



### Sample IEP Goal:

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

### Possible Settings:

- Bedroom
- Living room
- Break room
- Classroom

### Items Needed:

- Music player
- Headphones
- Task analysis
- Visual supports

**Note:** Ensure that the music the student selects is appropriate during this lesson.

# Operating a Music Player



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to operate a music player. Have the student attempt to operate a music player, 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 plug the headphones into the music player independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for operating a music player.
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 music player. 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, "Listen to your music." As the student completes each step to operate the music player, 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 Music Player



## 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, "Listen to your music," 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 headphones, etc.). If they still do not respond, offer the verbal prompt, "Plug in your headphones." If they still do not plug in their headphones, have them watch the segment of the video that models plugging in the headphones. 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 music player in a variety of settings (e.g., home, break room, etc.).
- Have the student use a variety of music players (e.g., cell phone, tablet, etc.).
- Have the student practice using different methods to listen to music (e.g., streaming, downloaded songs, CDs, etc.).
- Have the student practice what to do if their device isn't working (e.g., turn it off and back on, check that it's charged, etc.).
- Discuss with the student times it's appropriate (e.g., home, during a break, on the bus, etc.) and inappropriate (e.g. when someone is talking, during instructional time, during work, etc.) to listen to a music player.
- If you are unable to practice in a natural environment make sure you vary the contrived situation (e.g., change locations, change setup, etc.).

## Operating a Music Player - Task Analysis for Data Collection

Student Name: \_\_\_\_\_

**Data Collection Phase** (circle one): *Use a different data sheet for each phase.*

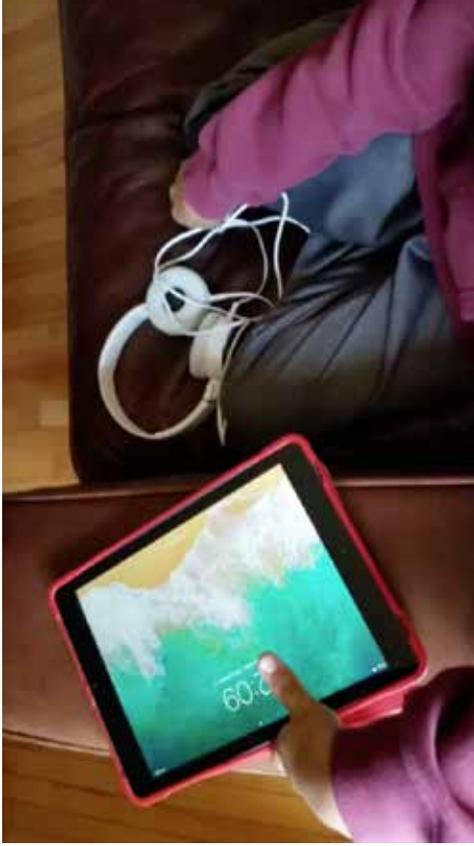
Baseline    Intervention    Maintenance    Generalization (specify): \_\_\_\_\_

DATE										
1. Get your music player.										
2. Get your headphones.										
3. Plug the headphones into the music player.										
4. Turn the music player on.										
5. Put the headphones on your head.										
6. Find the song you want to listen to.										
7. Push play.										
8. Find the volume controls.										
9. If the music is too quiet, turn the volume up.										
10. If it's too loud, turn the volume down.										
11. Listen to the music quietly to yourself.										
<b>TOTALS*</b>										

\*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 Music Player		Done?
	1. Get the music player.	<input type="checkbox"/>
	2. Get the headphones.	<input type="checkbox"/>
	3. Turn the music player on.	<input type="checkbox"/>
	4. Plug the headphones into the music player.	<input type="checkbox"/>
	5. Put the headphones on.	<input type="checkbox"/>
	6. Find the song I want to listen to.	<input type="checkbox"/>
	7. Push play.	<input type="checkbox"/>
	8. Find the volume controls.	<input type="checkbox"/>
	9. If the music is too quiet, turn the volume up.	<input type="checkbox"/>
	10. If the music is too loud, turn the volume down.	<input type="checkbox"/>
	11. Listen to the music quietly to myself.	<input type="checkbox"/>



