



### Sample IEP Goal:

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

### Possible Settings:

- Home
- Work Place
- Cafeteria
- Classroom

### Items Needed:

- Broom
- Dustpan
- Trash can
- Task analysis
- Visual supports

# Sweeping the Floor



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to sweep the floor. Have the student attempt to sweep the 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 cafeteria or work place (natural environment), set up a scenario for sweeping 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 get the broom and dustpan independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for sweeping 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 sweep the floor. Have the **Transition to Adulthood** (on [www.teachtown.com](http://www.teachtown.com)) open to the online assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Sweep the floor." As the student completes each step to sweep 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.



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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, "Sweep 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 broom, etc.). If they still do not respond, offer the verbal prompt, "Sweep the dirt into a pile." If they still do not sweep the dirt into a pile have them watch the segment of the video that models sweeping the dirt into a pile. 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 sweep the floor in a variety of settings (e.g., home, workplace, cafeteria, etc.).
- Have the student use a variety of brooms (e.g., small, large, push broom, etc.).
- Have the student practice sweeping different types of dirt/debris (e.g., paper shreds, sand/dirt, food items, etc.).
- Have the student practice sweeping multiple rooms (e.g., make different dirt piles, clean before moving on, etc.).
- Have the student practice what to do if they spill the dirt/debris when emptying it into the trashcan (e.g., clean it up, sweep again, etc.).
- If you are unable to practice in a natural environment, make sure you vary the contrived situation (e.g., change locations, change items used, etc.).

## Sweeping 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 items from the area you're going to sweep.										
2. Get the broom and dust pan.										
3. Sweep the dirt into a pile.										
4. Use the broom to sweep the pile of dirt into the dustpan.										
5. Carefully lift the dustpan and carry it to the trash can.										
6. Dump the dirt from the dustpan into the trash can.										
<b>TOTALS*</b>										

\*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

<b>Sweeping the Floor</b>		<b>Done?</b>
	<b>1. Remove any items from the area I'm going to sweep.</b>	<input type="checkbox"/>
	<b>2. Get the broom and dust pan.</b>	<input type="checkbox"/>
	<b>3. Sweep the dirt into a pile.</b>	<input type="checkbox"/>
	<b>4. Use the broom to sweep the pile of dirt into the dustpan.</b>	<input type="checkbox"/>
	<b>5. Carefully lift the dustpan and carry it to the trash can.</b>	<input type="checkbox"/>
	<b>6. Dump the dirt from the dust pan into the trash can.</b>	<input type="checkbox"/>



**Remove any items from the area I'm going to sweep.**



**Get the broom and dust pan.**



**Sweep the dirt into a pile.**



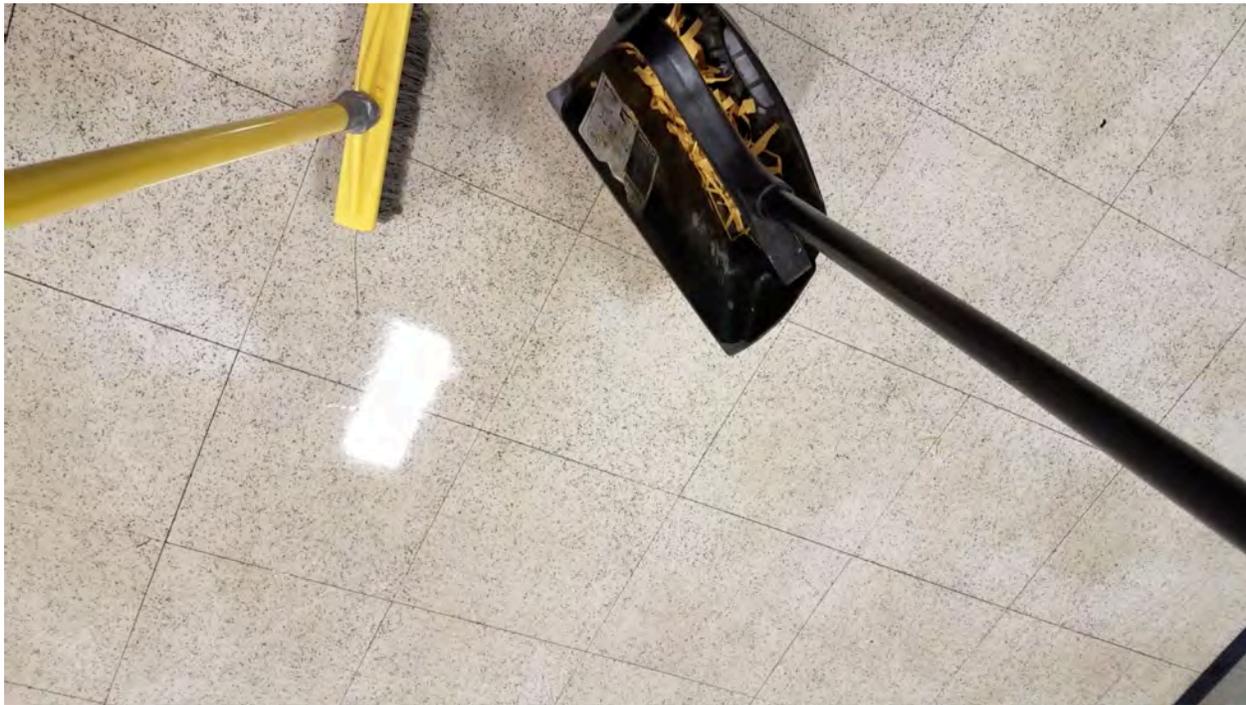
**Use the broom to sweep the pile of dirt into the dustpan.**



**Carefully lift the dustpan and carry it to the trash can.**



**Dump the dirt from the dust pan into the trash can.**



If	Then
<p>There are items that are too heavy or large to remove.</p>	<p>Sweep around the items.</p> 
<p>Dirt falls on the floor while I am emptying the dustpan.</p> 	<p>Sweep it up.</p> 
<p>I have multiple piles of dirt.</p> 	<p>Sweep them into the dustpan and empty one at a time.</p> 
<p>I'm having a hard time sweeping my dirt/debris pile into the dustpan.</p> 	<p>Ask someone to help hold the dustpan.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>