



Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to brush their teeth with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Home bathroom
- School bathroom

Items Needed:

- Toothbrush
- Toothpaste
- Sink
- Task analysis
- Visual supports

Brushing Teeth



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to brush their teeth. Have the student attempt to brush their teeth, but offer no prompts. 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 bathroom (natural environment), set up a scenario for brushing their teeth at a classroom sink or in other available and appropriate locations (contrived situation). *Ensure that the student does not have a medical issue that inhibits their ability to use certain materials (e.g., seizure disorder and vibrating toothbrushes, cannot spit out toothpaste due to oral motor needs and should use toothpaste without fluoride, etc.).*
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 put the toothpaste on the toothbrush independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for brushing their teeth.
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 brush their teeth. 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, "Brush your teeth." As the student completes each step to brush their teeth, 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.



Brushing Teeth

Prompting/Fading Procedures

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, "Brush your teeth," 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 toothbrush, etc.). If they still do not respond, offer the verbal prompt, "Pick up your toothbrush." If they still do not pick up the toothbrush, have them watch the segment of the video that models picking up the toothbrush. If they still do not respond, use hand-over-hand prompting 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 do not require another person to be present to perform the target skill. Teach the student to manage their own behavior using the visual supports or video model.

Planning for Generalization

- Have the student brush their teeth in a variety of settings (e.g., various types of bathroom set-ups such as multiple sinks, one sink, etc.).
- Have the student use a variety of toothbrushes/toothpaste (e.g., different flavors, battery-operated toothbrush, etc.).
- Have the student practice what to do if the toothpaste won't come out (e.g., check if it's empty, squeeze and roll up from the bottom, etc.).
- Have the student practice turning on a variety of sink faucets (e.g., two knobs, one knob, etc.).
- If you are unable to practice in a natural environment (bathroom, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Brushing Teeth - Task Analysis for Data Collection

Student Name: _____

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

Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Pick up your toothpaste.										
2. Take the cap off the toothpaste.										
3. Turn on the water.										
4. Pick up your toothbrush.										
5. Wet the bristles of your toothbrush.										
6. Turn the water off.										
7. Squeeze a small amount of toothpaste onto the toothbrush.										
8. Touch the toothbrush to your teeth.										
9. Brush up and down and side-to-side for 2 minutes.										
10. Spit out the toothpaste into the sink.										
11. Turn on the water.										
12. Rinse the sink.										
13. Rinse your toothbrush out under the running water.										
14. Turn off the water.										
15. Put your toothbrush away.										
16. Place the cap back on your toothpaste.										
17. Put your toothpaste away.										
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

Brushing Teeth (pg.1 of 2)		Done?
	1. Pick up the toothpaste.	<input type="checkbox"/>
	2. Take the cap off the toothpaste.	<input type="checkbox"/>
	3. Turn on the water.	<input type="checkbox"/>
	4. Pick up the toothbrush.	<input type="checkbox"/>
	5. Wet the bristles of the toothbrush.	<input type="checkbox"/>
	6. Turn the water off.	<input type="checkbox"/>
	7. Squeeze a small amount of toothpaste onto the toothbrush.	<input type="checkbox"/>
	8. Touch the toothbrush to my teeth.	<input type="checkbox"/>
	9. Brush up and down and side-to-side for <u>2</u> minutes.	<input type="checkbox"/>
	10. Spit out the toothpaste into the sink.	<input type="checkbox"/>

Brushing Teeth (pg.2 of 2)		Done?
	11. Turn on the water.	<input type="checkbox"/>
	12. Rinse the sink.	<input type="checkbox"/>
	13. Rinse the toothbrush out under the running water.	<input type="checkbox"/>
	14. Turn off the water.	<input type="checkbox"/>
	15. Put the toothbrush away.	<input type="checkbox"/>
	16. Place the cap back on the toothpaste.	<input type="checkbox"/>
	17. Put the toothbrush away.	<input type="checkbox"/>



Take the cap off the toothpaste.



Pick up the toothbrush.



Pick up the toothpaste.



Turn on the water.



Turn the water off.



Touch the toothbrush to my teeth.



Wet the bristles of the toothbrush.



Squeeze a small amount of toothpaste onto the toothbrush.



Spit the toothpaste into the sink.



Rinse the sink.



**Brush up and down and side-to-side for
2 minutes.**



Turn on the water.



Turn off the water.



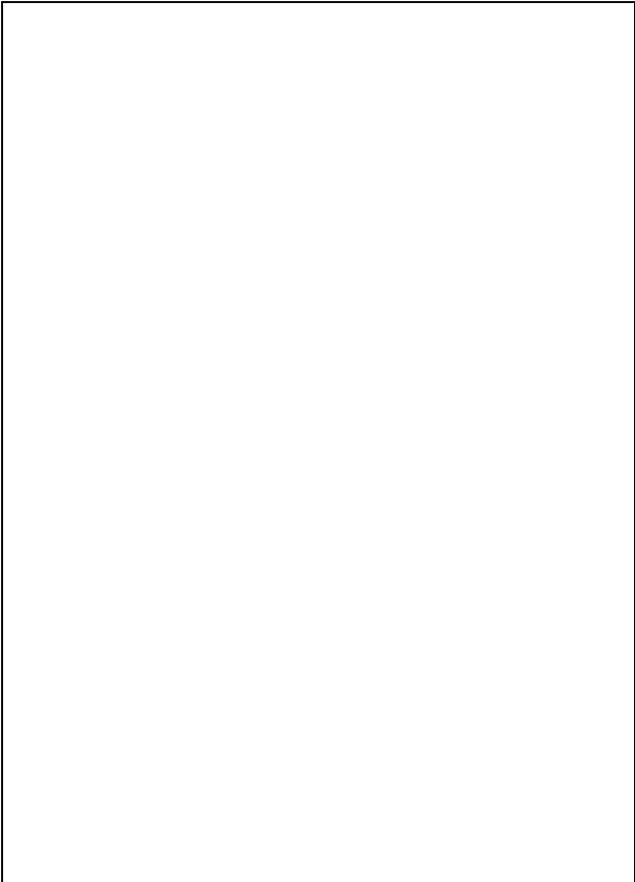
Place the cap back on the toothpaste.



Rinse the toothbrush out under the running water.



Put the toothbrush away.



Put the toothpaste away.

Brushing Teeth - Troubleshooting Card



If	Then
The toothpaste won't come out. 	Squeeze from the bottom and roll the toothpaste container up. 
I put too much toothpaste on the toothbrush. 	Scrape some off into the sink. 
The water from the sink is too warm/hot.	Turn off the hot water, and turn on the cold water. 
The toothbrush bristles are worn down. 	Get a new toothbrush. 
I need help. 	I will ask someone.