Putting on Deodorant

Sample IEP Goal:

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

Possible Settings:

• Home bathroom
• School bathroom
• School locker room

Items Needed:

• Deodorant
• Task analysis
• Visual supports

Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to put on deodorant. Have the student attempt to put on deodorant, 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 putting on deodorant in a private location in the classroom or in other available and appropriate locations (contrived situation).* Ensure that the student does not have skin sensitivities that prevent them from using certain deodorants. Each student should use their own deodorant.

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 take off the deodorant cap independently and consistently, start the video at a point that shows the remaining steps).

2. Show the student the video model for putting on deodorant.

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 put on deodorant. 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, "Put on deodorant." As the student completes each step to put on deodorant, 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.

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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, "Put on deodorant," 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 deodorant, etc.). If they still do not respond, offer the verbal prompt, "Pick up your deodorant." If they still do not pick up the deodorant, have them watch the segment of the video that models picking up the deodorant. If they still do not respond, use hand-over-hand prompting to help them 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 put on deodorant in a variety of settings (e.g., various types of bathroom set-ups, private location in classroom, locker room, etc.).

❑ Have the student use a variety of deodorants (e.g., different fragrance, gel, roll-on, stick, spray, etc.).

❑ Have the student practice what to do if they run out of deodorant (e.g., make a note to get another one, ask someone at home to purchase more, etc.).

❑ Have the student practice discreetly putting on deodorant (e.g., barely lifting shirt up, finding a private location, turning away from another person, etc.). Discuss why privacy is important (e.g., safety, avoid embarrassment, etc.).

❑ 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.).

Putting on Deodorant - 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. Pick up your deodorant.												
2. Take off the cap.												
3. Put the cap on the counter.												
4. Hold the deodorant in one hand.												
5. Lift your arm.												
6. Rub the deodorant on your armpit.												
7. Put your arm down.												
8. Hold the deodorant in your other hand.												
9. Lift your other arm.												
10. Rub the deodorant on your armpit.												
11. Put your arm down.												
12. Place the cap back on the deodorant.												
13. Put the deodorant away.												
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

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Putting on Deodorant (pg.1 of 2)		Done?
	1. Pick up the deodorant.	☐
	2. Take the cap off.	☐
	3. Put the cap on the counter.	☐
	4. Hold the deodorant in one hand.	☐
	5. Lift my arm.	☐
	6. Rub the deodorant on my armpit.	☐
	7. Put my arm down.	☐
	8. Hold the deodorant in my other hand.	☐
	9. Lift my other arm.	☐
	10. Rub the deodorant on my armpit.	☐

TRANSITION
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Putting on Deodorant (pg.2 of 2)		**Done?**
	11. Put my arm down.	☐
	12. Place the cap back on the deodorant.	☐
	13. Put the deodorant away.	☐

Take the cap off.

Hold the deodorant in one hand.

Pick up the deodorant.

Put the cap on the counter.

Rub the deodorant on my armpit.

Hold the deodorant in my other hand.

Lift my arm.

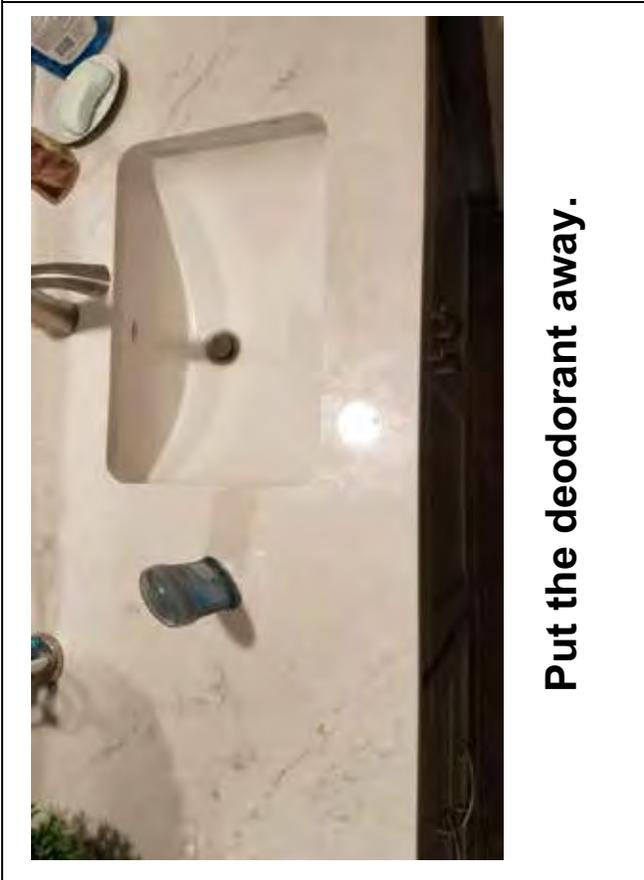**Put my arm down.**

Rub the deodorant on my armpit.

Place the cap back on the deodorant.

Lift my other arm.

Put my arm down.

Put the deodorant away.

If		Then	
I don't like the smell/feel of my deodorant.		Buy a new, different deodorant.	
My deodorant is empty.		Buy another deodorant.	
There are other people around.		Go to a place where there is more privacy (like a restroom).	
I need help.		I will ask someone.	