



Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to change an activity when a timer goes off with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Classroom
- Work Place
- Break Room
- Ball field, shopping mall, etc. (leisure activities)

Items Needed:

- Timer
- Task analysis
- Visual supports

Changing Activities with a Timer



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to change activities with a timer. Have the student attempt to change activities when a timer goes off, 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).
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 set the timer independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for changing activities with a timer.
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 activities when a timer goes off. 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 activities when the timer goes off." As the student completes each step to change activities when the timer goes off, 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 Activities with a Timer

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 activities when the timer goes off", 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 timer, etc.). If they still do not respond, offer the verbal prompt, "Start the timer." If they still do not start the timer, have them watch the segment of the video that models starting the timer. 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 activities when the timer goes off in a variety of settings (e.g., classroom, break area, place of work, leisure activities, etc.).
- Have the student use a variety of timers (e.g., timer on a phone, digital timer, etc.).
- Have the student practice what to do if they aren't ready when the timer goes off (e.g., quickly grab what they need, go to the next activity and tell someone what they need, etc.).
- Have the student practice checking the timer so he/she is ready when it goes off (e.g., get materials ready to go at least 1 min. before the timer goes off).
- Have the student practice transitioning between various tasks with the timer (e.g., work to a break/preferred activity, from a preferred activity back to a work task, etc.).
- Have the student practice what to do if they are not sure what activity to transition to when the timer goes off (e.g., check their schedule, ask an employee/staff member, etc.).
- Have the student practice setting the timer for various amounts of time.

Changing Activities with a Timer - 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. Go to the break area.										
2. Set the timer for the amount of time that you have to take a break.										
3. Push start.										
4. Do your break activity.										
5. Check the timer periodically to see how much time you have left.										
6. When the timer beeps, stop the timer.										
7. Put the break items away.										
8. Start your work right 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

Changing Activities with a Timer	Done?	
	<p>1. Go to the break area.</p>	<input type="checkbox"/>
	<p>2. Set a timer for the amount of time I have to take a break.</p>	<input type="checkbox"/>
	<p>3. Push start.</p>	<input type="checkbox"/>
	<p>4. Do my break activity.</p>	<input type="checkbox"/>
	<p>5. Check the timer periodically to see how much time I have left.</p>	<input type="checkbox"/>
	<p>6. When the timer beeps, stop the timer.</p>	<input type="checkbox"/>
	<p>7. Put my break items away.</p>	<input type="checkbox"/>
	<p>8. Start my work right away.</p>	<input type="checkbox"/>



Go to the break area.



Set a timer for the amount of time I have to take a break.



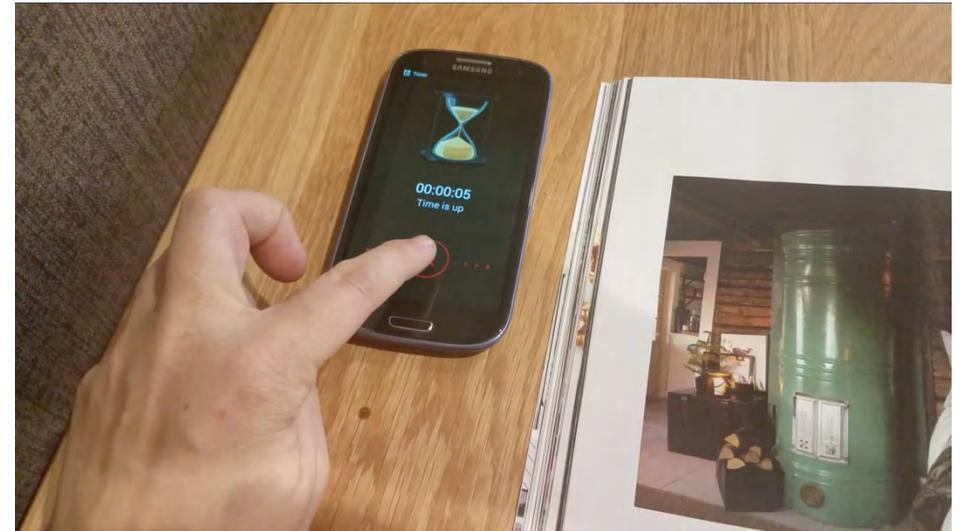
Push start.



