



Sample IEP Goal:

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

Possible Settings:

- Living room
- Media room
- Break room

Items Needed:

- TV
- Remote control
- Task analysis
- Visual supports

Operating the TV



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to operate a TV. Have the student attempt to operate a TV, 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). *If you can't access a living room (natural environment), set up a scenario for watching TV in a 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 push the power button independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for operating the TV.
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 the TV. 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, "Watch TV." As the student completes each step to operate the TV, 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 the TV



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, "Watch TV," 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 remote control, etc.). If they still do not respond, offer the verbal prompt, "Pick up the remote control." If they still do not pick up the remote control, have them watch the segment of the video that models picking up the remote control. 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 TV in a variety of settings (e.g., living room, break room, etc.).
- Have the student practice using a variety of remote controls (e.g., cable, internet streaming, etc.).
- Have the student practice using a variety of televisions (e.g. flat screen, large, small, various brands, etc.).
- Have the student practice using buttons to go directly to a channel.
- Have the student practice accessing the TV guide.
- Have the student practice using an subscription/streaming system.
- Have the student practice how to use 2 remotes (e.g., power button on the TV remote, change channels on the cable remote).
- Have the student practice using all the various features of the remote (e.g., menu, info, going back to previous channel, volume, mute, channel, DVR, etc.).
- If you are unable to practice in a natural environment (living room, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Operating the TV - Task Analysis for Data Collection

Student Name: _____

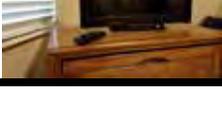
Data Collection Phase (circle one): *Use a different data sheet for each phase.*

Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Pick up the remote control.										
2. Push the “power” button.										
3. Find the volume controls.										
4. Push the “volume up” button to make the TV louder.										
5. Push the “volume down” button to make the TV quieter.										
6. Find the channel buttons.										
7. Push the “channel up” button to move the next channel.										
8. Push the “channel down” button to go to a lower channel number.										
9. Stop on a show you want to watch.										
10. Watch TV.										
11. When you’re done watching, push the “power” button off.										
12. Put the remote control away.										
TOTALS*										

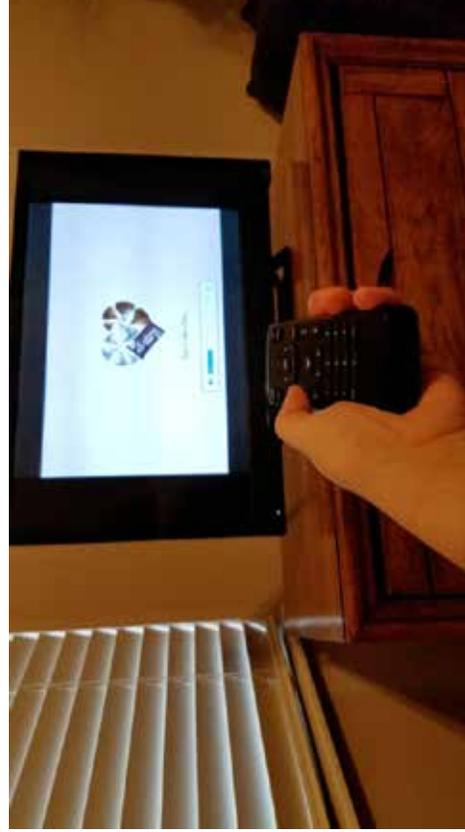
*Total number of steps completed independently and accurately (could note percentage).

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 the TV		Done?
	1. Pick up the remote control.	<input type="checkbox"/>
	2. Push the "power" button.	<input type="checkbox"/>
	3. Find the volume controls.	<input type="checkbox"/>
	4. Push the "volume up" button to make the TV louder.	<input type="checkbox"/>
	5. Push the "volume down" button to make the TV quieter.	<input type="checkbox"/>
	6. Find the channel buttons.	<input type="checkbox"/>
	7. Push the "channel up" button to move to the next channel.	<input type="checkbox"/>
	8. Push the "channel down" button to go to a lower channel.	<input type="checkbox"/>
	9. Stop on a show I want to watch.	<input type="checkbox"/>
	10. Watch TV.	<input type="checkbox"/>
	11. When I'm done watching, I push the "power" button to turn the TV off.	<input type="checkbox"/>
	12. Put the remote control away.	<input type="checkbox"/>



Push the “power” button.



