Nail Care

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to clip their nails. Have the student attempt to clip their nails, but offer no prompts. If the student is demonstrating unsafe behaviors with the nail clippers, you may intervene as necessary to maintain their safety. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). *Monitor students and intervene as needed 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 clipping their nails in the classroom over a trashcan 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 open the nail clippers independently and consistently, start the video at a point that shows the remaining steps).

2. Show the student the video model for clipping their nails.

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 clip their nails. 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, "Clip your nails." As the student completes each step to clip their nails, 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.

Nail Care

✋ 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, "Clip your nails," 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 nail clippers, etc.). If they still do not respond, offer the verbal prompt, "Pick up the nail clippers." If they still do not pick up the nail clippers, have them watch the segment of the video that models picking up the nail clippers. If they still do not respond, use hand-over-hand prompting to complete the step.

For steps in the task that pose a safety risk, such as positioning the clippers and clipping the nail, most-to-least prompts may be used (e.g., use hand-over-hand prompts initially to ensure they are clipping nails safely and not too short). Fade the prompt (moving from physical, to model, verbal, then gestural), gradually increasing the distance between the staff member and the learner as soon as it is safe and appropriate to do so.

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 clip their nails in a variety of settings (e.g., various bathrooms, locker room, etc.).

❑ Have the student use a variety of nail clippers (e.g., different brands, different styles, etc.).

❑ Have the student practice lining up the nail clipper evenly before attempting to clip their nails.

❑ Have the student practice cleaning up their nail clippings (e.g., sweep up, pick up with paper towel, throw in trash, etc.).

❑ Have the student practice what to do if they cut their nail too close (e.g., reposition the clippers, clean and put on band aid if it causes bleeding, etc.). You may want to implement the lesson for "Tending to a Minor Cut" prior to beginning this skill.

❑ If you are unable to practice in a natural environment (bathroom, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Nail Care - 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 fingernails are too long.										
2. Get nail clippers.										
3. Open the nail clippers.										
4. Put the nail clippers over the white part of the first nail.										
5. Make sure you can still see a little bit of the white part.										
6. Squeeze the nail clippers until your nail is cut.										
7. Repeat this until all your nails are trimmed.										
8. Close the nail clippers.										
9. Gather up the nail clippings and throw them in a trashcan.										
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

Nail Care		Done?
	1. Notice that my fingernails are too long.	☐
	2. Get the nail clippers.	☐
	3. Open the nail clippers.	☐
	4. Put the nail clippers over the white part of the first nail.	☐
	5. Make sure I can still see a little bit of the white part.	☐
	6. Squeeze the nail clippers until my nail is cut.	☐
	7. Repeat this until all my nails are trimmed.	☐
	8. Close the nail clippers.	☐
	9. Gather up the nail clippings and throw them away.	☐

Notice that my fingernails are too long.

Get the nail clippers.

Open the nail clippers.

Put the nail clippers over the white part of the first nail.

Make sure I can still see a little bit of the white part.

Squeeze the nail clippers until my nail is cut.

Repeat this until all my nails are trimmed.

Close the nail clippers.

Gather up the nail clippings and throw them away.

If		Then	
I cut myself.		Apply pressure to the cut, clean it, and put on a Band-Aid (if necessary).	
My nails are sharp or rough.		File them with a nail file until they're smooth.	
The nail clippers aren't cutting.		Make sure they are open.	
I need help.		I will ask someone.	