

Purchasing Skills

Objective: To teach students purchasing skills.

Setting and Materials:

Settings:

1. Shopping training in community convenience store
2. Video training in school library

Materials:

1. Video recorded episodes of a same-age peer making a purchase in a book store, a drug store, and a grocery store showing standard sequences of purchasing behavior
2. Dollar bills

Content Taught

1. Shopping training
 - a) Enters store
 - b) Locates specified item(s)
 - c) Locates open checkout line
 - d) Stands at end of line
 - e) Moves up in line
 - f) Approaches pay area
 - g) Puts items or basket on counter
 - h) Uses appropriate greeting response
 - i) Replies to cashier's greeting
 - j) Replies "Yes" to "Is that all?"
 - k) Gets out wallet
 - l) Gives money to cashier
 - m) Gets change
 - n) Gets receipt

- o) Replies “Yes” to “Do you want a bag?”
 - p) Says “Thank you”
 - q) Moves to end of counter
 - r) Puts change in wallet
 - s) Puts wallet away
 - t) Gets item(s)
 - u) Leaves store
1. Video training using recorded purchasing sequence
- a) Enter store
 - b) Select items for purchasing
 - c) Walk to checkout stand
 - d) Place items on counter
 - e) Greet the cashier
 - f) Pay for items
 - g) Receive change
 - h) Thank cashier

Teaching Procedures

1. Shopping training
- a) Sessions begin when student enters store.
 - b) Independent responses are rewarded with verbal praise.
 - c) Responses not independently initiated within 3 seconds are prompted using less intrusive prompts (e.g., verbal and gestures).
 - d) Responses not independently initiated within 3 seconds of less intrusive prompts are followed by more intrusive prompts (e.g., partial physical guidance).
 - e) Correct responses to less intrusive prompts are followed by verbal praise (e.g., “That was great”).

- f) Correct responses to more intrusive prompts are followed by minimal feedback (e.g., “OK”).
- g) When student achieves 90% correct for across 3 consecutive days begin video training.

2. Video training

- a) Student views video recording of models performing same behaviors they have been taught.
- b) Teacher asks a series of questions for each step such as:
 - i. “What store is this?”
 - ii. “What is he doing?”
 - iii. “What will she do next?”
 - iv. “How much will he pay?”
- c) Correct responses are rewarded with verbal praise
- d) Incorrect answers result in teacher:
 - i. Stopping the video recording.
 - ii. Modeling the correct response.
 - iii. Requiring student to repeat the correct response.

Evaluation

Evaluate the student’s performance by collecting data on the percentage of steps correct on the task analyses.

Lesson Plan Based on:

Haring, T. G., Kennedy, C. H., Adams, M. J., & Pitts-Conway, V. (1987). Teaching generalization of purchasing skills across community settings to autistic youth using videotape modeling. *Journal of Applied Behavior Analysis*, 20, 89-96.