Applying Sunscreen

Sample IEP Goal:

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

Possible Settings:

- Various locations (outside, near water, school, home, etc.)

Items Needed:

- Sunscreen
- Task analysis
- Visual supports

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to apply sunscreen. Have the student attempt to apply sunscreen 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). Ensure that students to do not have skin sensitivities that prevent them from using certain types of sunscreen, or that they use their own sunscreen when practicing 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 open the sunscreen cap independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for applying sunscreen.
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 apply sunscreen. 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, "Apply sunscreen." As the student completes each step to apply sunscreen, 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.

Applying Sunscreen

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, "Apply sunscreen," 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 sunscreen cap, etc.). If they still do not respond, offer the verbal prompt, "Open the sunscreen cap." If they still do not open the sunscreen cap, have them watch the segment of the video that models opening the sunscreen cap. 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 or video model.

Planning for Generalization

❏ Make sure the student knows how to apply sunscreen to all exposed skin (e.g., legs, back of neck, ears, face, arms, etc.).

❏ Have the student apply sunscreen in a variety of settings (e.g., outside, bathroom, etc.).

❏ Have the student use a variety of sunscreens as appropriate based on their skin sensitivity (e.g., different brands, different types like a sunscreen stick, lotion, spray, etc.).

❏ Discuss with the student important times when they should wear sunscreen (e.g., before being outside for extended periods, even on cloudy days, etc.) and why it's important (e.g., avoid sunburns, take care of your skin, etc.).

❏ Have the student practice what to do if they put too much sunscreen in one area (e.g., apply it to other areas, wipe it off, etc.).

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

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 sunscreen.									
2. Open the cap.									
3. Squeeze a dollop of sunscreen onto your hand.									
4. Rub the sunscreen on your arm.									
5. Squeeze another dollop of sunscreen onto your other hand.									
6. Put the cap back on the sunscreen.									
7. Rub the sunscreen on your other arm.									
8. Check to make sure all of the sunscreen is rubbed into your skin.									
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

Applying Sunscreen		Done?
	1. Pick up the sunscreen.	☐
	2. Open the cap.	☐
	3. Squeeze a dollop of sunscreen onto my hand.	☐
	4. Rub the sunscreen on my arm.	☐
	5. Squeeze another dollop of sunscreen onto my other hand.	☐
	6. Put the cap back on the sunscreen.	☐
	7. Rub the sunscreen on my other arm.	☐
	8. Check to make sure all of the sunscreen is rubbed into my skin.	☐

Open the cap.

Rub the sunscreen on my arm.

Pick up the sunscreen.

Squeeze a dollop of sunscreen onto my hand.

Put the cap back on the sunscreen.

Check to make sure all of the sunscreen is rubbed into my skin.

Squeeze another dollop of sunscreen onto my other hand.

Rub the sunscreen on my other arm.

If		Then
I squeezed too much sunscreen in my hand.		Put the sunscreen on multiple body parts (both arms, both legs, etc.) or wipe some off on a towel.
I can see the sunscreen on my skin.		Continue to rub in the sunscreen onto my skin until I can't see it.
I cannot reach an area of my body to apply sunscreen.		Ask someone to help me apply the sunscreen.
I need help.		I will ask someone.