



### Sample IEP Goal:

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

### Possible Settings:

- Outdoors (garden, flowerbed, etc.)
- Plant Pot

### Items Needed:

- Soil
- Seeds
- Gardening Gloves
- Shovel
- Watering Can
- Task analysis
- Visual supports

# Planting Seeds



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to plant seeds. Have the student attempt to plant seeds, 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 garden (natural environment), set-up a scenario for planting seeds in a pot 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 put the gloves on independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for planting seeds.
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 plant seeds. 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, "Plant the seeds." As the student completes each step to plant seeds, 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.



# Planting Seeds

## 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, "Plant the seeds," 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 seed etc.). If they still do not respond, offer the verbal prompt, "Place the seed in the hole." If they still do not place the seed in the hole have them watch the segment of the video that models placing the seed in the hole. 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 plant seeds in a variety of settings (e.g., garden, plant pot, etc.).
- Have the student plant a variety of seeds and other small plants.
- Have the student read the back of the seed packet to ensure they are providing the correct amount of sun/water, planting at the appropriate depth, spacing seeds appropriately, planting at the ideal time of year, etc.
- Have the student practice checking on their seed and determining if it needs more/less water.
- Have the student practice removing weeds, rocks, etc., from the area prior to planting.
- Have the student practice thinning out the plants (appropriate/recommended spacing) once they sprout.
- Have the student practice what to do if they do not have a watering can (e.g., use a hose, bucket of water, etc.).
- If you are unable to practice in a natural environment (garden, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

## Planting Seeds - 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 the gloves, shovel, seeds and watering can.										
2. Go to the garden where you want to plant the seeds.										
3. Put the gloves on.										
4. Loosen and turn the soil with the shovel.										
5. Make a hole where the seeds will go.										
6. Put seeds in the hole.										
7. Cover the hole with soil.										
8. Mark the area where you planted the seeds.										
9. Fill up the watering can.										
10. Carefully water the seeds you planted.										
<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

Planting Seeds		Done?
	1. Get the gloves, shovel, seeds, and watering can.	<input type="checkbox"/>
	2. Put the gloves on.	<input type="checkbox"/>
	3. Go to the garden where I want to plant the seeds.	<input type="checkbox"/>
	4. Loosen and turn the soil with the shovel.	<input type="checkbox"/>
	5. Make a hole where the seeds will go.	<input type="checkbox"/>
	6. Put the seeds in the hole.	<input type="checkbox"/>
	7. Cover the hole with soil.	<input type="checkbox"/>
	8. Mark the area where I planted the seeds.	<input type="checkbox"/>
	9. Fill up the watering can.	<input type="checkbox"/>
	10. Carefully water the seeds I planted.	<input type="checkbox"/>



**Get the gloves, shovel, seeds, and watering can.**



**Put the gloves on.**



**Go to the garden where I want to plant the seeds.**



**Loosen and turn the soil with the shovel.**



**Make a hole where the seeds will go.**



**Put the seeds in the hole.**



**Cover the hole with soil.**



**Mark the area where I planted the seeds.**



**Fill up the watering can.**



**Carefully water the seeds I planted.**



If	Then
<p>I am not sure how much water/sunlight my seeds need.</p> 	<p>Read the back of the seed packet or look online.</p> 
<p>There isn't enough room to plant my seeds.</p> 	<p>Find another place to plant the seeds.</p> 
<p>There are weeds or dead leaves where I want to plant.</p> 	<p>Pull the weeds and clear the area before planting.</p> 
<p>I forget to mark where I planted my seeds.</p> 	<p>Wait for the seeds to sprout or plant other seeds in a completely different spot.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>