Sample IEP Goal:

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

Possible Settings:

- Bathroom Tub
- Pet Grooming Station
- Pet Store
- Humane Society
- Boarding Facility
- Veterinary Office

Items Needed:

- Dog
- Pet Shampoo
- Brush
- Towel
- Collar
- Faucet/sprayer nozzle/water
- Task analysis
- Visual supports

Note: Monitor the student closely during this activity to ensure the safety of both the student and the animal. If they do not demonstrate adequate safety judgment, or the ability to treat the animal respectfully, skip this skill altogether.

Pet Care (Bathing a Dog)

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to bathe a dog. **During baseline, maintain close proximity and use physical guidance (if needed) to assess their safety judgement before allowing them to access the dog with less supervision.** 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 grooming station at a community-based location (natural environment), set-up a scenario for bathing a dog in a shower or in other available and appropriate locations (contrived situation), or skip this skill.
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 get the dog's body wet independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for bathing a dog.
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 toward 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 bathe a dog. 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, "Give the dog a bath." As the student completes each step to bathe the dog, 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.

Pet Care (Bathing a Dog)

✋ 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, "Give the dog a bath," 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 dog, etc.). If they still do not respond, offer the verbal prompt, "Rub the shampoo all over the dog." If they still do not put the shampoo on the dog, have them watch the segment of the video that models putting the shampoo on the dog. 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 bathe a dog in a variety of settings (e.g., home bathtub, standing grooming station, veterinarian office, pet store grooming area, etc.).

❏ Have the student use a variety of grooming products (e.g., various shampoos, brushes, etc.).

❏ Have the student bathe a variety of dogs or other appropriate animals (e.g., long hair, short hair, small, large, etc.).

❏ Have the student practice putting the dog's collar back on after the dog is dry.

❏ Have the student practice using reinforcers (e.g., dog treats, petting, etc.) to help the dog be comfortable and cooperate.

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

IMPORTANT NOTE

If at any point you question the safety of the student or the dog, intervene immediately and discontinue the session.

Pet Care (Bathing a Dog) - 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. Take off the dog's collar.										
2. Turn on the water.										
3. Check that the water temperature is not too hot or too cold.										
4. Get the dog's body wet.										
5. Turn the water off.										
6. Get a small amount of pet shampoo.										
7. Rub the shampoo all over the dog.										
8. Turn the water back on.										
9. Check that the water temperature is not too hot or too cold.										
10. Rinse all the shampoo off the dog.										
11. Turn the water off.										
12. Dry the dog with a towel.										
13. Brush the dog.										
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

Pet Care – Bathing a Dog (pg. 1 of 2)		Done?
	1. Take off the dog's collar.	☐
	2. Turn on the water.	☐
	3. Check that the water temperature is not too hot or too cold.	☐
	4. Get the dog's body wet.	☐
	5. Turn the water off.	☐
	6. Get a small amount of pet shampoo.	☐
	7. Rub the shampoo all over the dog.	☐
	8. Turn the water back on.	☐

Pet Care – Bathing a Dog (pg. 2 of 2)	Done?
9. Check that the water temperature is not too hot or too cold.	☐
10. Rinse all the shampoo off the dog.	☐
11. Turn the water off.	☐
12. Dry the dog with a towel.	☐
13. Brush the dog.	☐

Take off the dog's collar.

Turn on the water.

Check that the water temperature is not too hot or too cold.

Get the dog's body wet.

Turn the water off.

Get a small amount of pet shampoo.

Rub the shampoo all over the dog.

Turn the water back on.

Check that the water temperature is not too hot or too cold.

Rinse all the shampoo off the dog.

Turn the water off.

Dry the dog with a towel.

Brush the dog.

If	Then
The water is too hot or cold.	Adjust the water temperature so it is comfortable for the dog.
I get wet.	Dry off with a clean towel.
The dog starts growling.	Wait until the dog calms down. If the dog does not calm down, do not give the dog a bath.
I don't have a sprayer nozzle.	Use cups of water to rinse the dog off.
I need help.	I will ask someone.