



Sample IEP Goal:

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

Possible Settings:

- Home bathroom
- School bathroom
- Kitchen
- School nurse's office

Items Needed:

- Clean towel/napkin/paper towel
- Band-Aid
- Antibiotic ointment
- Soap/water
- Task analysis
- Visual supports

Note: Have students simply pretend they have a cut in order to complete this activity, or you could contrive the situation by having them make a small mark on their skin using a washable marker, etc.

Tending to a Minor Cut



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to tend to a minor cut. Have the student attempt to complete the steps to tend to a minor cut, 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).
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 put pressure on the cut independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for tending to a minor cut.
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 tend to a minor cut. 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, "Tend to your cut." As the student completes each step to tend to a minor cut, 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.



Tending to a Minor Cut

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, "Tend to your cut," 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 band aid, etc.). If they still do not respond, offer the verbal prompt, "Put on the band aid." If they still do not put on the band aid, have them watch the segment of the video that models putting on the band aid. 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 or video.

Planning for Generalization

- Have the student tend to a minor cut in a variety of settings (e.g., bathroom, locker room, kitchen, etc.).
- Have the student use a variety of band aids (e.g., different brands and sizes, etc.).
- Have the student practice using various towels (e.g., towel, paper towel, napkin, etc.).
- Have the student practice tending to a minor cut on various parts of their body (e.g., finger, arm, leg, knee, foot, etc.).
- Have the student practice locating where to find a band aid and antibiotic ointment (e.g., in a first aid kit, nurse's office, grocery store, convenience store, etc.).
- Have the student practice determining if they need to seek medical treatment (e.g., the cut won't stop bleeding, they're in extreme pain, etc.).
- Discuss with the student situations where they should call for emergency help (911).

Tending to a Minor Cut - 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 the small cut on your skin.										
2. Get a clean towel or napkin.										
3. Put pressure on the cut with the towel or napkin.										
4. Check to make sure the bleeding stopped.										
5. Wash the cut with soap and water.										
6. Dry it with a clean towel or napkin.										
7. Get a first aid kit.										
8. Get the antibiotic ointment.										
9. Put it on the cut.										
10. Get a band aid.										
11. Take the wrapper off the band aid.										
12. Take the tabs off the band aid.										
13. Put the pad of the band aid over the cut.										
14. Push the band aid down so that it sticks.										
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

Tending to a Minor Cut (pg.1 of 2)		Done?
	1. Notice the small cut on my skin.	<input type="checkbox"/>
	2. Get a clean towel or napkin.	<input type="checkbox"/>
	3. Put pressure on the cut with the towel or napkin.	<input type="checkbox"/>
	4. Check to make sure the bleeding stopped.	<input type="checkbox"/>
	5. Wash the cut with soap and water.	<input type="checkbox"/>
	6. Dry it with a clean towel or napkin.	<input type="checkbox"/>
	7. Get a first aid kit.	<input type="checkbox"/>
	8. Get the antibiotic ointment.	<input type="checkbox"/>
	9. Put it on the cut.	<input type="checkbox"/>
	10. Get a band aid.	<input type="checkbox"/>

Tending to a Minor Cut (pg.2 of 2)		Done?
	11. Take the wrapper off the band aid.	<input type="checkbox"/>
	12. Take the tabs off the band aid.	<input type="checkbox"/>
	13. Put the pad of the band aid over the cut.	<input type="checkbox"/>
	14. Push the band aid down so that it sticks.	<input type="checkbox"/>



Get a clean towel or napkin.



Check to make sure the bleeding stopped.



Notice the small cut on my skin.



Put pressure on the cut with the towel or napkin.



Dry it with a clean towel or napkin.



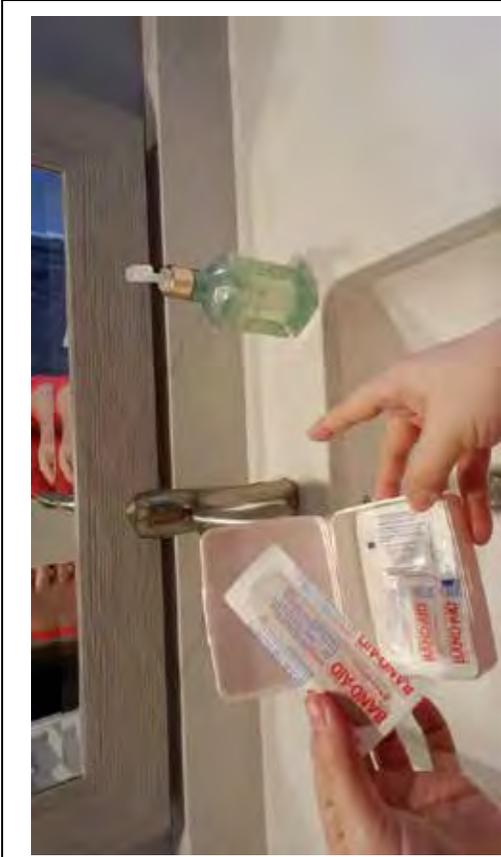
Get the antibiotic ointment.



Wash the cut with soap and water.



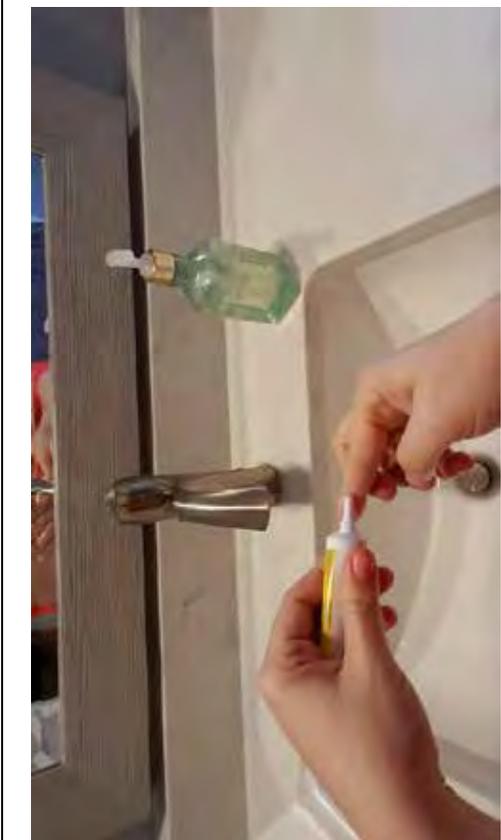
Get a first aid kit.



Get a band aid.



Take the tabs off the band aid.



Put it on the cut.



Take the wrapper off the band aid.



Push the band aid down so that it sticks.



Put the pad of the band aid over the cut.

Tending to a Minor Cut - Troubleshooting Card



If	Then
The bleeding won't stop. 	Continue to put pressure on the cut with a towel or napkin and get help. 
The band aid falls off.	Get a new band aid and place it on clean skin. 
I cut myself badly.	Get help and/or call 911.
I need help. 	I will ask someone.