



Using Community Based Instruction to Teach 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

2. 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
 - i.

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.

This Lesson Plan Starter was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). *Using Community Based Instruction to Teach Purchasing Skills*

