell students to visually scan the photos on the album cover and point to the picture indicating the task they would complete.
 - d) Present task materials to the student.
 - e) Open the album and ask, “What is the first thing you do?”
 - f) Tell students to put a finger on the photo that depicts what is next on each photo page.
 - g) Use a system of least prompts with a 3-second interval between each prompt level. To assist a student in successfully identifying the photos depicting steps to complete the task, prompts should be provided in the following order:
 - i. Verbal prompt (e.g., “do you see where the writing is”?)
 - ii. Gesture (e.g., pointing to discriminative stimulus on page opposite the 4 photos)
 - iii. Gesture plus verbal explanation (e.g., pointing to the discriminative stimulus on page opposite the 4 photos and providing a verbal explanation)
 - iv. Modeling plus verbal explanation (e.g., pointing to correct picture and plus providing verbal explanation).
 - v. Physical assistance plus verbal explanation (e.g., holding the student’s wrist, guiding the correct response, and providing an explanation)
3. On the next day, provide training at a debit machine in a community setting.
 - a) Tell students that they are going to make a purchase using a debit card.
 - b) Use a system of least prompts with a 3-second interval between each prompt level
 - c) To assist a student in successfully completing the task, prompts should be provided in the following order:
 - i. Verbal prompt (e.g., “do you see where the writing is”?)
 - ii. Gesture plus verbal explanation (e.g., pointing to the discriminative stimulus and providing a verbal explanation)
 - iii. Modeling plus verbal explanation (e.g., demonstrating appropriate actions plus verbal explanation).

- iv. Physical assistance plus verbal explanation (e.g., holding the student's wrist, guiding the correct response, and providing an explanation)

Evaluation

Collect student performance data on the number of steps completed independently and correctly.

Lesson Plan Based on:

Cihak, D. F., Alberto, P. A., Kessler, K., & Taber, T. A. (2004). An investigation of instructional scheduling arrangements for community based instruction. *Research in Developmental Disabilities, 25*, 67-88.