



### Sample IEP Goal:

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

### Possible Settings:

- Bathroom
- Kitchen

### Items Needed:

- Sink
- Cleaning Product
- Sponge/scrubber
- Task analysis
- Visual supports

# Cleaning a Sink



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to clean a sink. Have the student attempt to clean a sink, 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 bathroom (natural environment), set up a scenario for cleaning a sink 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 put cleaner in the sink independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for cleaning a sink.
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 a sink. Have **Transition to Adulthood** (on [www.teachtown.com](http://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 sink." As the student completes each step to clean a sink, 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 a Sink



## 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 sink," 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 sink, etc.). If they still do not respond, offer the verbal prompt, "Scrub the sink." If they still do not scrub the sink, have them watch the segment of the video that models scrubbing the sink. 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 a sink in a variety of settings (e.g., various bathroom setups, kitchen, etc.).
- Have the student use a variety of cleaning products (e.g., different brands, etc.).
- Have the student use a variety of "scrubbers" (e.g., sponge, rag, scrub brush, etc.).
- Have the student practice using gloves if they are using a bleach product.
- Discuss product safety (e.g., putting products away, testing water temperature, using gloves as needed, not putting hands in/near mouth while cleaning, washing hands after cleaning, ensure the can/bottle is pointed away from you before applying the cleaning product, 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 materials used, etc.).

## Cleaning a Sink - 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 cleaning product.										
2. Get the sponge.										
3. Get the sponge wet.										
4. Put cleaning product in the sink.										
5. Scrub the sink.										
6. Turn the water on.										
7. Rinse the sink out with warm water.										
8. Turn the water off.										
9. Put the cleaning product and sponge away.										
<b>TOTALS*</b>										

\*Total number of steps completed independently and accurately (could note percentage).

	I	G	V	M	P
<b>KEY</b>	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

Cleaning a Sink	Done?	
	<p>1. Get the cleaning product.</p>	<input type="checkbox"/>
	<p>2. Get the sponge.</p>	<input type="checkbox"/>
	<p>3. Get the sponge wet.</p>	<input type="checkbox"/>
	<p>4. Put cleaning product in the sink.</p>	<input type="checkbox"/>
	<p>5. Scrub the sink.</p>	<input type="checkbox"/>
	<p>6. Turn the water on.</p>	<input type="checkbox"/>
	<p>7. Rinse the sink out with warm water.</p>	<input type="checkbox"/>
	<p>8. Turn the water off.</p>	<input type="checkbox"/>
	<p>9. Put the sponge and cleaning product away.</p>	<input type="checkbox"/>



**Get the cleaning product.**



**Get the sponge.**



**Get the sponge wet.**



**Put cleaning product in the sink.**



**Scrub the sink.**



**Turn the water on.**



**Rinse the sink out with warm water.**



**Turn the water off.**



**Put the sponge and cleaning product away.**



If	Then
<p>The cleaning product has bleach.</p> 	<p>Wear gloves.</p> 
<p>The sink is still dirty.</p> 	<p>Clean it again and/or scrub harder.</p> 
<p>The water is too hot/cold.</p> 	<p>Adjust it until the water is warm.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>