



Sample IEP Goal:

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

Possible Settings:

- Bathroom
- Locker Room

Items Needed:

- Comb/Brush
- Mirror
- Task analysis
- Visual supports

Combing or Brushing Hair



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to comb or brush their hair. Have the student attempt to comb/brush their hair, 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 combing or brushing their hair using a mirror 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 the comb or brush on top of their head independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for combing/brushing their hair.
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 comb/brush their hair. 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, "Comb or brush your hair." As the student completes each step to comb/brush their hair, 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.



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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, "Comb/Brush your hair," 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 comb, etc.). If they still do not respond, offer the verbal prompt, "Pick up your comb." If they still do not pick up the comb, have them watch the segment of the video that models picking up the comb. 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 comb/brush their hair in a variety of settings (e.g., various bathrooms, locker room, mirror in locker, car mirror, etc.).
- Have the student use a variety of combs/brushes (e.g., different colors/styles, different bristles, different sizes, etc.).
- Have the student practice what to do if their hair gets stuck in the comb/brush (e.g., stop combing/brushing, use fingers to help pull hair loose, etc.).
- Have the student practice what to do if combing/brushing their hair hurts (e.g., hold hair close to scalp, use a different brush, start at the ends and work towards the scalp, use detangling spray, etc.).
- Have students practice using a comb or brush to make various hairstyles (e.g., ponytail, side part, 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.).

Combing or Brushing Hair - 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 your hair is messed up.										
2. Get a comb or brush.										
3. Put the comb or brush on the top of your head.										
4. Move the comb or brush through the ends of your hair.										
5. Repeat this over your whole head.										
6. Look in the mirror to make sure your hair is neat.										
7. If needed, fix any hair that is still messed up.										
8. Put the comb or brush 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

Combing or Brushing Hair		Done?
	1. Notice that my hair is messed up.	<input type="checkbox"/>
	2. Get a comb or brush.	<input type="checkbox"/>
	3. Put the comb or brush on the top of my head.	<input type="checkbox"/>
	4. Move the comb or brush through the ends of my hair.	<input type="checkbox"/>
	5. Repeat this over my whole head.	<input type="checkbox"/>
	6. Look in the mirror to make sure my hair is neat.	<input type="checkbox"/>
	7. If needed, fix any hair that is still messed up.	<input type="checkbox"/>
	8. Put the comb or brush away.	<input type="checkbox"/>



Notice that my hair is messed up.



Get a comb or brush.



Put the comb or brush on the top of my head.



Move the comb or brush through the ends of my hair.



Repeat this over my whole head.



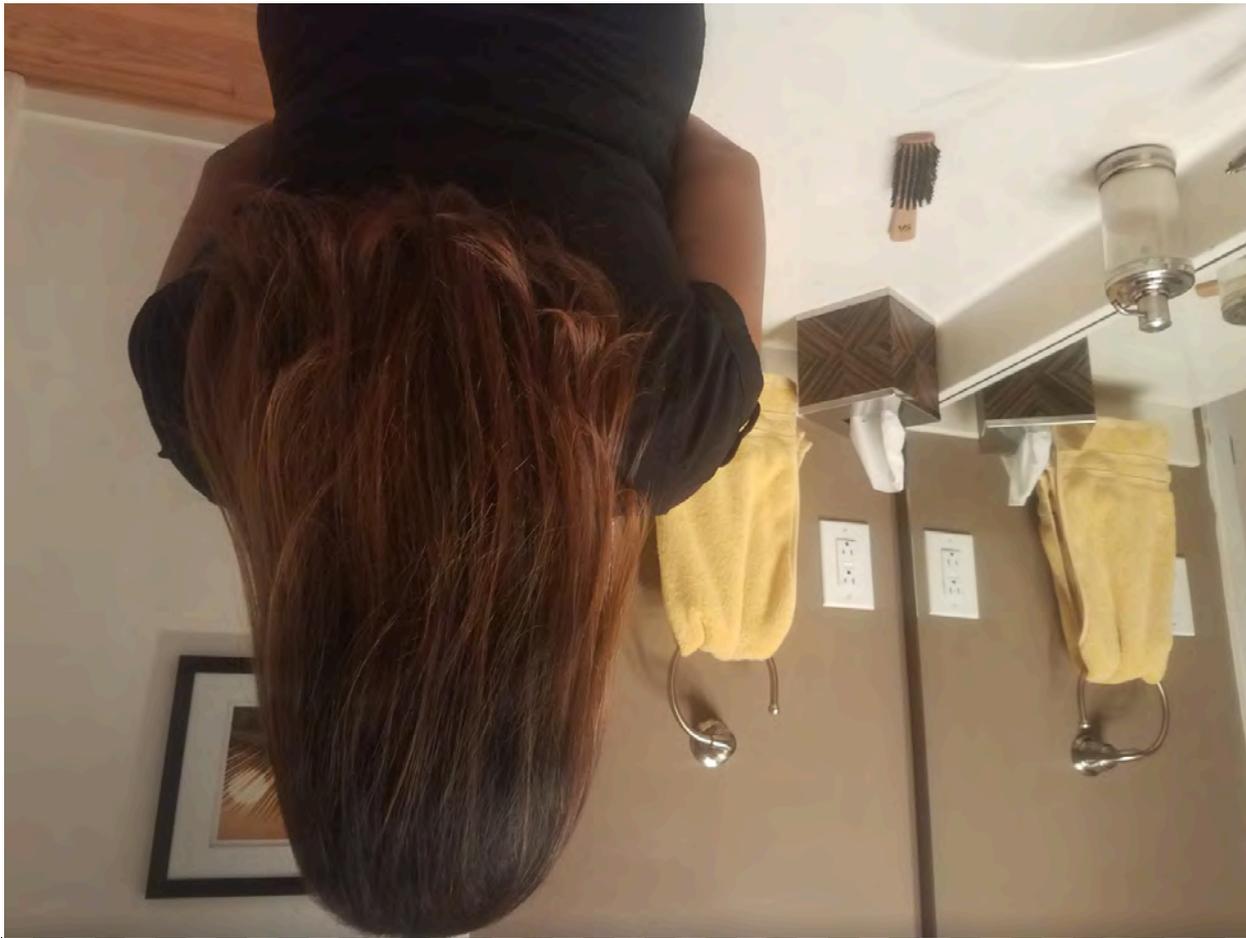
Look in the mirror to make sure my hair is neat.



If needed, fix any hair that is still messed up.



Put the comb or brush away.



If	Then
<p>My hair has a lot of tangles.</p> 	<p>Start brushing my hair from the bottom up.</p> 
<p>I want to style my hair.</p>  	<p>I will use my brush, hair products, or accessories to style my hair as I like.</p> 
<p>I want to check out the back of my hair.</p>  	<p>Use another mirror or ask someone for help.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>