



Sample IEP Goal:

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

Possible Settings:

- Laundry room (home)
- Laundromat
- Classroom that has a washer/dryer

Items Needed:

- Laundry baskets (2)
- Pile of dirty clothing (assorted colors including white)
- Task analysis
- Visual supports

Sorting Laundry



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to sort clothing. Have the student attempt to sort clothing 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 laundry room (natural environment), set-up a scenario for sorting clothing in a transition 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 get the laundry baskets independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for sorting clothing.
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 sort clothing. 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, "Sort the clothes." As the student completes each step to sort clothing, 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.



Sorting Laundry



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, "Sort the clothes," 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 white shirt, etc.). If they still do not respond, offer the verbal prompt, "Pick up the white shirt." If they still do not pick up the white shirt, have them watch the segment of the video that models picking up the white shirt. 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 sort clothing in a variety of settings (e.g., laundry room, family room, locker room, laundromat, etc.).
- Have the student use a variety of laundry baskets (e.g., hamper, plastic basket, bag, etc.).
- Have the student practice sorting a variety of clothing (e.g., shorts, pants, dresses, etc.).
- If you are unable to practice in a natural environment (laundry room, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Sorting Laundry - 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 two laundry baskets.										
2. Get a pile of dirty clothes.										
3. Look at each piece of dirty clothing and determine if it is white or a color.										
4. Put the white clothing into one basket.										
5. Put the colors into the other basket.										
6. Continue to sort the clothes into the two baskets until the pile is gone.										
7. Check that all the clothes in the colors basket are a color.										
8. Check that all the clothes in the whites basket are white.										
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

Sorting Laundry		Done?
	1. Get 2 laundry baskets.	<input type="checkbox"/>
	2. Get a pile of dirty clothes.	<input type="checkbox"/>
	3. Look at each piece of dirty clothing and decide if it is white or a color.	<input type="checkbox"/>
	4. Put the white clothing into one basket.	<input type="checkbox"/>
	5. Put the colors into the other basket.	<input type="checkbox"/>
	6. Continue to sort the clothes into two baskets until the pile is gone.	<input type="checkbox"/>
	7. Check that all the clothes in the colors basket are a color.	<input type="checkbox"/>
	8. Check that all the clothes in the whites basket are white.	<input type="checkbox"/>



Get a pile of dirty clothes.



Put the white clothing into one basket.



Get 2 laundry baskets.



Look at each piece of dirty clothing and decide if it is white or a color.



Continue to sort the clothes into two baskets until the pile it gone.



Check that all the clothes in the whites basket are white.



Put the colors into the other basket.



Check that all the clothes in the colors basket are a color.

Sorting Laundry - Troubleshooting Card



If	Then
<p>The clothing is white and a color.</p> 	<p>Put it with colors.</p> 
<p>I put a piece of clothing in the wrong basket.</p> 	<p>Take it out and put it in the correct basket.</p> 
<p>There are not 2 empty laundry baskets.</p> 	<p>Sort the clothing into two piles on the floor or a table.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>