

Purchasing Skills

Objective: To teach purchasing skills using videotape modeling and in vivo instruction. (Note: Because the data demonstrate that in vivo followed by videotape instruction, videotape followed by in vivo instruction, and concurrent instruction can be successful in facilitating the acquisition and generalization of individual and chained responses, this lesson plan starter includes information on using both in-vivo and videotape instruction).

Setting and Materials

Setting: Stores in the community such as bookstores, convenience stores, drugstores, gift shops, grocery stores, hobby shops, and record stores.

Materials: Items typically purchased by same age peers as single items and that are located in various parts of the store.

1. A sufficient amount of money to make a purchase of a single item.
2. Wallet or purse to keep money in.
3. Video camera and videotape
4. Generic task analysis (that can be used across a variety of community stores)

Content Taught

Entering the store, locating the aisle or section, selecting the item, going to the checkout stand, moving in line, putting the item on the counter, getting out money, giving money to the cashier, getting change, putting away the change, taking the item, and leaving the store.

Teaching Procedures

1. *In vivo training:*
 - a) Teacher will give a verbal direction outside of the store to “buy a (name of item).”
 - b) Independent correct responses will be followed by verbal praise from the teacher. Once a criterion of 80% independent performance is attained, the frequency of verbal praise should be reduced to every other correct step. Correct responses to prompts will be followed by minimal feedback (e.g., “O.K.”).
 - c) If a response in the task analysis is not initiated within 5 seconds of the natural cue (e.g., completion of the previous step, presence of needed item, presence of checkout stand) the student will be given a verbal prompt.
 - d) If the student does not respond within 5 seconds of the verbal prompt, a gestural prompt will be given.

- e) If the student does not respond within 5 seconds of the gestural prompt, partial physical guidance will be given until the student completes the step in the task analysis.
 - f) The teacher will follow the procedure in #1 in the in vivo store for a total of 3 items to be purchased.
 - g) Teaching the student to purchase the first item will be done until the student meets the criterion of independent responding on 100% of the steps in the task analysis. Teaching of the second item will be subsequently conducted to criterion, following as needed with training on a third item.
 - h) In vivo training should continue until the student meets mastery criterion on at least one session for item 3 and demonstrates stability in responding within all untrained stores.
2. *Videotape training:* The teacher will direct student to watch one videotape sequence of purchasing responses without interruption and watch the sequence again, this time answering a series of questions regarding the videotape.
- a) One videotape training will be conducted two to four times per week.
 - b) When students are watching the videotape (with questions), the tape will be paused directly following the modeling of each response in the task analysis and the corresponding question will be asked.

Questions for Videotape Training

Videotape Segment Question

Student enters the store. Where is she going?

Student finds the correct aisle or section What is she doing?

Student selects item What is she getting?

Student goes to the checkout line Where did she go?

Student moves in line Where is she standing?

Student puts item on counter Where did she put item?

Student gets out money What is she getting?

Student gives money to cashier What did she do with money?

Student takes charge What did she get?

Student puts money away What did she do?

Student picks up item What did she take?

Student leaves the store. Where did she go?

- c) If a correct response is given within 5 seconds, verbal praise will be given and the tape should be restarted.
- d) If no response or an incorrect response is given within 5 seconds, the correct answer will be modeled by the teacher, the student is asked to repeat the correct response, and the tape is re-started.

- e) Videotape generalization training is conducted with each taped sequence until a training criterion of 100% correct on the questions for one session is reached and when the student reaches 100% accuracy for purchasing the item in the actual store.

Evaluation

To collect data on student performance calculate percent of task analysis steps with correct responding and cumulative number of independent purchases in trained stores and untrained and novel stores.

Lesson Plan Based On:

Haring, T.G., Breen, C. G., Weiner, J., Kennedy, C. H., & Bednersh, F. (1995). Using videotape modeling to facilitate generalized purchasing skills. *Journal of Behavioral Education*, 5, 29-53.