Running a Vacuum

Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to run a vacuum. Have the student attempt to run a vacuum 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 natural environment, set-up a scenario for running a vacuum in the 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 plug in the vacuum independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for running a vacuum.
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 run a vacuum. 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, "Vacuum the floor." As the student completes each step to run the vacuum, 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, "Vacuum the floor," 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 vacuum, etc.). If they still do not respond, offer the verbal prompt, "Turn on the vacuum." If they still do not turn on the vacuum, have them watch the segment of the video that models turning on the vacuum. 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 use the vacuum in a variety of settings (e.g., classroom, place of work, home, etc.).

❑ Have the student use a variety of vacuums (e.g., battery operated, hand vacuum, different features, etc.).

❑ Have the student practice vacuuming on different surfaces (e.g., carpet, hardwood, rugs, etc.).

❑ Have the student practice what to do if something gets stuck in the brush/roller, what to do if the bag is full, what to do if something is too big to be picked up by the vacuum, etc.

❑ Have the student practice emptying the vacuum bag/dirt container/bin.

❑ 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.).

Running a Vacuum - Task Analysis for Data Collection
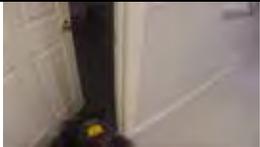
Student Name: _____

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

    Baseline   Intervention   Maintenance   Generalization (specify): _____

DATE										
1. Remove large items from the area you will vacuum.										
2. Get the vacuum out.										
3. Unwrap the cord from the back of the vacuum.										
4. Carefully plug the cord into the wall.										
5. Press the start or power button.										
6. Push the vacuum around all areas you wish to vacuum.										
7. Turn the vacuum off.										
8. Carefully unplug the cord from the wall.										
9. Wrap the cord up on the vacuum.										
10. Put the vacuum 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

Running a Vacuum	Done?
1. Remove large items from the area.	☐
2. Get the vacuum out.	☐
3. Unwrap the cord from the back of the vacuum.	☐
4. Carefully plug the cord into the wall.	☐
5. Press the start or power button.	☐
6. Push the vacuum around the whole area.	☐
7. Turn the vacuum off.	☐
8. Carefully unplug the cord from the wall.	☐
9. Wrap the cord up on the vacuum.	☐
10. Put the vacuum away.	☐

Get the vacuum out.

Carefully plug the cord into the wall.

Remove large items from the area.

Unwrap the cord from the back of the vacuum.
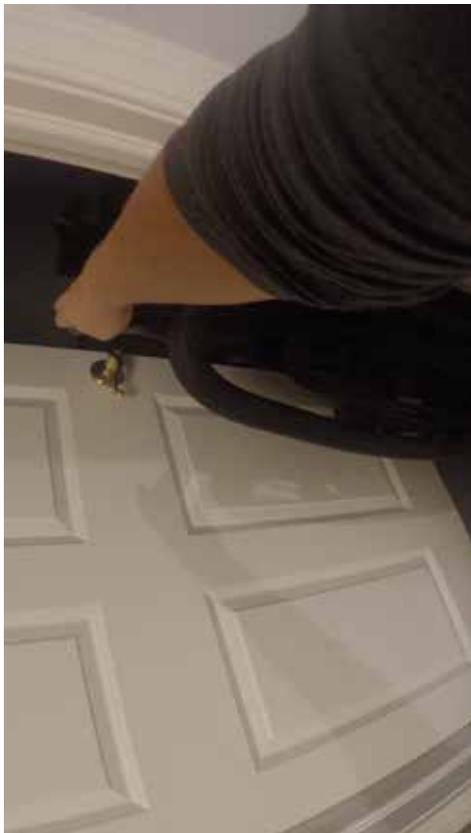
Push the vacuum around the whole area.

Carefully unplug the cord from the wall.

Press the start or power button.

Turn the vacuum off.

Put the vacuum away.

Wrap the cord up on the vacuum.

If	Then
The cord doesn't reach to the area I want to vacuum.	Unplug the cord and plug it into an outlet that is closer.
The vacuum bag/dirt compartment is full.	Empty it into the trash can.
The area still looks dirty.	Go back over that spot with the vacuum.
I need help.	I will ask someone.