



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Cafeteria
- Place of work
- Bathroom

Items Needed:

- Cleaning product
- Clean towel and/or paper towels
- Dirty surface (e.g., table, countertop, etc.)
- Task analysis
- Visual supports

Cleaning a Surface



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to clean a surface. Have the student attempt to clean a surface (table, countertop, etc.) 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 select the appropriate cleaning product independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for cleaning a surface.
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 clean a surface. 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, "Clean the surface/countertop/table." As the student completes each step to clean the surface 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.



Cleaning a Surface



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, "Clean the surface," 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 cleaning product etc.). If they still do not respond, offer the verbal prompt, "Pick up the cleaner." If they still do not pick up the cleaner, have them watch the segment of the video that models picking up the cleaner. If they still do not respond, use hand-over-hand prompting to have them 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

- Have the student clean surfaces in a variety of settings (e.g., classroom, place of work, home, etc.).
- Have the student clean a variety of surfaces using the appropriate cleaning products (e.g., wood cleaner on wood surface, glass cleaner on glass, etc.).
- Have the student practice cleaning multiple types of mess (e.g., basic cleaning, deep cleaning (stain), stuck-on items, food crumbs, etc.).
- Have the student practice what to do with the used towel and/or paper towels (e.g., throw them away, put the towel in the washer, etc.).
- If you are unable to practice in a natural environment (bathroom, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Cleaning a Surface - 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 the dirty surface.										
2. Remove any items from the counter.										
3. Get the spray bottle of cleaner.										
4. Spray the counter with the cleaner.										
5. Get a clean paper towel.										
6. Wipe the whole area with the paper towel.										
7. Check for wet or sticky spots.										
8. Place the items back on the counter.										
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

Cleaning a Surface		Done?
	1. Notice the dirty surface.	<input type="checkbox"/>
	2. Remove any items from the counter.	<input type="checkbox"/>
	3. Get the spray bottle of cleaner.	<input type="checkbox"/>
	4. Spray the counter with the cleaner.	<input type="checkbox"/>
	5. Get a clean paper towel.	<input type="checkbox"/>
	6. Wipe the whole area with the paper towel.	<input type="checkbox"/>
	7. Check for wet or sticky spots.	<input type="checkbox"/>
	8. Place the items back on the counter.	<input type="checkbox"/>



Remove any items from the counter.



Spray the counter with the cleaner.



Notice the dirty surface.



Get the spray bottle of cleaner.



Wipe the whole area with the paper towel.



Place the items back on the counter.



Get a clean paper towel.



Check for wet or sticky spots.

Cleaning a Surface - Troubleshooting Card



If	Then
I don't have a spray bottle of cleaner. 	Use soap and water.
Your towel or paper towel got too dirty. 	Use another towel or paper towel 
The area still looks dirty. 	Wipe the surface again. 
I need help 	I will ask someone.