



Sample IEP Goal:

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

Possible Settings:

- Home
- Work Place
- Classroom
- Interior Windows
- Exterior Windows

Items Needed:

- Window
- Glass cleaner
- Paper towel
- Task analysis
- Visual supports

Cleaning Windows



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to clean windows. Have the student attempt to clean windows, 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 a home (natural environment), set up a scenario for cleaning windows 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 a clean paper towel independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for cleaning windows.
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 toward 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 clean windows. 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, "Clean the windows." As the student completes each step to clean windows, 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.



Cleaning Windows



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, "Clean the windows," 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 window cleaner, etc.). If they still do not respond, offer the verbal prompt, "Spray the window cleaner." If they still do not spray the window cleaner, have them watch the segment of the video that models spraying the window cleaner. 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 clean windows in a variety of settings (e.g., home, workplace, classroom, etc.).
- Have the student clean a variety of windows (e.g., small, large, interior, exterior, windows with/without interior frames/panes, windows on doors vs. walls, etc.).
- Have the student practice cleaning windows so there are no streaks.
- Have the student practice spraying the window again if there is still dirt/debris on the window after wiping it several times.
- Have the student practice cleaning windows using a variety of window cleaners (e.g., different brands, packaging, etc.).
- Discuss and have the student practice using good safety habits such as: aiming the cleaner away from you before applying, washing hands after using cleaning products, etc.

Cleaning Windows - 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. Get the window cleaner.										
2. Get a clean paper towel.										
3. Spray the window cleaner on the window.										
4. Use the paper towel to wipe the entire window.										
5. Check for dirty spots or smudges.										
6. If there is still a dirty spot, wipe that spot again.										
7. Make sure the window is clean.										
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

Cleaning Windows		Done?
	1. Get the window cleaner.	<input type="checkbox"/>
	2. Get a clean paper towel.	<input type="checkbox"/>
	3. Spray the window cleaner on the window.	<input type="checkbox"/>
	4. Use the paper towel to wipe the entire window.	<input type="checkbox"/>
	5. Check for dirty spots or smudges.	<input type="checkbox"/>
	6. If there is still a dirty spot, wipe that spot again.	<input type="checkbox"/>
	7. Make sure the window is clean.	<input type="checkbox"/>



Get the window cleaner.



Get a clean paper towel.



Spray the window cleaner on the window.



Use the paper towel to wipe the entire window.



Check for dirty spots or smudges.



If there is still a dirty spot, wipe that spot again.



Make sure the window is clean.



If	Then
<p>There are streaks.</p>	<p>Wipe the window again with a dry cloth or paper towel.</p> 
<p>I'm cleaning large outdoor windows.</p> 	<p>I might need to use a hose or a squeegee.</p> 
<p>I can't reach the window.</p>	<p>Use a step stool or ladder, and/or ask for help.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>