**Get the headphones.**



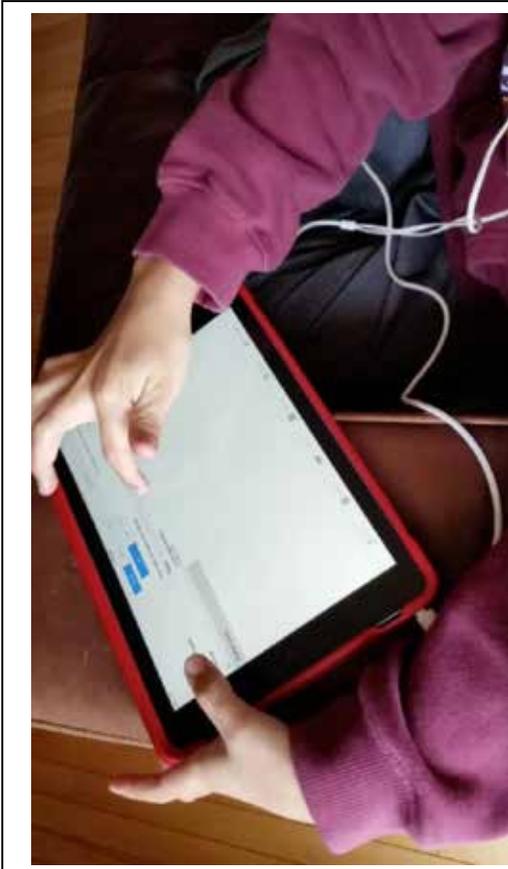
**Turn the music player on.**



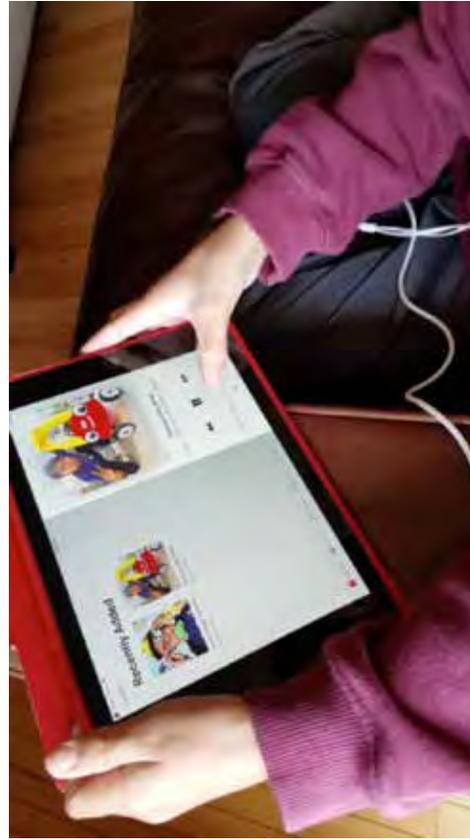
**Get the music player.**



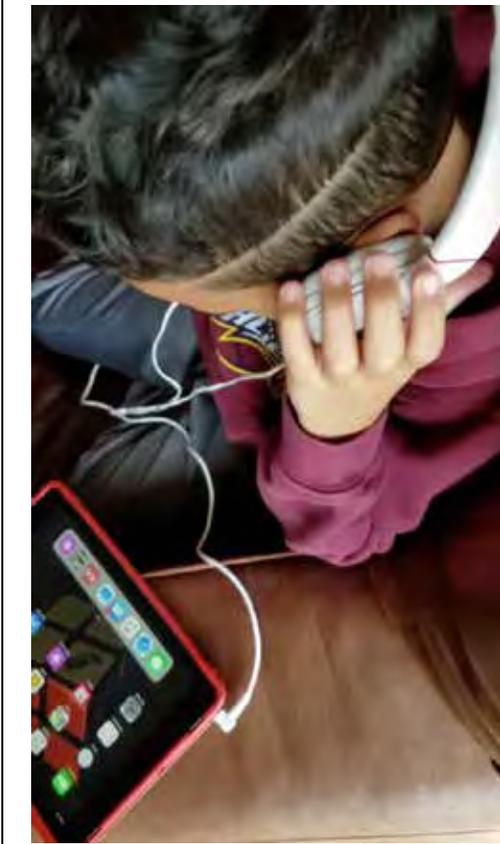
**Plug the headphones into the music player.**