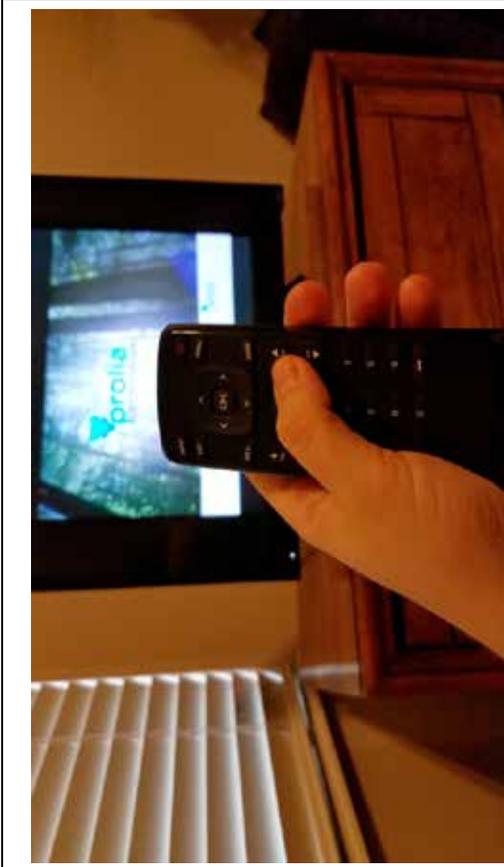
Push the “volume up” button to make the TV louder.



Pick up the remote control.



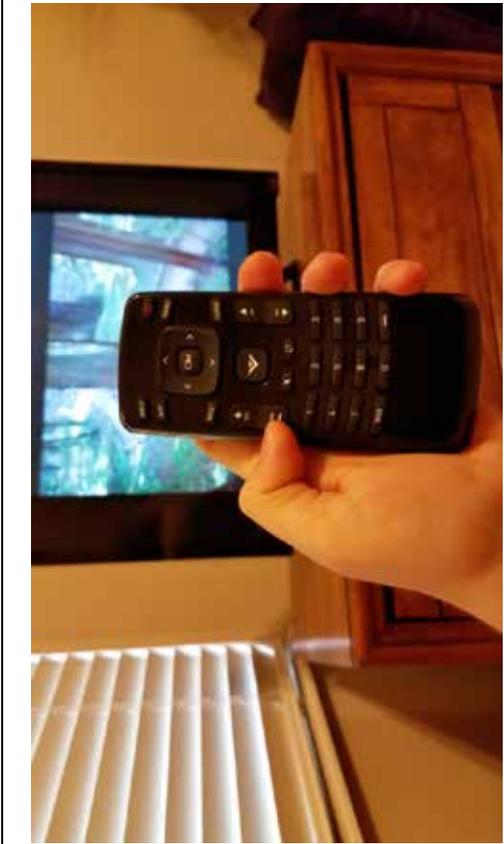
Find the volume controls.



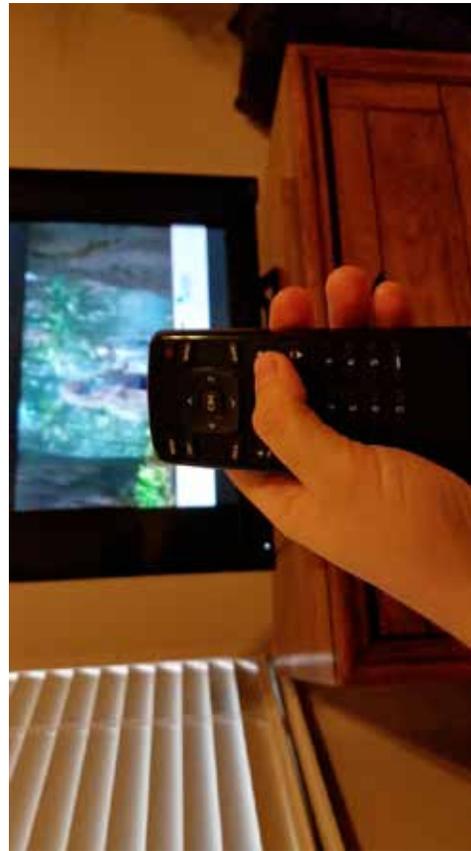
Find the channel buttons.



