Using a Screwdriver

Sample IEP Goal:

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

Possible Settings:

- Home
- Workshop
- Building Site
- Classroom

Items Needed:

- Screwdriver
- Screw
- Surface (e.g.,wood, shelf, etc.)
- Task analysis
- Visual supports

Note: Because a screwdriver is to be used in this task, monitor the student closely during this activity to ensure safety. If they do not demonstrate adequate safety judgment, or the ability to use a screwdriver safely, skip this skill altogether.

Preparing for the Lesson

1. **Read Prompting/Fading Procedures prior to having the student attempt the task.**
2. Prior to beginning the lesson, gather baseline data to assess the student's current ability to use a screwdriver. Have the student attempt to use a screwdriver independently, however you may offer prompts only to ensure student safety, not for accuracy of step completion. If the student begins to exhibit unsafe behavior with the screwdriver (e.g., holding it inappropriately, running with it in their hands, etc.), intervene immediately. Record their baseline data online (or you may use the task analysis attached if a computer/tablet is not available).
3. 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 workshop (natural environment), set-up a scenario for using a screwdriver with a school item or in other available and appropriate locations (contrived situation).
4. 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 fit the screwdriver in the grooves on the head of the screw independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for using a screwdriver.
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 use a screwdriver. 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, "Use the screwdriver." As the student completes each step to use a screwdriver, note whether they completed the step independently, or what level of prompting they required.
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, "Use a screwdriver," 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 screwdriver, etc.). If they still do not respond, offer the verbal prompt, "Get the screwdriver that matches the grooves in the top of the screw." If they still do not pick up the screwdriver, have them watch the segment of the video that models getting the screwdriver. If they still do not respond, use hand-over-hand prompting to complete the step.

If the student begins to exhibit unsafe behavior with the screwdriver (e.g., their hands are in the way, swinging or running with the screwdriver, etc.), intervene immediately with any level of prompt necessary to maintain safety.

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 use a screwdriver in a variety of settings (e.g., various rooms in the home, workshop, etc.).
- ❑ Have the student use a variety of screwdrivers and screws (e.g., Phillips-head, flat head, different sizes, etc.).
- ❑ Have the student practice using a screwdriver for a variety of items (e.g., remote, toy, electronic device, etc.).
- ❑ Have the student practice what to do if the screwdriver doesn't fit in the screw (e.g., make sure you have the right type of screwdriver, get a smaller screwdriver).
- ❑ Have the student practice what to do if they strip the screw (e.g., push down harder as they turn, remove and use a new one, etc.).
- ❑ Have the student practice what to do if they hurt themselves (e.g., apply an ice pack, get a Band-Aid, seek help if needed, etc.).
- ❑ Have the student practice wearing gloves and goggles if needed.
- ❑ If you are unable to practice in a natural environment (home, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Using a Screwdriver - Task Analysis for Data Collection

Student Name: _____

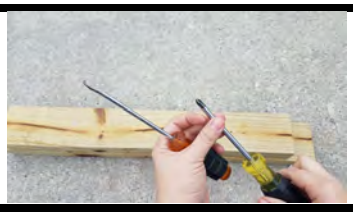
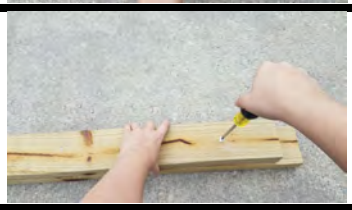
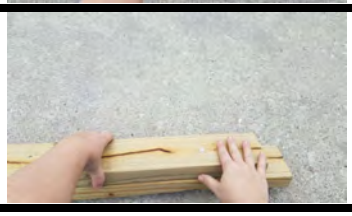
Data Collection Phase (circle one): *Use a different data sheet for each phase.*

Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Look at the screw to see if you need a Phillips-head or a flathead screwdriver.										
2. Get the screwdriver that matches the grooves in the top of the screw.										
3. Hold the screw where you want it to go.										
4. Fit the screwdriver in the grooves in the top of the screw.										
5. Move your hand away from the screw.										
6. Turn the screwdriver and push as you turn.										
7. Continue to turn the screwdriver until the screw is fully in place.										
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

Using a Screwdriver		Done?
	1. Look at the screw to see if I need a Phillips-head or a flathead screwdriver.	☐
	2. Get the screwdriver that matches the grooves in the top of the screw.	☐
	3. Hold the screw where I want it to go.	☐
	4. Fit the screwdriver in the grooves in the top of the screw.	☐
	5. Move my hand away from the screw.	☐
	6. Turn the screwdriver and push as I turn.	☐
	7. Continue to screw the screwdriver until the screw is fully in place.	☐

Look at the screw to see if I need a Phillips-head or a flathead screwdriver.

Get the screwdriver that matches the grooves in the top of the screw.

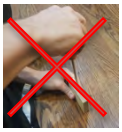
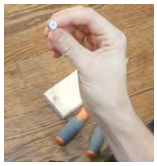
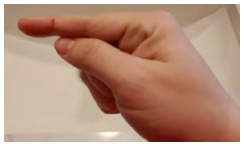
Hold the screw where I want it to go.

Fit the screwdriver in the grooves in the top of the screw.

Move my hand away from the screw.

Turn the screwdriver and push as I turn.

Continue to screw the screwdriver until the screw is fully in place.

If	Then
My screwdriver does not fit the screw. 	Make sure you are using the correct screwdriver (Philips head, flat head, etc.) 
The screw is not going in. 	Turn to the right to tighten the screw. Turn to the left to loosen or remove the screw. 
The screw is going in crooked. 	Stop, take the screw out, and try again. 
I hurt myself. 	Apply pressure and/or ice to the injury. If it is serious, seek help and/or call 911. 
I need help. 	I will ask someone.