Operating a Washing Machine

Sample IEP Goal:

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

Possible Settings:

- Laundry room
- Laundromat
- Locker room with a washing machine
- Transition classroom with a washing machine

Items Needed:

- Washing machine
- Laundry detergent
- Clothes
- Task analysis
- Visual supports

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to operate a washing machine. Have the student attempt to operate a washing machine, but offer no prompts. Record their data on-line (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 washing machine 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 washing machine.
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 washing machine. 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, "Wash the clothes." As the student completes each step to operate a washing machine, 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, "Wash 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 <u>do not</u> 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 washing machine 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 washing machines (e.g., front load, top load, combination washer/dryer, etc.).

❑ Have the student use a variety of laundry detergents (e.g., liquid, powder, detergent packs, etc.).

❑ Ensure the student knows what settings to use when (e.g., cold water for colors, gentle cycle, etc.).

❑ Have the student practice using a variety of washing machine controls (e.g., start button vs. no start button, colors/whites label vs. hot/cold, etc.).

❑ Have the student practice using additional items like bleach, fabric softeners, stain removal, etc. as appropriate.

❑ 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 Washing Machine - 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 lid to the washing machine.										
2. Get laundry detergent.										
3. Take off the cap.										
4. Pour the appropriate amount of detergent into the cap.										
5. Add the detergent to the washing machine.										
6. Put the cap back on the detergent.										
7. Put the detergent away.										
8. Place the sorted clothes into the washing machine.										
9. Close the lid of the washing machine.										
10. Turn the power button on.										
11. Select the appropriate cycle and settings.										
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 Washing Machine		Done?
	1. Open the lid to the washing machine.	☐
	2. Get the laundry detergent.	☐
	3. Take the cap off.	☐
	4. Pour the appropriate amount of detergent into the cap.	☐
	5. Add the detergent to the washing machine.	☐
	6. Put the cap back on the detergent.	☐
	7. Put the detergent away.	☐
	8. Place the sorted clothes into the washing machine.	☐
	9. Close the lid of the washing machine.	☐
	10. Turn the power button on.	☐
	11. Select the appropriate cycle and settings.	☐
	12. Push start.	☐

Get the laundry detergent.

Pour the appropriate amount of detergent into the cap.

Open the lid to the washing machine.

Take the cap off.

Put the cap back on the detergent.

Place the sorted clothes into the washing machine.

Add the detergent to the washing machine.

Put the detergent away.

Turn the power button on.

Push start.

Close the lid of the washing machine.

Select the appropriate cycle and settings.

If	Then
I don't know which cycle or settings to select.	Select the appropriate temperature: **Whites – Warm or Hot Colors - Cold**
The washing machine isn't starting.	Check: Is the power on? Is the lid or door closed?
I chose the wrong settings.	Turn the washing machine off. Turn it back on and select new settings.
I forgot to add some dirty clothes.	Stop the washing machine. Add the clothes and start it again.
I need help	I will ask someone.