



Sample IEP Goal:

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

Possible Settings:

- Bathroom (home)
- Locker Room
- Classroom sink (with mirror)

Items Needed:

- Razor
- Shaving Cream
- Sink
- Towel
- Task analysis
- Visual supports

Note: Because this lesson requires the use of a razor, constant, close supervision is required. If your student's ability to complete this task or their safety judgment is in question, do not implement this skill with your student.

Shaving (Face)



Preparing for the Lesson

1. Read Prompting/Fading Procedures prior to having the student attempt the task.
2. Prior to beginning the lesson, gather baseline data to assess the student's current ability to shave their face. Have the student attempt to shave independently, however you may offer prompts only to ensure student safety, not for accuracy of step completion. Record their baseline data online (or you may use the task analysis attached if a computer/tablet is not available).
3. 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 at home (natural environment), set-up a scenario for shaving in a bathroom at the school or in other available and appropriate locations (contrived situation).
4. 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 apply the shaving cream to their face independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for shaving.
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 shave. 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, "Shave your face." As the student completes each step to shave, 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.



Shaving (Face)

Prompting/Fading Procedures

As the student initially attempts the task, it is critical that they receive prompts as needed for safety during the steps in the task analysis where hot food and appliances are handled.

1. Use **graduated guidance**. This is where the staff person positions himself/herself very close to the student, and shadows their hands (e.g., staff member's hands are in very close proximity to and move with the student's hands) so they can immediately provide assistance with hand-over-hand prompts. Over time, the distance between the staff person and the student can increase. Graduated guidance should be used initially during all steps that pose a safety risk.

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, "Shave your face," 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 razor, etc.). If they still do not respond, offer the verbal prompt, "Pick up the razor by the handle." If they still do not pick up the razor, have them watch the segment of the video that models picking up the razor. If they still do not respond, use hand-over-hand prompting to complete the step.

For steps in the task that pose a safety risk, such as picking up the razor, moving the blade over the skin to remove the hair, etc., most-to-least prompts may be used (e.g., use hand-over-hand prompts initially to ensure they are handling the razor and shaving safely). Fade the prompt (moving from physical, to model, verbal, then gestural), gradually increasing the distance between the staff member and the learner as soon as it is safe and appropriate to do so.

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 shave in a variety of settings (e.g., various bathroom set-ups, etc.).
- Have the student use a variety of razors and shaving cream (e.g., foam, gel, electric, etc.).
- Have the student practice what to do if they cut themselves (e.g., apply pressure, get a Band-Aid, seek help if needed, etc.). You may want to implement the lesson for *Tending to a Minor Cut* prior to beginning this skill.
- Have the student practice cleaning the area after they shave (e.g., rinsing the sink, etc.).
- Discuss appropriate locations to shave (e.g., at home, in a private location, etc.).
- If you are unable to practice in a natural environment (home bathroom, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).
- It is important that the student is able to safely handle a razor before attempting this skill. If they are not, it is advisable to opt for an electric shaver or to skip this skill completely.**

Shaving (Face) - Task Analysis for Data Collection

Student Name: _____

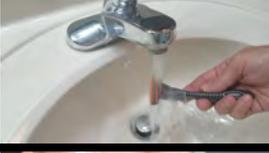
Data Collection Phase (circle one): *Use a different data sheet for each phase.*

Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Get the razor and shaving cream.										
2. Wet your face with water.										
3. Put shaving cream on the area of your face you will shave.										
4. Rinse the shaving cream from your hands.										
5. Pick up the razor by the handle.										
6. Carefully put the razor blade to your face and move it slowly with the direction of the hair.										
7. Rinse the razor off in between swipes.										
8. Carefully continue to shave until all the hair you want removed is gone.										
9. Rinse the razor.										
10. Rinse your face with water.										
11. Dry your face with a towel.										
TOTALS*										

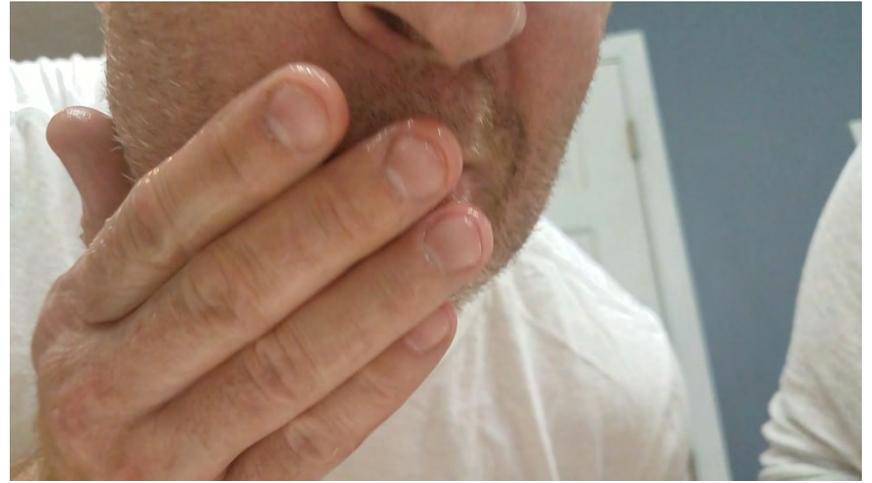
*Total number of steps completed independently and accurately (could note percentage).

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

Shaving (Face)		Done?
	1. Get the razor and shaving cream.	<input type="checkbox"/>
	2. Wet my face with water.	<input type="checkbox"/>
	3. Put shaving cream on the area of my face I will shave.	<input type="checkbox"/>
	4. Rinse the shaving cream from my hands.	<input type="checkbox"/>
	5. Pick up the razor by the handle.	<input type="checkbox"/>
	6. Carefully put the razor blade to my face and move it slowly with the direction of the hair.	<input type="checkbox"/>
	7. Rinse the razor off in between swipes.	<input type="checkbox"/>
	8. Carefully continue to shave until all the hair I want removed is gone.	<input type="checkbox"/>
	9. Rinse the razor.	<input type="checkbox"/>
	10. Rinse my face with water.	<input type="checkbox"/>
	11. Dry my face with a towel.	<input type="checkbox"/>



Get the razor and shaving cream.



Wet my face with water.



Put shaving cream on the area of my face I will shave.



Rinse the shaving cream from my hands.



Pick up the razor by the handle.



Carefully put the razor blade to my face and move it slowly with the direction of the hair.



Rinse the razor off in between swipes.



Carefully continue to shave until all the hair I want removed is gone.



Rinse the razor.



Rinse my face with water.



Dry my face with a towel.



If	Then
<p>I missed a spot.</p> 	<p>Go back and shave that area again.</p> 
<p>I am not comfortable using a razor or I don't have one.</p> 	<p>Use an electric razor/shaver.</p> 
<p>I cut myself while shaving.</p> 	<p>Apply pressure to the cut, clean it, and put a Band-Aid on. If it serious or won't stop bleeding, seek help and/or call 911.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>