



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Classroom that includes a dishwasher

Items Needed:

- Dishwasher
- Dish detergent
- Sink
- Various dirty plates, bowls and cups
- Task analysis
- Visual supports

Loading and Running the Dishwasher



Preparing for the lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to load and start a dishwasher. Have the student attempt to load and start a dishwasher, but offer no prompts. Record their data on-line (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 load plates independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for loading and starting the dishwasher.
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 load and start a dishwasher. 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, "Load and start the dishwasher." As the student completes each step to load and start a dishwasher, 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.



Loading and Running the Dishwasher

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, "Load and start the dishwasher," 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 dishes, etc.). If they still do not respond, offer the verbal prompt, "Pick up the dish." If they still do not pick up the dish, have them watch the segment of the video that models picking up the dish. 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 load and start a dishwasher in a variety of settings (e.g., various types of kitchen set-ups such as commercial, residential, etc.).
- Have the student use a variety of dishwashers and settings (e.g., different types, different cycles, different detergent compartments, controls on the front of the dishwasher vs. the inner edge, etc.).
- Have the student practice cleaning off various items before putting them in the dishwasher (e.g., stuck on food, emptying glasses, etc.).
- Have the student practice using various dish detergents (e.g., different brands, liquid, powder, pods, etc.).
- Have the student practice rearranging the dishwasher to ensure everything fits and is evenly spaced.
- If you are unable to practice in a natural environment (kitchen, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Loading and Running the Dishwasher - 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. Open the dishwasher.										
2. Pull out the bottom rack.										
3. Turn on the water.										
4. Rinse any remaining food off of the bowls and plates.										
5. Place the dirty bowls and plates carefully into the bottom rack of the dishwasher.										
6. Rinse the dirty silverware.										
7. Put the silverware into the silverware basket.										
8. Push the bottom rack back into the dishwasher.										
9. Pull out the top rack.										
10. Rinse the dirty glasses.										
11. Place dirty glasses upside down in the top rack.										
12. Turn off the water.										
13. Push the top rack back into the dishwasher.										
14. Get the dishwashing detergent.										
15. Take the cap off the detergent.										
16. Fill the compartment with dishwashing detergent.										
17. Put the cap back on the detergent.										
18. Close the dishwasher.										
19. Select the appropriate wash cycle.										
20. Push start.										
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

Loading and Running the Dishwasher (pg.1 of 2)		Done?
	1. Open the dishwasher.	<input type="checkbox"/>
	2. Pull out the bottom rack.	<input type="checkbox"/>
	3. Turn on the water.	<input type="checkbox"/>
	4. Rinse any remaining food off the bowls and plates.	<input type="checkbox"/>
	5. Place the dirty bowls and plates carefully into the bottom rack of the dishwasher.	<input type="checkbox"/>
	6. Rinse the dirty silverware.	<input type="checkbox"/>
	7. Put the silverware into the silverware basket.	<input type="checkbox"/>
	8. Push the bottom rack back into the dishwasher.	<input type="checkbox"/>
	9. Pull out the top rack.	<input type="checkbox"/>
	10. Rinse the dirty glasses.	<input type="checkbox"/>

Loading and Running the Dishwasher (pg.2 of 2)		Done?
	11. Place the dirty glasses upside down in the top rack.	<input type="checkbox"/>
	12. Turn the water off.	<input type="checkbox"/>
	13. Push the top rack back into the dishwasher.	<input type="checkbox"/>
	14. Get the dishwashing detergent.	<input type="checkbox"/>
	15. Take the cap off the detergent.	<input type="checkbox"/>
	16. Fill the compartment with dishwashing detergent.	<input type="checkbox"/>
	17. Put the cap back on the detergent.	<input type="checkbox"/>
	18. Close the dishwasher.	<input type="checkbox"/>
	19. Select the appropriate wash cycle.	<input type="checkbox"/>
	20. Push start.	<input type="checkbox"/>



Pull out the bottom rack.



Rinse any remaining food off the bowls and plates.



Open the dishwasher.



Turn on the water.



Rinse the dirty silverware.



Push the bottom rack back into the dishwasher.



Place the dirty bowls and plates carefully into the bottom rack of the dishwasher.



Put the silverware into the silverware basket.



Rinse the dirty glasses.



Turn the water off.



Pull out the top rack.



Place the dirty glasses upside down in the top rack.



Get the dishwashing detergent.



Fill the compartment with dishwashing detergent.



Push the top rack back into the dishwasher.



Take the cap off the detergent.



Close the dishwasher.



Push start.



Put the cap back on the detergent.



Select the appropriate wash cycle.

Loading and Running the Dishwasher - Troubleshooting Card



If	Then
Food is stuck on the dish. 	Scrub the stuck food off the dish before putting it in the dishwasher. 
The items won't fit in the dishwasher. 	Rearrange the dishes so the item will fit, or wash it by hand. 
The dishwasher doesn't start.	Push start/power button again. 
I am out of dish detergent. 	Open a new detergent, or wash the dishes by hand. 
I need help. 	I will ask someone.