



Sample IEP Goal:

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

Possible Settings:

- Laundry room
- Laundromat
- Locker room with a dryer
- Transition classroom with a dryer

Items Needed:

- Dryer
- Clothes
- Task analysis
- Visual supports

Operating a Dryer



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to operate a dryer. Have the student attempt to operate a dryer, 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).
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 dryer door independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for operating a dryer.
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 operate a dryer. 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, "Dry the clothes." As the student completes each step to operate a dryer, 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.



Operating a Dryer

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, "Dry the clothes," 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 power button, etc.). If they still do not respond, offer the verbal prompt, "Push the power button." If they still do not push the power button, have them watch the segment of the video that models pushing the power button. 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 operate a dryer in a variety of settings (e.g., various types of laundry room set-ups such as laundromat, home laundry room, commercial laundry space, etc).
- Have the student use a variety of dryers (e.g., front load, top load, combination washer/dryer, etc.).
- Have the student practice using fabric softeners if appropriate.
- Have the student practice using a variety of dryer controls (e.g., start button vs no start button, knobs vs buttons, etc.).
- Have the student practice using a variety of dryer settings (e.g., various temperatures, etc.).
- Have the student practice checking and emptying the lint trap.
- If you are unable to practice in a natural environment (laundry room, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Operating a Dryer - 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. Open the door to the dryer.										
2. Take the clean, wet clothes out of the washing machine.										
3. Place your clean, wet clothes into the dryer.										
4. Put a dryer sheet in the dryer.										
5. Take out the lint trap.										
6. Take all the lint off.										
7. Throw the lint away in a trashcan.										
8. Put the lint trap back.										
9. Close the dryer door.										
10. Turn the power button on.										
11. Select the cycle.										
12. Push start.										
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

Operating a Dryer		Done?
	1. Open the door to the dryer.	<input type="checkbox"/>
	2. Take the clean, wet clothes out of the washing machine.	<input type="checkbox"/>
	3. Place the clean, wet clothes into the dryer.	<input type="checkbox"/>
	4. Put a dryer sheet in the dryer.	<input type="checkbox"/>
	5. Take out the lint trap.	<input type="checkbox"/>
	6. Take all the lint off.	<input type="checkbox"/>
	7. Throw the lint away in a trashcan.	<input type="checkbox"/>
	8. Put the lint trap back.	<input type="checkbox"/>
	9. Close the dryer door.	<input type="checkbox"/>
	10. Turn the power button on.	<input type="checkbox"/>
	11. Select the cycle.	<input type="checkbox"/>
	12. Push start.	<input type="checkbox"/>



Take the clean, wet clothes out of the washing machine.



Put a dryer sheet in the dryer.



Open the door to the dryer.



Place the clean, wet clothes into the dryer.



Take all the lint off.



Put the lint trap back.



Take out the lint trap.



Throw the lint away in a trashcan.



Turn the power button on.



Push start.



Close the dryer door.



Select the cycle.

Operating a Dryer - Troubleshooting Card



If	Then
<p>I don't know what cycle to choose.</p> 	<p>Choose "Normal."</p> 
<p>The dryer isn't starting.</p>	<p>Check: Is the power on? Is the door closed?</p> 
<p>I chose the wrong cycle or settings.</p>	<p>Turn the dryer off, turn it back on, and choose new settings.</p> 
<p>I need help</p> 	<p>I will ask someone.</p>