



### Sample IEP Goal:

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

### Possible Settings:

- Bathroom (student bathrooms, teachers' lounge, work place, home, etc.)

### Items Needed:

- Toilet
- Cleaner
- Toilet Brush
- Task analysis
- Visual supports

# Cleaning a Toilet



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to clean a toilet. Have the student attempt to clean a toilet, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor students and intervene as necessary to ensure student safety.
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 lift the toilet seat independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for cleaning a toilet.
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 clean a toilet. Have **Transition to Adulthood** (on [www.teachtown.com](http://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 toilet." As the student completes each step to clean a toilet, 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 Toilet

## 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 toilet," 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 toilet cleaner, etc.). If they still do not respond, offer the verbal prompt, "pour the toilet cleaner into the bowl." If they still do not pour the toilet cleaner into the bowl, have them watch the segment of the video that models pouring the toilet cleaner into the bowl. 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 clean a toilet in a variety of settings (e.g., various bathroom configurations, at home, school, workplace, etc.).
- Have the student use a variety of toilet cleaners (e.g., different brands, different types, etc.).
- Have the student practice using gloves if cleaning a toilet in a public setting.
- Have the student use sanitary practices (e.g., washing their hands after cleaning, proper storage/disposal of cleaning products, etc.).

## Cleaning a Toilet - 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. Spray a disinfectant cleaner on the surfaces of the toilet.										
2. Use a rag or sponge to wipe the surfaces of the toilet.										
3. Lift the toilet seat.										
4. Pour toilet cleaner into the toilet bowl.										
5. Use a toilet brush to clean the inside of the toilet bowl.										
6. Carefully place the toilet brush back into its holder.										
7. Flush the toilet.										
<b>TOTALS*</b>										

\*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

<b>Cleaning a Toilet</b>		<b>Done?</b>
	<b>1. Spray a disinfectant cleaner on the surfaces of the toilet.</b>	<input type="checkbox"/>
	<b>2. Use a rag or sponge to wipe the surfaces of the toilet.</b>	<input type="checkbox"/>
	<b>3. Lift the toilet seat.</b>	<input type="checkbox"/>
	<b>4. Pour toilet cleaner into the toilet bowl.</b>	<input type="checkbox"/>
	<b>5. Use a toilet brush to clean the inside of the toilet bowl.</b>	<input type="checkbox"/>
	<b>6. Carefully place the toilet brush back into its holder.</b>	<input type="checkbox"/>
	<b>7. Flush the toilet.</b>	<input type="checkbox"/>



**Spray a disinfectant cleaner on the surfaces of the toilet.**



**Use a rag or sponge to wipe the surfaces of the toilet.**



**Lift the toilet seat.**



**Pour toilet cleaner into the toilet bowl.**



**Use a toilet brush to clean the inside of the toilet bowl.**



**Carefully place the toilet brush back into its holder.**



**Flush the toilet.**



If	Then
<p>I use a product with bleach.</p> 	<p>Wear gloves.</p> 
<p>The toilet is still dirty.</p> 	<p>Clean it again and/or scrub harder.</p> 
<p>There is something in the toilet.</p> 	<p>Flush it before cleaning.</p> 
<p>I am cleaning a public toilet.</p> 	<p>Wear gloves.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>