



Sample IEP Goal:

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

Possible Settings:

- Home (bedroom)
- Hotel room

Items Needed:

- Bed
- Top sheet
- Fitted sheet
- Pillowcase
- Comforter
- Pillows
- Hamper/laundry basket
- Task analysis
- Visual supports

Changing Sheets



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to change sheets. Have the student attempt to change sheets, 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 bedroom (natural environment), set-up a scenario for changing sheets in a transition classroom or in other available and appropriate locations (contrived situation).*
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 take the top sheet off the bed independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for changing sheets.
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 change sheets. 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, "Change the sheets." As the student completes each step to change sheets, 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.



Changing Sheets

Prompting/Fading Procedure

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, "Change the sheets," 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 sheet, etc.). If they still do not respond, offer the verbal prompt, "Get the clean fitted sheet." If they still do not take off the sheet, have them watch the segment of the video that models taking off the sheet. 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.

Planning for Generalization

- Have the student change sheets in a variety of settings (e.g., various bedrooms, hotel rooms, etc.).
- Have the student change a variety of sheets (e.g., various colors, various sizes, various fabrics, etc.).
- Have the student change sheets on a variety of beds (e.g., twin, queen, king, etc.).
- Have the student practice checking their work (e.g., making sure sheets are smooth, sheets are tucked in, pillows are fluffed, etc.).
- If you are unable to practice in a natural environment (bedroom, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Changing Sheets - 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. Take the comforter off the bed.										
2. Put the top sheet in the middle of the bed.										
3. Take the pillowcase off the pillow.										
4. Put the dirty pillowcase in the middle of the bed.										
5. Move the pillow off the bed.										
6. Move the fitted sheet to the middle of the bed.										
7. Put the dirty sheets in the hamper.										
8. Get the clean fitted sheet.										
9. Put the fitted sheet on the bed.										
10. Smooth out the sheet.										
11. Put the flat sheet on the bed.										
12. Tuck it into the bottom of the mattress.										
13. Make sure the sheet is smooth and flat.										
14. Put the pillowcase on the pillow.										
15. Put the pillow on the bed near the headboard.										
16. Put the comforter back on the bed.										
17. Make sure the comforter is flat and smooth.										
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

Changing Sheets (pg.1 of 2)		Done?
	1. Take the comforter off the bed.	<input type="checkbox"/>
	2. Put the top sheet in the middle of the bed.	<input type="checkbox"/>
	3. Take the pillowcase off the pillow.	<input type="checkbox"/>
	4. Put the dirty pillowcase in the middle of the bed	<input type="checkbox"/>
	5. Move the pillow off the bed.	<input type="checkbox"/>
	6. Move the fitted sheet to the middle of the bed.	<input type="checkbox"/>
	7. Put the dirty sheets in the hamper.	<input type="checkbox"/>
	8. Get the clean fitted sheet.	<input type="checkbox"/>
	9. Put the fitted sheet on the bed.	<input type="checkbox"/>
	10. Smooth out the sheet.	<input type="checkbox"/>

Changing Sheets (pg.2 of 2)		Done?
	11. Put the flat sheet on the bed.	<input type="checkbox"/>
	12. Tuck it under the bottom of the mattress.	<input type="checkbox"/>
	13. Make sure the sheet is smooth and flat.	<input type="checkbox"/>
	14. Put the pillowcase on the pillow.	<input type="checkbox"/>
	15. Put the pillow on the bed near the headboard.	<input type="checkbox"/>
	16. Put the comforter back on the bed.	<input type="checkbox"/>
	17. Make sure the comforter is flat and smooth.	<input type="checkbox"/>



