



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Cafeteria
- Restaurant

Items Needed:

- Trash
- Trash bag
- Trash can
- Dumpster/large trash container
- Task analysis
- Visual supports

Taking Out the Trash



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to take out the trash. Have the student attempt to take out the trash, 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 kitchen (natural environment), set up a scenario for taking out the trash 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 tie the top together independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for taking out the trash.
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 take out the trash. 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, "Take out the trash." As the student completes each step to take out the trash, 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, "Take out the trash," 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 trash container, etc.). If they still do not respond, offer the verbal prompt, "Put the trash bag into the trash container." If they still do not put the trash bag into the trash container have them watch the segment of the video that models putting the trash bag into the trash container. 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 take out the trash in a variety of settings (e.g., home, workplace, cafeteria, etc.).
- Have the students put the trash bag into various larger trash containers (e.g., large trash can, dumpster, etc.).
- Have the students practice replacing the trash bag (liner).
- Have the student practice what to do if the bag is too heavy and/or has holes (e.g., use a second bag, ask for help, empty some of the trash into another bag, etc.).
- Have the student practice what to do if the trash spills from the bag (e.g., pick it up, sweep it up, etc.).
- Have the student practice taking the trash to the curb on the designated day, if applicable.
- 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.).

Taking Out the Trash - 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. Notice that the trash bag is full.										
2. Tie the top together.										
3. Gently pull the bag out of the trash can.										
4. Take the trash bag outside.										
5. Put it into the larger trash container or dumpster.										
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

Taking out the Trash		Done?
	1. Notice the trash bag is full.	<input type="checkbox"/>
	2. Tie the top together.	<input type="checkbox"/>
	3. Gently pull the bag out of the trash can.	<input type="checkbox"/>
	4. Take the trash bag outside.	<input type="checkbox"/>
	5. Put it into the larger trash container or dumpster.	<input type="checkbox"/>



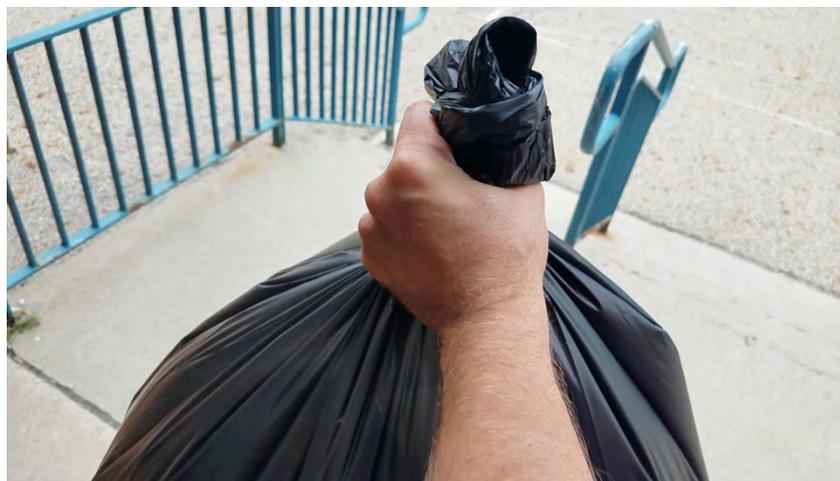
Notice the trash bag is full.



Tie the top together.



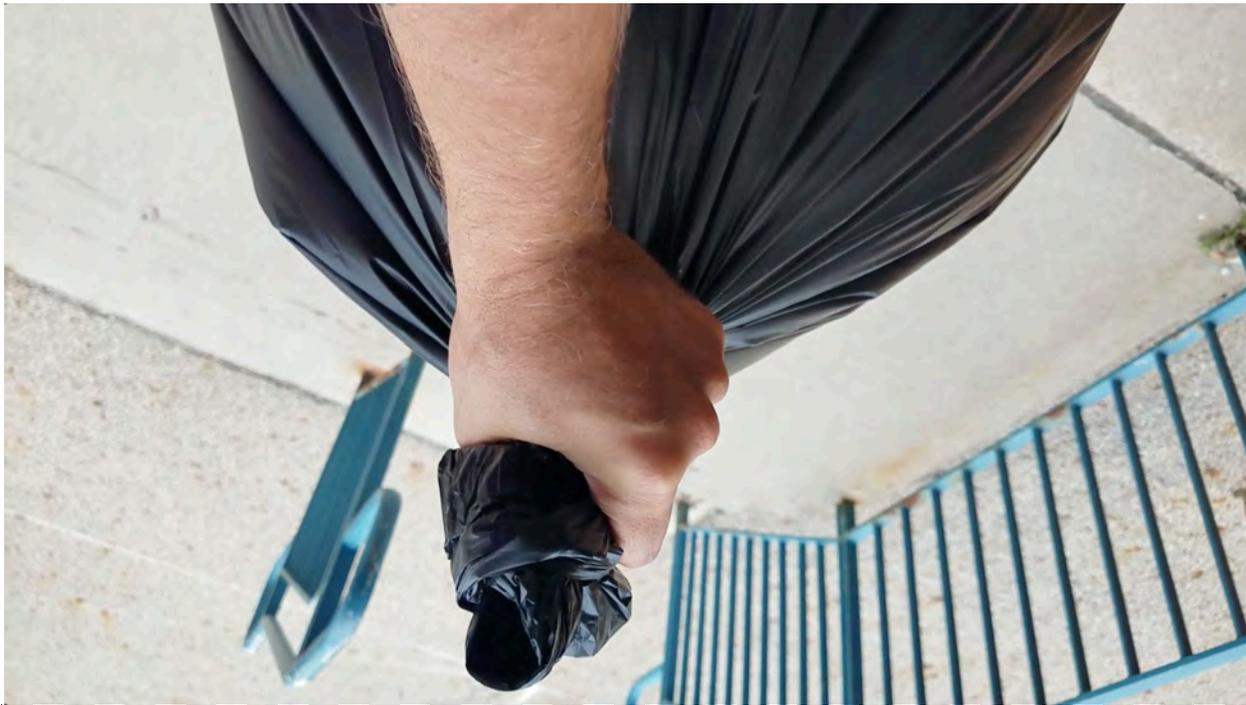
Gently pull the bag out of the trash can.



Take the trash bag outside.



Put it into the larger trash container or dumpster.



If	Then
<p>The trash bag rips or spills.</p> 	<p>Pick up any items that fell out and put another trash bag over the ripped bag.</p> 
<p>The trash bag is too heavy to carry.</p> 	<p>Ask someone to help or empty some of the trash into another trash bag.</p> 
<p>The bag comes untied or comes open.</p> 	<p>Retie it.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>