



Sample IEP Goal:

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

Possible Settings:

- Home
- School
- Work Place
- Restaurant
- Cafeteria

Items Needed:

- Mop
- Bucket
- Cleaning Solution
- Task analysis
- Visual supports

Mopping the Floor



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to mop the floor. Have the student attempt to mop a floor, 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 floor in a cafeteria or other work-related location (natural environment), set up a scenario for mopping the floor 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 dip the mop into the bucket independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for mopping the floor.
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 mop the floor. Have the **Transition to Adulthood** (on www.teachtown.com) open to the online assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Mop the floor." As the student completes each step to mop the floor, 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.



Mopping the Floor

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, "Mop the floor," 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 mop, etc.). If they still do not respond, offer the verbal prompt, "Mop the floor." If they still do not mop the floor, have them watch the segment of the video that models mopping the floor. 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 mop the floor in a variety of settings (e.g., various locations/hallways in the school, rooms in the house, workplace, cafeteria, etc.).
- Have the student mop a variety of floors (e.g., hardwood, tile, linoleum, etc.).
- Have the student use a variety of mops and buckets (e.g., different brands, styles, industrial, residential, etc.).
- Have the students practice putting moved items back once the floor is dry.
- Have students practice telling others (or placing a sign/cone) to notify others that the floor is wet.
- If you are unable to practice in a natural environment (cafeteria, etc.), make sure you vary the contrived situation (e.g., change locations, change items used, etc.).

Mopping the Floor - 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. Remove any objects in the area you're going to mop.										
2. Get a bucket and a mop.										
3. Put warm water and cleaning solution in the bucket.										
4. Dip the mop into the bucket.										
5. Wring out to mop.										
6. Move the mop over a section of the floor.										
7. Dip the mop in the bucket.										
8. Wring it out again.										
9. Move the mop over another section of the floor.										
10. Continue to do this until the whole floor is mopped.										
11. Allow time for the floor to dry.										
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

Mopping the Floor		Done?
	1. Remove any objects in the area I'm going to mop.	<input type="checkbox"/>
	2. Get a bucket and a mop.	<input type="checkbox"/>
	3. Put warm water and cleaning solution in the bucket.	<input type="checkbox"/>
	4. Dip the mop in the bucket.	<input type="checkbox"/>
	5. Wring out the mop.	<input type="checkbox"/>
	6. Move the mop over a section of the floor.	<input type="checkbox"/>
	7. Dip the mop in the bucket.	<input type="checkbox"/>
	8. Wring it out again.	<input type="checkbox"/>
	9. Move the mop over another section of the floor.	<input type="checkbox"/>
	10. Continue to do this until the whole floor is mopped.	<input type="checkbox"/>
	11. Allow time for the floor to dry.	<input type="checkbox"/>



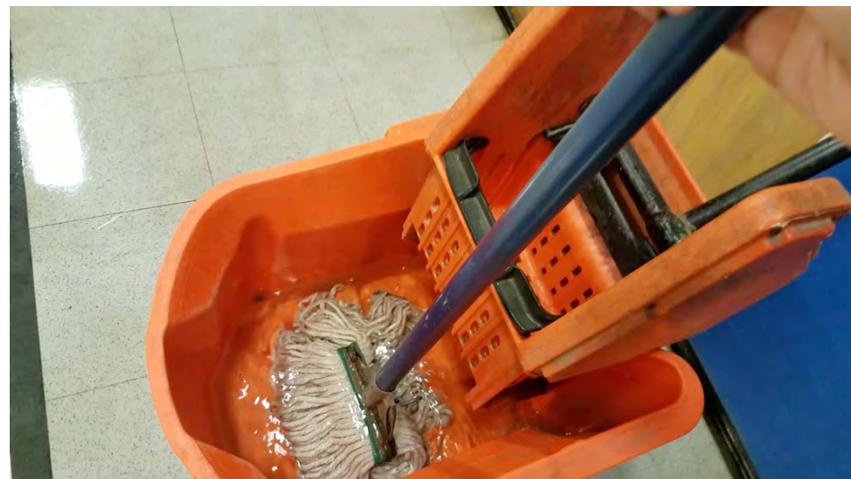
Remove any objects in the area I'm going to mop.



Get a bucket and a mop.



Put warm water and cleaning solution in the bucket.



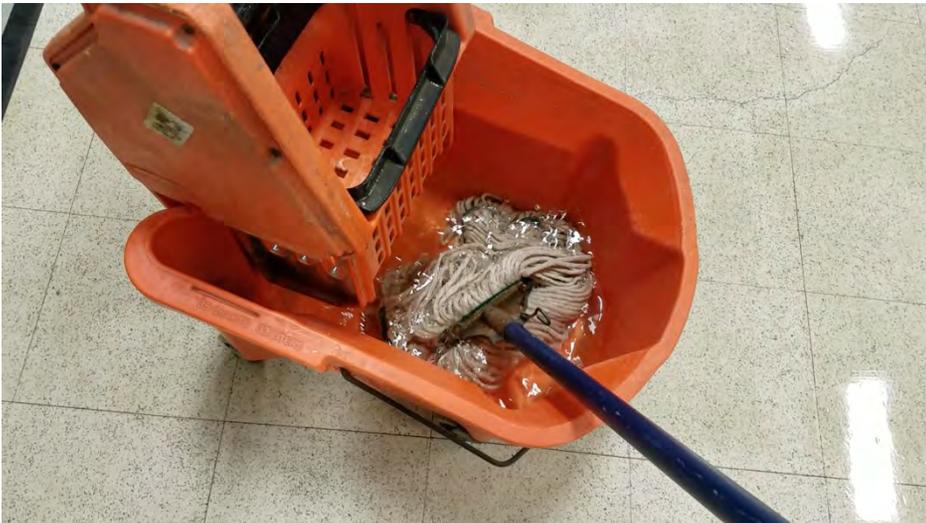
Dip the mop in the bucket.



Wring out the mop.



Move the mop over a section of the floor.



Dip the mop in the bucket.



Wring it out again.



Move the mop over another section of the floor.



Continue to do this until the whole floor is mopped.



Allow time for the floor to dry.



If	Then
<p>There is a lot of dirt or debris on the floor.</p> 	<p>Sweep before mopping.</p> 
<p>An item is too large/heavy to move.</p>	<p>Ask for help to move it or mop around it.</p> 
<p>The water in the bucket is dirty.</p> 	<p>Empty it and refill with clean water and cleaning solution.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>