



Sample IEP Goal:

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

Possible Settings:

- Home
- Work Place
- Classroom

Items Needed:

- Remote Control (or another item that uses batteries)
- New batteries
- Task analysis
- Visual supports

Changing Batteries



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to change batteries. Have the student attempt to change batteries, 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 home (natural environment), set-up a scenario for changing batteries 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 take out the old batteries from the device independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for changing batteries.
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 change batteries. 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, "Change the batteries." As the student completes each step to change batteries, 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.



Changing Batteries

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, "Change the batteries," 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 battery compartment, etc.). If they still do not respond, offer the verbal prompt, "Take the cover off the battery compartment." If they still do not take the cover off the battery compartment, have them watch the segment of the video that models this step. 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 change batteries in a variety of settings (e.g., various rooms in the home, workplace, classroom, etc.).
- Have the student change batteries in a variety of devices (e.g., remote control, leisure devices, etc.).
- Have the student practice troubleshooting the device before changing the batteries (e.g., check that it is turned on, check the input, etc.).
- Have the student practice changing various sizes of batteries (e.g., AA, AAA, etc.).
- Discuss positive and negative charge and the battery position needed to work.
- Have the student practice buying the correct size batteries needed for their device.
- 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.).

Changing Batteries - 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. Notice that the remote control isn't working.										
2. Remove the cover from the battery compartment.										
3. Take out the batteries and notice what size they are.										
4. Get new batteries that are the same size.										
5. Make sure to put the positive side in the right direction and the negative side in the right direction.										
6. Place the new batteries into the battery compartment.										
7. Push the batteries down until they are fully in place.										
8. Place the cover back over the battery compartment.										
9. Check to make sure the remote is working with the new batteries.										
TOTALS*										

*Total number of steps completed independently and accurately (could note percentage).

KEY	I	G	V	M	P
KEY	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

Changing Batteries		Done?
	1. Notice that the remote control isn't working.	<input type="checkbox"/>
	2. Remove the cover from the battery compartment.	<input type="checkbox"/>
	3. Take out the batteries and notice what size they are.	<input type="checkbox"/>
	4. Get new batteries that are the same size.	<input type="checkbox"/>
	5. Make sure I put the positive side (+) in the right direction and the negative side (-) in the right direction.	<input type="checkbox"/>
	6. Place the new batteries in the battery compartment.	<input type="checkbox"/>
	7. Push the batteries down until they are fully in place.	<input type="checkbox"/>
	8. Place the cover back over the battery compartment.	<input type="checkbox"/>
	9. Check to make sure the remote is working with the new batteries.	<input type="checkbox"/>



Notice that the remote control isn't working.



Remove the cover from the battery compartment.



Take out the batteries and notice what size they are.



Get new batteries that are the same size.



Make sure I put the positive side (+) in the right direction and the negative side (-) in the right direction.



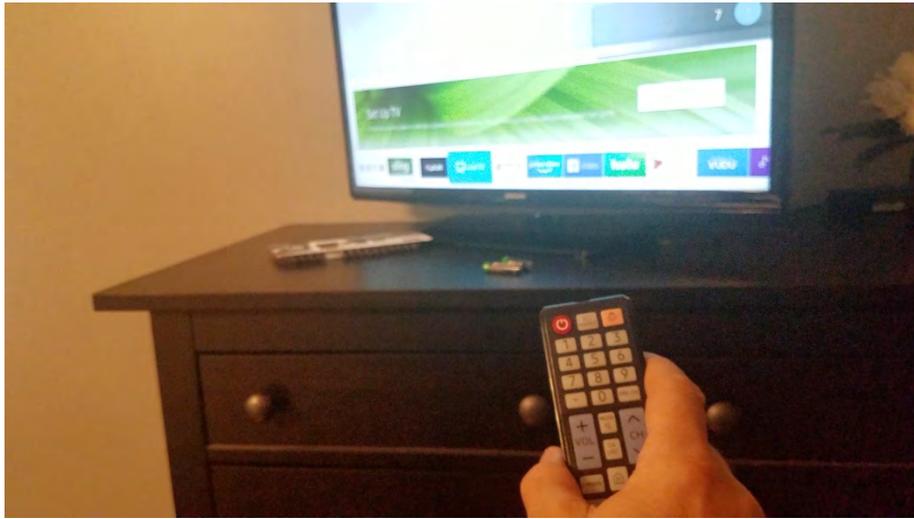
Place the new batteries in the battery compartment.



Push the batteries down until they are fully in place.



Place the cover back over the battery compartment.



**Check to make sure the remote is working
with the new batteries.**



If	Then
<p>The battery compartment won't close.</p> 	<p>Make sure the batteries are pushed all the way down.</p> 
<p>The batteries won't fit in the battery compartment.</p> 	<p>Make sure I have the right size batteries.</p> 
<p>The battery compartment is screwed shut.</p> 	<p>Use a screwdriver to remove the screws.</p> 
<p>I don't have the right size batteries.</p> 	<p>Find or buy the correct size batteries.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>