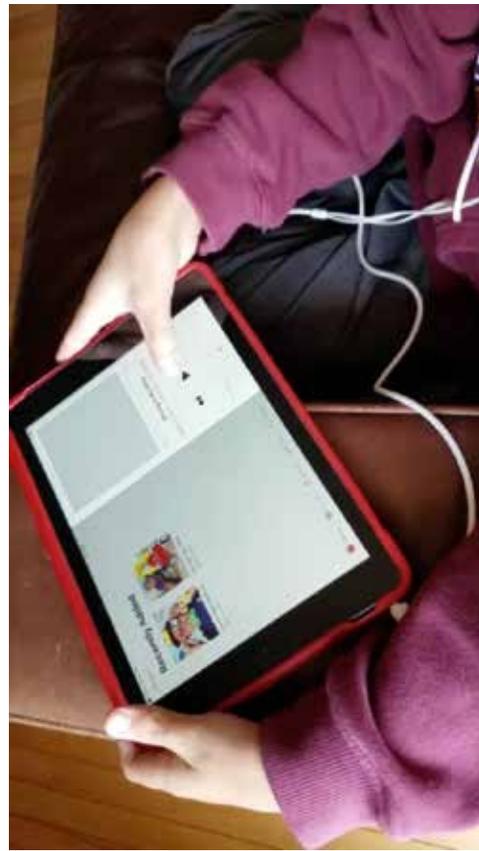
**Find the song I want to listen to.**



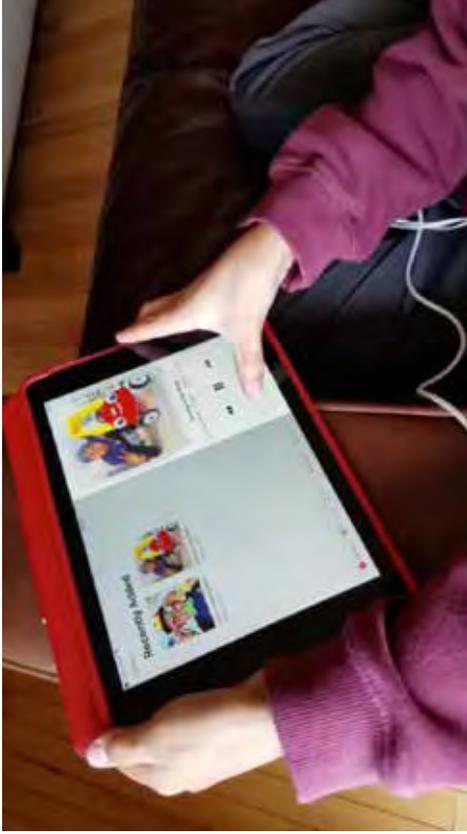
**Find the volume controls.**



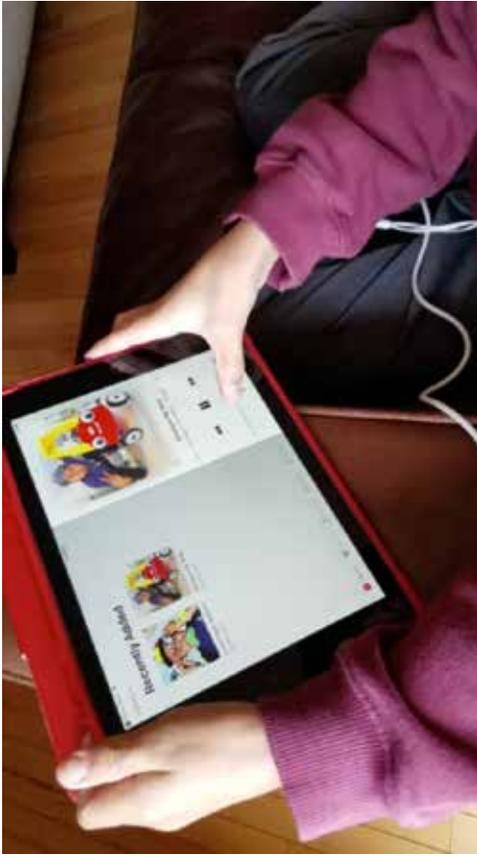
**Put the headphones on.**



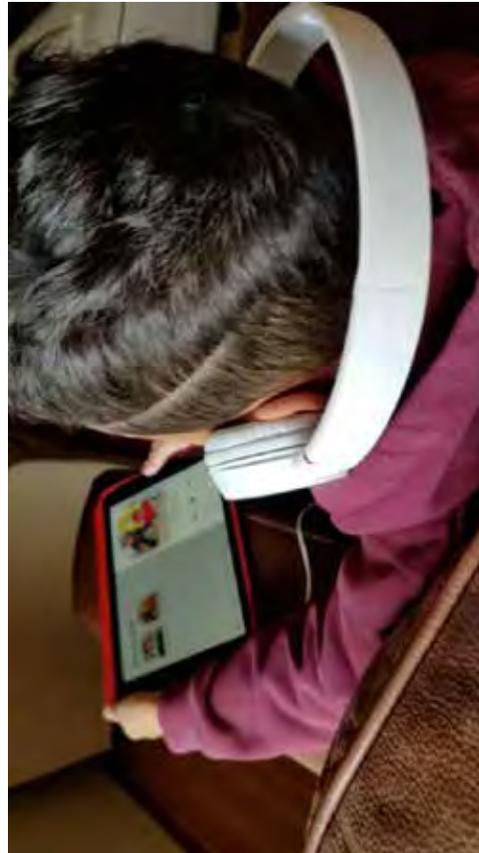
**Push play.**



**If the music is too loud,  
turn the volume down.**



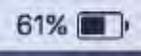
**If the music is too quiet, turn the  
volume up.**



**Listen to the music quietly to myself.**

## Operating a Music Player - Troubleshooting Card



If	Then
My music player isn't working. 	Check that your music player is charged and the power is turned on. 
I can't hear any music.	Make sure the headphones are plugged in, the power is on, and the volume is up. 
The music is too loud or too quiet.	Adjust the volume. 
I don't like the song that is playing.	Find another song. 
I need help. 	I will ask someone.