



### Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to hang clothes by size with 100% accuracy on 4 out of 5 opportunities.

### Possible Settings:

- Retail store
- School Store

### Items Needed:

- Tag
- Clothing
- Hanger
- Rack
- Task analysis
- Visual supports

# Hanging Clothes by Size



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to hang clothes by size. Have the student attempt to hang clothes by size, 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). *If you can't access a retail store (natural environment), set up a scenario for hanging clothes by size 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 find a hanger with the same size independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for hanging clothes by size.
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 hang clothes by size. 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, "Hang the clothes by their size." As the student completes each step to hang clothes by size, 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.



# Hanging Clothes by Size

## 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, "Hang the clothes by size," 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 hanger, etc.). If they still do not respond, offer the verbal prompt, "Put the clothes on the hanger." If they still do not put the clothes on the hanger, have them watch the segment of the video that models putting the clothes on the hanger. 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 hang clothes by size in a variety of settings (e.g., various retail stores, etc.).
- Have the student hang a variety of clothes (e.g., pants, shirts, dresses, etc.).
- Have the student practice hanging clothes by size on a rack that has size dividers (labels hanging on the rack between clothing items).
- Have the student practice hanging the clothes neatly and fixing clothes that are not hung neatly.
- Have the student practice organizing the rack of clothes (e.g., making sure like clothes are together, etc.).
- If you are unable to practice in a natural environment (retail store, etc.), make sure you vary the contrived situation (e.g., change locations, change materials used, etc.).

## Hanging Clothes by Size - 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. Look at the tag to see what size the clothing item is.										
2. Find a hanger with the same size.										
3. Put the clothing item on the hanger.										
4. Find the rack where the clothing will go.										
5. Hang the clothing item on the rack with other items that are the same size.										
6. Make sure the hanger is turned the same way as the others on the rack.										
7. Continue this until all the clothes have been hung up.										
8. Make sure the clothes are in order by size.										
<b>TOTALS*</b>										

\*Total number of steps completed independently and accurately (could note percentage).

	I	G	V	M	P
KEY	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

<b>Hanging Clothes by Size</b>		<b>Done?</b>
	<b>1. Look at the tag to see what size the clothing item is.</b>	<input type="checkbox"/>
	<b>2. Find a hanger with the same size.</b>	<input type="checkbox"/>
	<b>3. Put the clothing item on the hanger.</b>	<input type="checkbox"/>
	<b>4. Find the rack where the clothing will go.</b>	<input type="checkbox"/>
	<b>5. Hang the clothing item on the rack with other items that are the same size.</b>	<input type="checkbox"/>
	<b>6. Make sure the hanger is turned the same way as the others on the rack.</b>	<input type="checkbox"/>
	<b>7. Continue this until all the clothes have been hung up.</b>	<input type="checkbox"/>
	<b>8. Make sure the clothes are in order by size.</b>	<input type="checkbox"/>



**Look at the tag to see what size the clothing item is.**



**Find a hanger with the same size.**



**Put the clothing item on the hanger.**



**Find the rack where the clothing will go.**



**Hang the clothing item on the rack with other items that are the same size.**



**Make sure the hanger is turned the same way as the others on the rack.**



**Continue this until all the clothes have been hung up.**



**Make sure the clothes are in order by size.**



If	Then
<p>I cannot find a hanger with the same size.</p> 	<p>Get a hanger with the right size or use a hanger that doesn't have a size label on it.</p>
<p>The clothing rack is full.</p> 	<p>Push the hangers to one side or take the clothes to the back room/stock room.</p> 
<p>I run out of hangers.</p>	<p>Get more from the back room.</p> 
<p>The hanger is turned the wrong way.</p> 	<p>Turn it the right way.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>