Push the “channel down” button to go to a lower channel number.



Push the “volume down” button to make the TV quieter.



Push the “channel up” button to move to the next channel.



Watch TV.



Put the remote control away.

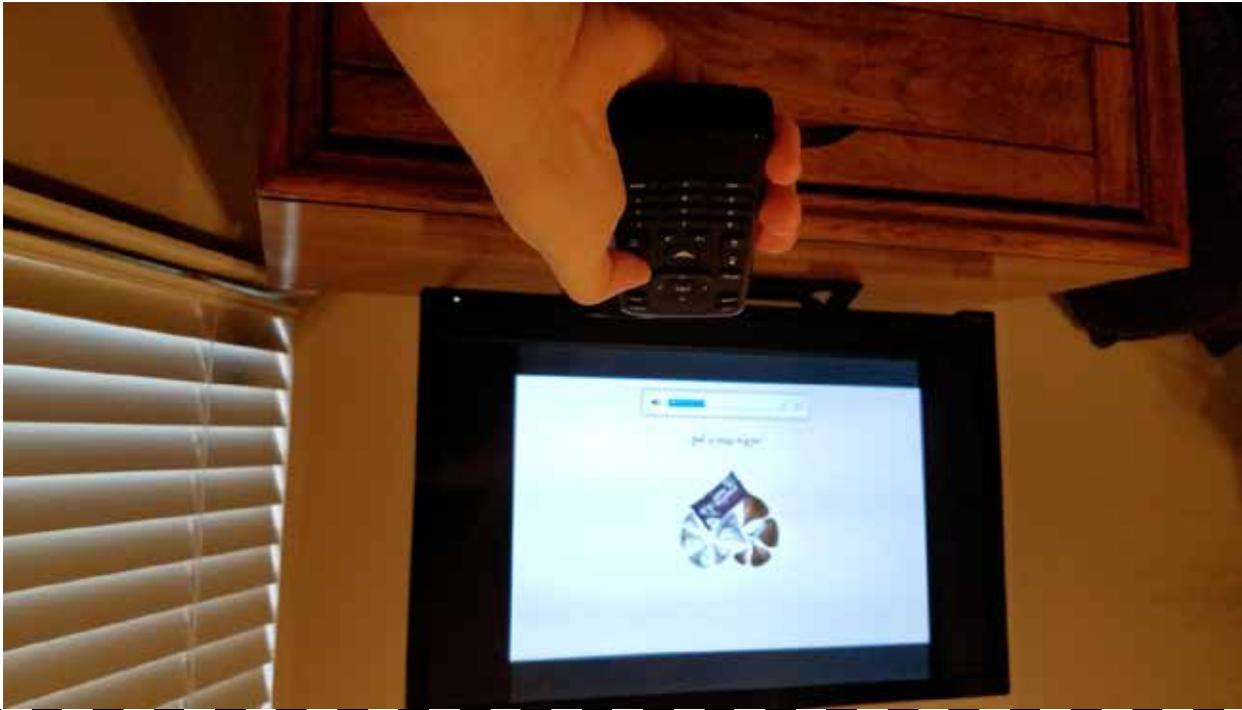


Stop on a show I want to watch.



When I'm done watching, I push the "power" button to turn the TV off.

Operating the TV - Troubleshooting Card



If	Then
The remote isn't working.	Change the batteries. 
I want to look at the TV guide.	Push the guide button on the remote. 
I don't like the show that is on the TV.	Change the channel until I find a show I like. 
I need help. 	I will ask someone.