



Sample IEP Goal:

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

Possible Settings:

- Home
- Classroom
- Work Place (e.g., furniture store, department store, etc.)

Items Needed:

- Furniture
- Duster
- Task analysis
- Visual supports

Dusting Furniture



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to dust furniture. Have the student attempt to dust furniture, 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 dusting furniture 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 take out the duster independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for dusting furniture.
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 dust furniture. Have the **Transition to Adulthood** (on www.teachtown.com) open to the online assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Dust the furniture." As the student completes each step to dust furniture, 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.



Dusting Furniture

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, "Dust the furniture," 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 duster, etc.). If they still do not respond, offer the verbal prompt, "Pick up the duster." If they still do not pick up the duster, have them watch the segment of the video that models picking up the duster. 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 dust furniture in a variety of settings (e.g., home, classroom, workplace, etc.).
- Have the student use a variety of methods to dust (e.g., duster, rag, etc.).
- Have the student dust a variety of items (e.g., table, chair, etc.).
- If you are unable to practice in a natural environment (home, etc.), make sure you vary the contrived situation (e.g., change locations, change materials used, etc.).

Dusting Furniture - 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 the surface is dusty.										
2. Remove the items from the areas you're going to dust.										
3. Take out the duster.										
4. Move the duster over the entire surface.										
5. Continue to dust until all the dust is gone.										
6. Check to make sure you didn't miss a spot.										
TOTALS*										

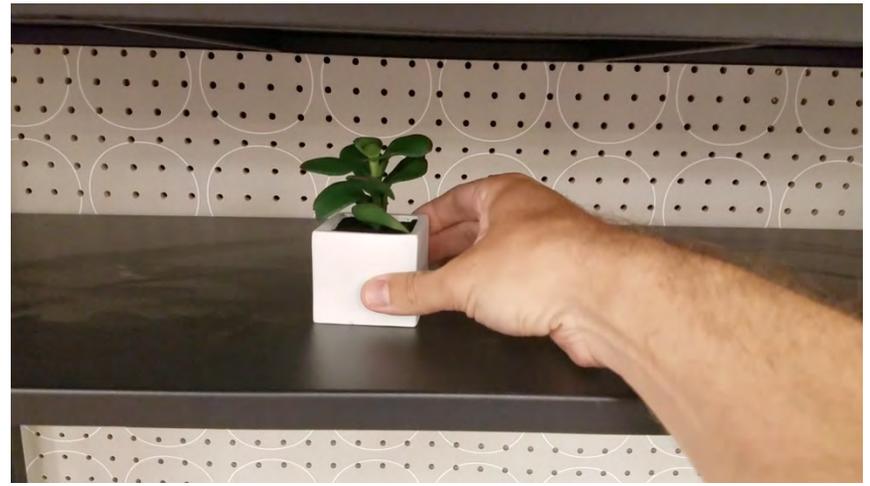
*Total number of steps completed independently and accurately (could note percentage).

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

Dusting Furniture		Done?
	1. Notice the surface is dusty.	<input type="checkbox"/>
	2. Remove the items from the areas I'm going to dust.	<input type="checkbox"/>
	3. Take out the duster.	<input type="checkbox"/>
	4. Move the duster over the entire surface.	<input type="checkbox"/>
	5. Continue to dust until all the dust is gone.	<input type="checkbox"/>
	6. Check to make sure I didn't miss a spot.	<input type="checkbox"/>



Notice the surface is dusty.



Remove the items from the areas I'm going to dust.



Take out the duster.



Move the duster over the entire surface.



Continue to dust until all the dust is gone.



Check to make sure I didn't miss a spot.



If	Then
<p>The duster is dirty.</p> 	<p>Clean it or get a new one.</p> 
<p>I don't have a duster.</p> 	<p>Use a cloth or rag.</p> 
<p>I missed a spot.</p> 	<p>Dust It again.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>