



Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to fold and put clean clothes away with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Laundry room
- Locker room
- Living room

Items Needed:

- Unfolded, clean clothes (variety)
- Dresser/drawers
- Task analysis
- Visual supports

Folding and Putting Away Clothes



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to fold and put away their clothes. Have the student attempt to fold their clothes and put them away, 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 laundry room (natural environment), set-up a scenario for folding and putting their clothes away 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 pick up one clothing item at a time independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for folding and putting away clothes.
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 fold and hang their clothes. 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, "Fold and put your clothes away." As the student completes each step to fold and hang their clothes, 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.



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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, "Fold and put your clothes away," 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 shirt, etc.). If they still do not respond, offer the verbal prompt, "Pick up the shirt." If they still do not pick up the shirt, have them watch the segment of the video that models picking up the shirt. 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 practice folding clothes in a variety of environments (e.g., bedroom, laundry room, laundromat, clothing store, etc.).
- Have the student fold a variety of clothing (e.g., shirts, pants, dresses, etc.).
- Have the student practice sorting clothing piles by item (e.g., pants with pants, shirts with shirts, etc.).
- If you are unable to practice in a natural environment (laundry room, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Folding and Putting Away Clothes - Task Analysis for Data Collection

Student Name: _____

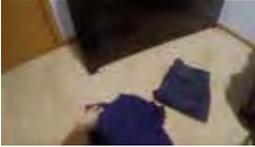
Data Collection Phase (circle one): *Use a different data sheet for each phase.*

Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Empty items from dryer into a laundry basket.										
2. Bring clothes to an area to be folded.										
3. Take out a pair of pants.										
4. Fold them in half.										
5. Fold them two more times.										
6. Take out a shirt.										
7. Fold the sleeves in towards the middle.										
8. Fold the shirt in half.										
9. Take out a sock.										
10. Find a matching sock.										
11. Fold the socks together.										
12. Keep folding the clothes until the basket is empty.										
13. Stack the folded shirts, pants, and socks together.										
14. Place the folded clothes in drawers where they belong.										
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

Folding and Putting Away Clothes (pg.1 of 2)		Done?
	1. Empty clean clothes from the dryer into a laundry basket.	<input type="checkbox"/>
	2. Bring the clothes to an area to be folded.	<input type="checkbox"/>
	3. Take out a pair of pants.	<input type="checkbox"/>
	4. Fold them in half.	<input type="checkbox"/>
	5. Fold the pants two more times.	<input type="checkbox"/>
	6. Take out a shirt.	<input type="checkbox"/>
	7. Fold the sleeves towards the middle.	<input type="checkbox"/>
	8. Fold the shirt in half.	<input type="checkbox"/>
	9. Take out a sock.	<input type="checkbox"/>
	10. Find a matching sock.	<input type="checkbox"/>

Folding and Putting Away Clothes (pg.2 of 2)		Done?
	11. Fold the socks together.	<input type="checkbox"/>
	12. Keep folding the clothes until the basket is empty.	<input type="checkbox"/>
	13. Stack the folded shirts, pants, and socks together.	<input type="checkbox"/>
	14. Put the folded clothes in drawers where they belong.	<input type="checkbox"/>



Bring the clothes to an area to be folded.



Fold them in half.



Empty clean clothes from the dryer into a laundry basket.



Take out a pair of pants.



Take out a shirt.



Fold the shirt in half.



Fold the pants two more times.



Fold the sleeves towards the middle.



Find a matching sock.



Keep folding the clothes until the basket is empty.



Take out a sock.



Fold the socks together.



Put the folded clothes in drawers where they belong.



Stack the folded shirts, pants, and socks together.

Folding and Putting Away Clothes - Troubleshooting Card



If	Then
<p>The clothes aren't folded neatly.</p> 	<p>Unfold them and try again.</p> 
<p>There are dressy clothes in the basket.</p> 	<p>Hang it on a clothes hanger.</p> 
<p>The basket of clothes is too heavy.</p> 	<p>Take some clothes now and make another trip.</p> 
<p>I need help</p> 	<p>I will ask someone.</p>