Do my break activity.



Check the timer periodically to see how much time I have left.



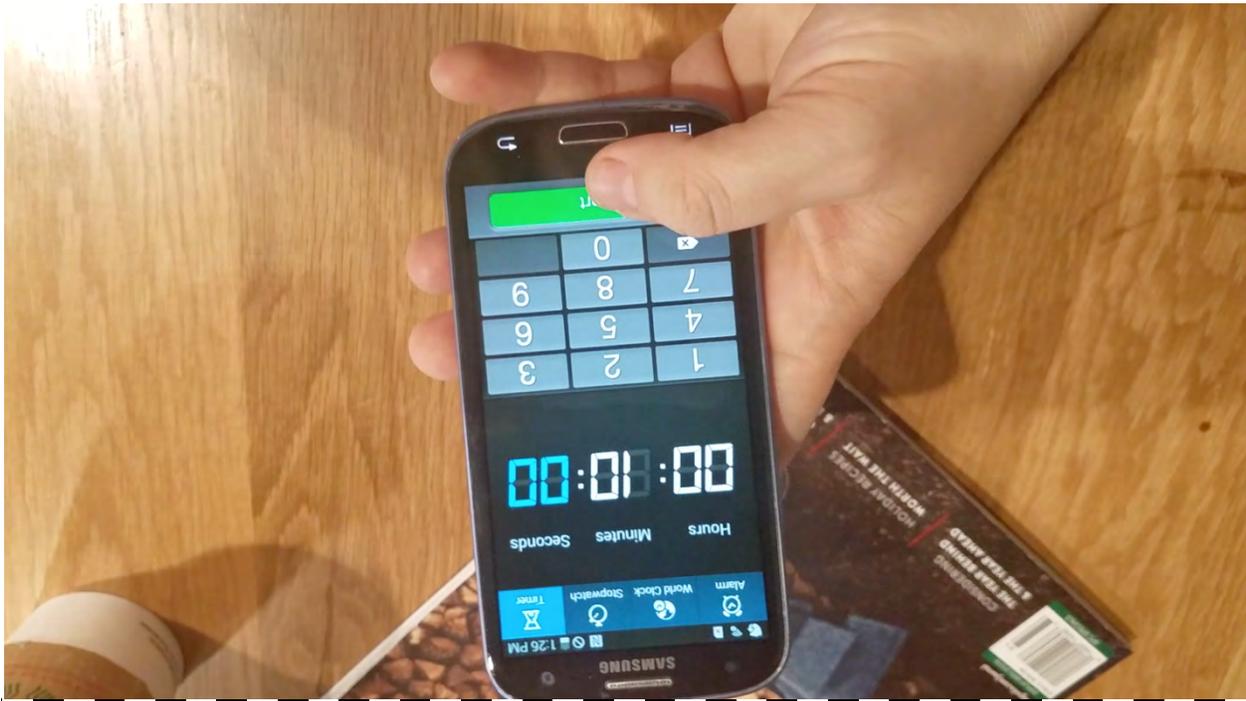
When the timer beeps, stop the timer.



Put my break items away.



Start my work right away.



If	Then
<p>I forget to start my timer.</p> 	<p>Start it as soon as possible, set it for less time, or to the next activity right away.</p> 
<p>I don't want to stop what I'm doing when the timer goes off.</p> 	<p>Take a deep breath, count to 10, and go to the next activity.</p> 
<p>I don't like the noise from the timer.</p> 	<p>Select a new alarm noise or set the alarm to vibrate (if possible).</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>