



### Sample IEP Goal:

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

### Possible Settings:

Kitchen  
Classroom that includes a dishwasher

### Items Needed:

- Dishwasher
- Plates
- Bowls
- Glasses
- Cabinet
- Task analysis
- Visual supports

# Unloading the Dishwasher



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to unload the dishwasher. Have the student attempt to unload the dishwasher, 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 pull the bottom rack out independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for unloading the dishwasher.
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 unload the dishwasher. Have **Transition to Adulthood** (on [www.teachtown.com](http://www.teachtown.com)) open to the Assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Unload the dishwasher and put the dishes away." As the student completes each step to unload the dishwasher, 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, "Load and start the dishwasher," 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

For example, if the student doesn't respond within 4 seconds, give them the gesture prompt (i.e., point to the plate, etc.). If they still do not respond, offer the verbal prompt, "Take out the plate." If they still do not take out the plate, have them watch the segment of the video that models taking out the plate. 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 unload a dishwasher in a variety of settings (e.g., various types of kitchen set-ups such as commercial, residential, etc.).
- Have the student use a variety of dishwashers (e.g., different types and set-ups).
- Have the student use a variety of plates, bowls and cups.
- Have the student practice putting away the plates, bowls and cups in a variety of cabinet set-ups.
- Have the student practice organizing and straightening the plates, bowls and cups in the cabinet.
- Have the student identify what to do if there are dishes that do not look clean (e.g., scrub them in the sink and rewash them in the dishwasher, etc.).
- If you are unable to practice in a natural environment (kitchen, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

## Unloading the Dishwasher - 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. Open the dishwasher										
2. Pull the bottom rack out.										
3. Open the cabinet where the plates and bowls go.										
4. Carefully, take out a clean bowl.										
5. Put it in the cabinet where the bowls go.										
6. Continue until all the bowls are put away.										
7. Carefully, take out a clean plate.										
8. Put it in the cabinet where plates go.										
9. Continue until all the plates are put away.										
10. Close the cabinet.										
11. Push the bottom rack back into the dishwasher.										
12. Pull out the top rack.										
13. Open the cabinet where the glasses go.										
14. Take a glass out of the dishwasher.										
15. Put it in the cabinet where the glasses go.										
16. Continue until all the glasses are put away.										
17. Close the cabinet.										
18. Push the top rack back into the dishwasher.										
19. Close the dishwasher.										
<b>TOTALS*</b>										

\*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

Unloading the Dishwasher (pg.1 of 2)		Done?
	1. Open the dishwasher.	<input type="checkbox"/>
	2. Pull out the bottom rack.	<input type="checkbox"/>
	3. Open the cabinet where the plates and bowls go.	<input type="checkbox"/>
	4. Carefully, take a clean bowl out of the dishwasher.	<input type="checkbox"/>
	5. Put it in the cabinet where the bowls go.	<input type="checkbox"/>
	6. Continue until all the bowls are put away.	<input type="checkbox"/>
	7. Carefully, take a clean plate out of the dishwasher.	<input type="checkbox"/>
	8. Put it in the cabinet where the plates go.	<input type="checkbox"/>
	9. Continue until all the plates are put away.	<input type="checkbox"/>
	10. Close the cabinet.	<input type="checkbox"/>

Unloading the Dishwasher (pg.2 of 2)		Done?
	11. Push the bottom rack back into the dishwasher.	<input type="checkbox"/>
	12. Pull out the top rack of the dishwasher.	<input type="checkbox"/>
	13. Open the cabinet where the glasses go.	<input type="checkbox"/>
	14. Take a glass out of the dishwasher.	<input type="checkbox"/>
	15. Put it in the cabinet where the glasses go.	<input type="checkbox"/>
	16. Continue until all the glasses are put away.	<input type="checkbox"/>
	17. Close the cabinet.	<input type="checkbox"/>
	18. Push the top rack back into the dishwasher.	<input type="checkbox"/>
	19. Close the dishwasher.	<input type="checkbox"/>



**Pull out the bottom rack.**



**Carefully, take a clean bowl out of the dishwasher.**



**Open the dishwasher.**



**Open the cabinet where the plates and bowls go.**



Continue until all the bowls are put away.



Put it in the cabinet where the plates go.



Put it in the cabinet where the bowls go.



Carefully, take a clean plate out of the dishwasher.



**Close the cabinet.**



**Pull out the top rack of the dishwasher.**



**Continue until all the plates are put away.**



**Push the bottom rack back into the dishwasher.**



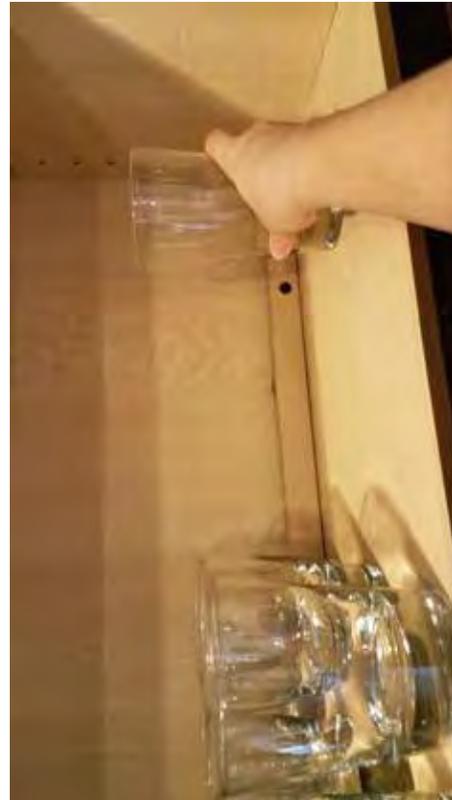
**Take a glass out of the dishwasher.**



**Continue until all the glasses are put away.**



**Open the cabinet where the glasses go.**



**Put it in the cabinet where the glasses go.**



**Push the top rack back into the dishwasher.**



**Close the cabinet.**



**Close the dishwasher.**

## Unloading the Dishwasher - Troubleshooting Card



If	Then
<p>There is still food on the dishes.</p> 	<p>Do not put them away. Put them back in the dishwasher to wash again.</p> 
<p>The pile of dishes gets too tall.</p> 	<p>Make a new pile.</p> 
<p>The dishes are still wet.</p>	<p>Set them out to dry before putting them away.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>