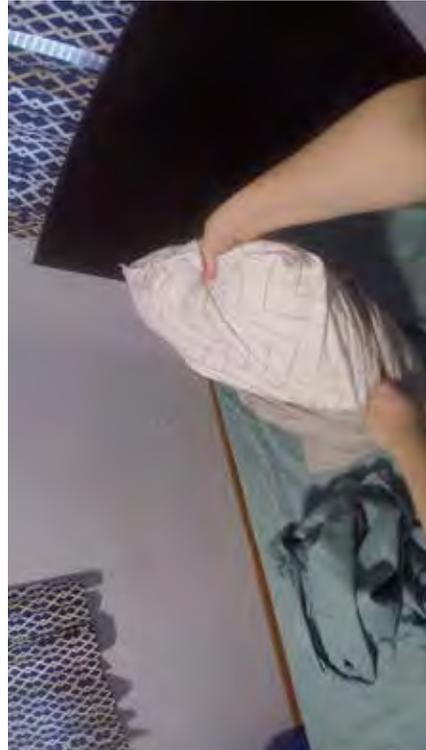
Put the top sheet in the middle of the bed.



Put the dirty pillowcase in the middle of the bed.



Take the comforter off the bed.



Take the pillowcase off the pillow.



Move the fitted sheet to the middle of the bed.



Get the clean fitted sheet.



Move the pillow off the bed.



Put the dirty sheets in the hamper.



Smooth out the sheet.



Tuck it under the bottom of the mattress.



Put the fitted sheet on the bed.



Put the flat sheet on the bed.



Put the pillowcase on the pillow.



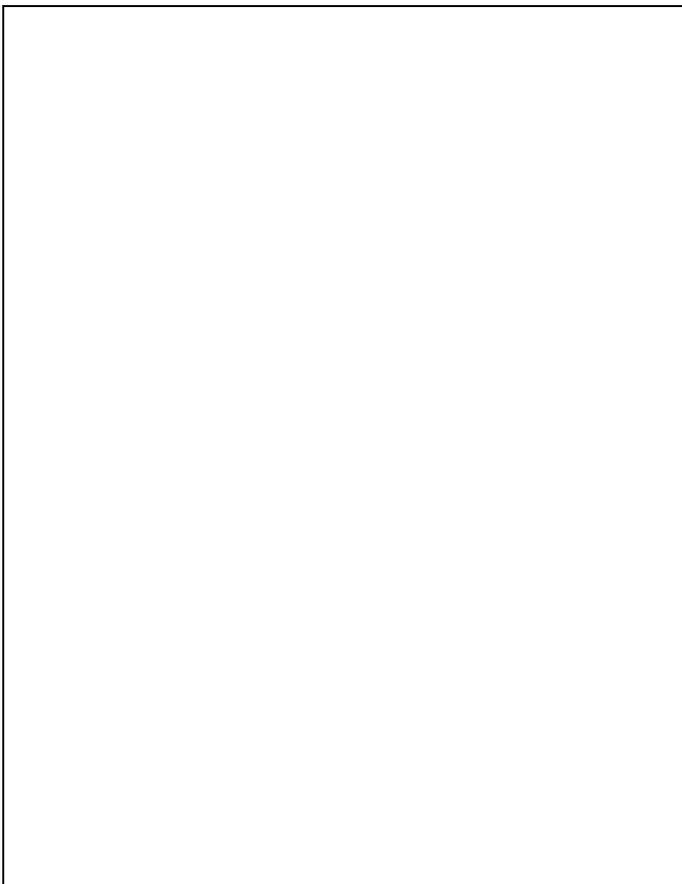
Put the comforter back on the bed.



Make sure the sheet is flat and smooth.



Put the pillow on the bed near the headboard.



Make sure the comforter is flat and smooth.

Changing Sheets - Troubleshooting Card



If	Then
<p>The sheet won't come off the bed.</p> 	<p>Pull the sheet off one side of the bed, then pull the rest of the sheet off from the other side.</p> 
<p>I don't have everything I need to make the bed (missing a pillowcase, etc.)</p> 	<p>Go find what I need (pillowcase, etc.), and then make the bed.</p> 
<p>I am having trouble putting the fitted sheet on.</p> 	<p>Make sure each corner of the sheet is tucked under the corner of the bed.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>