



Sample IEP Goal:

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

Possible Settings:

- Home bathroom
- School bathroom
- Bedroom
- Locker room

Items Needed:

- Mirror
- Tissue
- Towel
- Task analysis
- Visual supports

Maintaining a Clean Appearance



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to maintain a clean appearance. Have the student attempt to check and correct their appearance, 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 bathroom (natural environment), set-up a scenario for maintaining a clean appearance in front of a mirror 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 fix their hair with their hands independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for maintaining a clean appearance.
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 maintain a clean appearance. 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, "Check your appearance, and fix what's needed." As the student completes each step to maintain a clean appearance, 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.



Maintaining a Clean Appearance

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, "Check your appearance and fix what's needed," 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 mirror, etc.). If they still do not respond, offer the verbal prompt, "Check yourself in the mirror." If they still do not check themselves in the mirror, have them watch the segment of the video that models checking themselves in the mirror. If they still do not respond, use physical prompts to guide them 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 maintain a clean appearance in a variety of settings (e.g., various types of bathrooms, in front of a locker mirror, using a makeup compact mirror, etc.).
- Have the student use a variety of items used to maintain a clean appearance (e.g., brush, face wipe, toothbrush, tissue, etc.).
- Discuss with the student when and where it is appropriate to check and correct their appearance (e.g., after eating, but NOT in the middle of class, etc.).
- Have students practice checking and fixing their appearance in a discreet manner.
- If you are unable to practice in a natural environment (bathroom, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Maintaining a Clean Appearance - Task Analysis for Data Collection

Student Name: _____

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

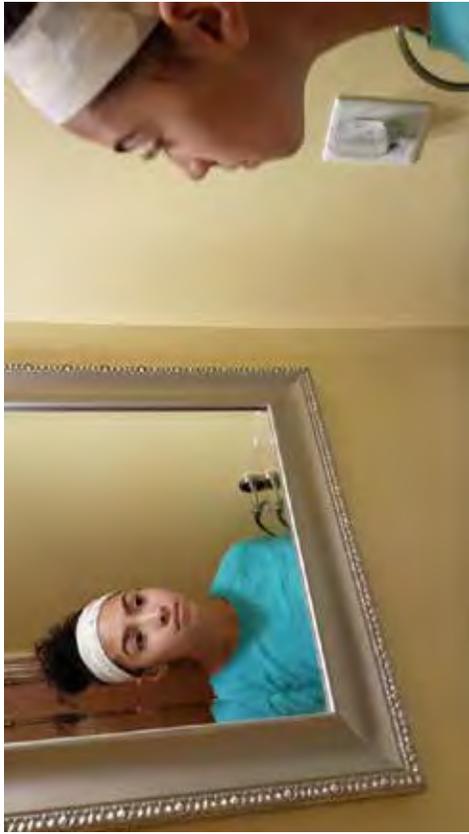
Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Look in the mirror.										
2. Check to see if your hair is messy.										
3. If so, fix your hair with your hands.										
4. Check if you have anything on your face.										
5. If so, wipe your face with a wet towel or washcloth.										
6. Check to see if you have anything in your nose.										
7. If so, blow your nose in a tissue.										
8. Check to see if you have anything in your teeth.										
9. If so, pick the item out of your teeth.										
10. Check to see if your clothes are messed.										
11. If so, fix your clothes so they are straight.										
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

Maintaining a Clean Appearance		Done?
	1. Look in the mirror.	<input type="checkbox"/>
	2. Check to see if my hair is messed up.	<input type="checkbox"/>
	3. If so, fix my hair with my hands.	<input type="checkbox"/>
	4. Check to see if I have anything on my face.	<input type="checkbox"/>
	5. If so, wipe my face with a wet towel or washcloth.	<input type="checkbox"/>
	6. Check to see if I have anything in my nose.	<input type="checkbox"/>
	7. If so, blow my nose in a tissue.	<input type="checkbox"/>
	8. Check to see if I have anything in my teeth.	<input type="checkbox"/>
	9. If so, pick the item out of my teeth.	<input type="checkbox"/>
	10. Check to see if my clothes are messed up.	<input type="checkbox"/>
	11. If so, fix my clothes so they are straight.	<input type="checkbox"/>



Look in the mirror.



Check to see if my hair is messed up.



If so, fix my hair with my hands.



Check if I have anything on my face.



Check to see if I have anything in my nose.



Check to see if I have anything in my teeth.



If so, wipe my face with a wet towel or washcloth.



If so, blow my nose in a tissue.



**Check to see if my clothes are
messed up.**



If so, pick the item out of my teeth.



**If so, fix my clothes so they are
straight.**

Maintaining a Clean Appearance - Troubleshooting Card



✓ Clothes

✓ Teeth

✓ Nose

✓ Face

✓ Hair

If	Then
I don't have a mirror.	Ask a friend to check for me. I could say, "Do I have anything in my teeth?"
I have something in my teeth that I can't pick out. 	Use floss or brush my teeth. 
I need to blow my nose, but I don't have a tissue. 	Use a piece of toilet paper. 
I need help. 	I will ask someone.