



Sample IEP Goal:

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

Possible Settings:

- Home
- Office
- School

Items Needed:

- Device
- Cord
- Electrical Outlet
- Task analysis
- Visual supports

Charging a Device



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to charge a device. Have the student attempt to charge a device, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor students and intervene as necessary to ensure student safety.
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 an outlet at home (natural environment), set-up a scenario for charging a device in the 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 get the charging cord independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for charging a device.
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 charge a device. 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, "Charge the device." As the student completes each step to charge a device, 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.



Charging a Device



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, "Charge the device," 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 cord etc.). If they still do not respond, offer the verbal prompt, "Plug the charging cord into the device." If they still do not plug in the cord, have them watch the segment of the video that models plugging in the cord. 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 charge a device in a variety of settings (e.g., various rooms in the home, car, workroom, etc.).
- Have the student use a variety of devices and chargers (e.g., cell phone, tablet, laptop, AAC device, different brands, etc.).
- Have the student practice what to do if the device isn't charging (e.g., check that the cord is plugged all the way in, try a different outlet, ask someone for help, etc.).
- Discuss community safety when charging a device. For instance, don't leave your device unattended in a community setting.
- Discuss appropriate times/locations to charge their device.

Charging a Device - 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. Notice that the battery is low. | | | | | | | | | | |
| 2. Get the charging cord. | | | | | | | | | | |
| 3. Plug the cord into the outlet. | | | | | | | | | | |
| 4. Plug the other end of the cord into the device. | | | | | | | | | | |
| 5. Wait for the device to charge. | | | | | | | | | | |
| 6. Unplug the charging cord from the device. | | | | | | | | | | |
| 7. Unplug the charging cord from the wall. | | | | | | | | | | |
| 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 |

| Charging a Device | | Done? |
|---|--|--------------------------|
|  | 1. Notice that the battery is low. | <input type="checkbox"/> |
|  | 2. Get the charging cord. | <input type="checkbox"/> |
|  | 3. Plug the cord into the outlet. | <input type="checkbox"/> |
|  | 4. Plug the other end of the cord into my device. | <input type="checkbox"/> |
|  | 5. Wait for my device to charge. | <input type="checkbox"/> |
|  | 6. Unplug the charging cord from my device. | <input type="checkbox"/> |
|  | 7. Unplug the charging cord from the wall. | <input type="checkbox"/> |



Notice that the battery is low.



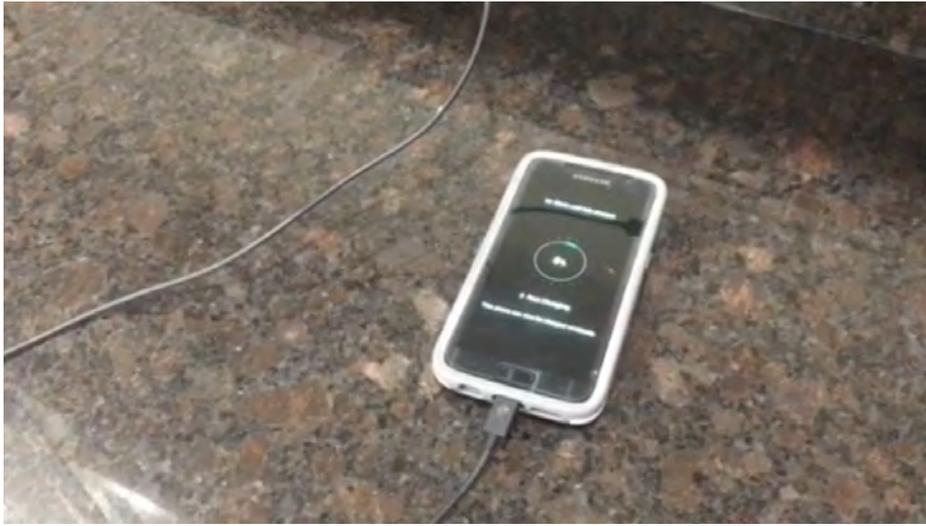
Get the charging cord.



Plug the cord into the outlet.



Plug the other end of the cord into my device.



Wait for my device to charge.



Unplug the charging cord from my device.



Unplug the charging cord from the wall.



| If | Then |
|--|--|
| <p>The charging cord doesn't fit in my device.</p>  | <p>Find the correct charging cord.</p>  |
| <p>My device is not charged, and I need to use it immediately.</p>  | <p>Use the device while it is plugged in and charging.</p>  |
| <p>I need to charge my device in a public place.</p>  | <p>Stay with the device. <u>Do not</u> leave the area.</p>  |
| <p>I need help.</p>  | <p>I will ask someone.</p> |