



Sample IEP Goal:

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

Possible Settings:

- Laundry room
- Bathroom
- Locker room
- Pool
- Retail store (housewares)
- Hotel

Items Needed:

- Towels
- Shelf/linen closet
- Task analysis
- Visual supports

Folding and Stocking Towels



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to fold towels and washcloths. Have the student attempt to fold and stock towels, 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 or other appropriate setting (natural environment), set-up a scenario for folding towels in the locker room 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 fold their towel in half independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for folding and stocking towels.
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 towels. 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 stock the towels." As the student completes each step to fold towels, 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.



Folding and Stocking Towels

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 stock the towels," 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 towel, etc.). If they still do not respond, offer the verbal prompt, "Fold the towel in half." If they still do not fold the towel, have them watch the segment of the video that models folding the towels. 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 fold and stock towels in a variety of settings (e.g., locker room, retail store, laundry room, hotel, etc.).
- Have the student fold a variety of towels (e.g., bath towels, pool/beach towels, hand towels, washcloths, various colors, etc.).
- Have the student practice putting the towels away in a neat and orderly fashion.
- If you are unable to practice in a natural environment, make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Folding and Stocking Towels - 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. Lay a towel out flat. | | | | | | | | | | |
| 2. Fold the towel in half. | | | | | | | | | | |
| 3. Make sure the corners touch. | | | | | | | | | | |
| 4. Make sure the towel is smooth and flat. | | | | | | | | | | |
| 5. Fold the towel in half again. | | | | | | | | | | |
| 6. Make sure the towel is smooth and flat. | | | | | | | | | | |
| 7. Turn the folded towel. | | | | | | | | | | |
| 8. Fold it 2 more times. | | | | | | | | | | |
| 9. Fold the rest of the towels neatly. | | | | | | | | | | |
| 10. Stack the folded towels on top of one another. | | | | | | | | | | |
| 11. Carry the stack of towels into the bathroom. | | | | | | | | | | |
| 12. Find the shelf where the towels go. | | | | | | | | | | |
| 13. Put the stack of folded towels on the shelf. | | | | | | | | | | |
| 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 |

| Folding and Stocking Towels (pg.1 of 2) | | Done? |
|---|---|--------------------------|
|  | 1. Lay a towel out flat. | <input type="checkbox"/> |
|  | 2. Fold the towel in half. | <input type="checkbox"/> |
|  | 3. Make sure the corners touch. | <input type="checkbox"/> |
|  | 4. Make sure the towel is smooth and flat. | <input type="checkbox"/> |
|  | 5. Fold the towel in half again. | <input type="checkbox"/> |
|  | 6. Make sure the towel is smooth and flat. | <input type="checkbox"/> |
|  | 7. Turn the folded towel. | <input type="checkbox"/> |
|  | 8. Fold it two more times. | <input type="checkbox"/> |
|  | 9. Fold the rest of the towels neatly. | <input type="checkbox"/> |
|  | 10. Stack the folded towels on top of one another. | <input type="checkbox"/> |

| Folding and Stocking Towels (pg.2 of 2) | | Done? |
|---|---|--------------------------|
|  | 11. Carry the stack of towels into the bathroom. | <input type="checkbox"/> |
|  | 12. Find the shelf where the towels go. | <input type="checkbox"/> |
|  | 13. Put the stack of folded towels on the shelf. | <input type="checkbox"/> |



Fold the towel in half.



Make sure the towel is smooth and flat.



Lay a towel out flat.



Make sure the corners touch.



Make sure the towel is smooth and flat.



Fold it two more times.



Fold the towel in half again.



Turn the folded towel.



Stack the folded towels on top of one another.



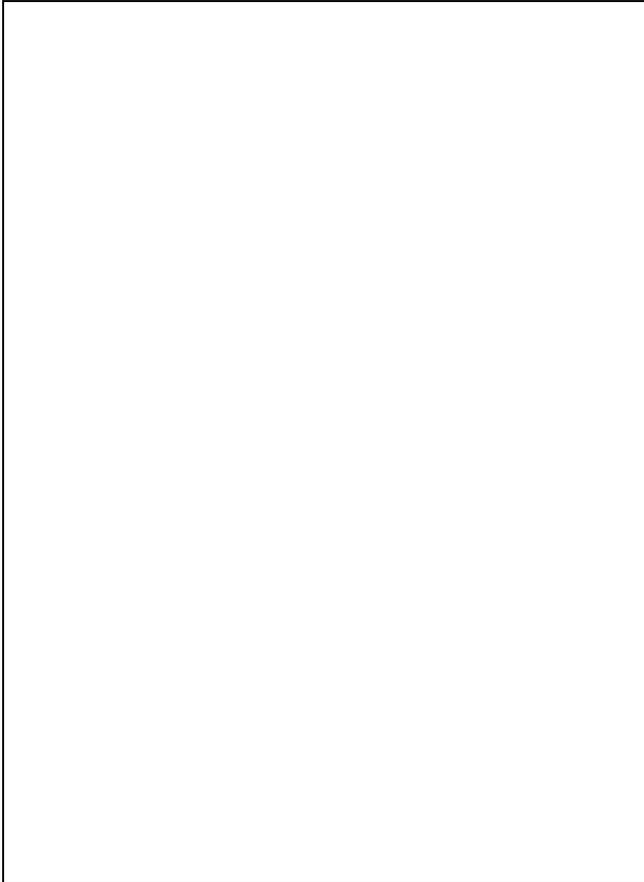
Find the shelf where the towels go.



Fold the rest of the towels neatly.



Carry the stack of towels into the bathroom.



Put the stack of folded towels on the shelf.

Folding and Stocking Towels - Troubleshooting Card



| If | Then |
|--|---|
| The towel looks dirty.  | Do not put the towel away. Put it in a hamper to be washed.  |
| The towel is not smooth and/or flat.  | Smooth the towel out or unfold it and fold it again.  |
| There are too many towels to carry at one time. | Take multiple trips until all the towels are put away.  |
| The stack of towels doesn't fit on the shelf. | Put the folded towels on different shelves.  |
| I need help  | I will ask someone. |