



Sample IEP Goal:

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

Possible Settings:

- Home
- Workshop
- Outdoor project
- Building site

Items Needed:

- Hammer
- Nail
- Piece of wood, a wall, etc.
- Task analysis
- Visual supports

Note: Because a hammer is to be used in this task, monitor the student closely during this activity to ensure safety. If they do not demonstrate adequate safety judgment, or the ability to use a hammer safely, skip this skill altogether.

Using a Hammer



Preparing for the Lesson

1. Read Prompting/Fading Procedures prior to having the student attempt the task.
2. Prior to beginning the lesson, gather baseline data to assess the student's current ability to use a hammer. Have the student attempt to use a hammer independently, however you may offer prompts only to ensure student safety, not for accuracy of step completion. If the student begins to exhibit unsafe behavior with the hammer (e.g., their hands are in the way, swinging the hammer, etc.), intervene immediately. Record their baseline data online (or you may use the task analysis attached if a computer/tablet is not available).
3. 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 workshop/building site (natural environment), set-up a scenario for using a hammer with a wood plank outside at school or in other available and appropriate locations (contrived situation).
4. 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 on safety glasses independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for using a hammer.
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 use a hammer. 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, "Use the hammer." As the student completes each step to use a hammer, note whether they completed the step independently, or what level of prompting they required.
3. Offer positive reinforcement (e.g., verbal praise, token, tangible, etc.) for steps completely correctly.



Using a Hammer

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, "Use a hammer," 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 hammer, etc.). If they still do not respond, offer the verbal prompt, "Pick up the hammer." If they still do not pick up the hammer, have them watch the segment of the video that models picking up the hammer. If they still do not respond, use hand-over-hand prompting to complete the step.

For steps in the task that pose a safety risk, such as when they are tapping the nail to set it in place, hitting the nail repeatedly, etc., most-to-least prompts may be used (e.g., use hand-over-hand prompts initially to ensure they are handling the hammer safely). Fade the prompt (moving from physical, to model, verbal, then gestural), gradually increasing the distance between the staff member and the learner as soon as it is safe and appropriate to do so. If the student begins to exhibit unsafe behavior with the hammer (e.g., their hands are in the way, swinging the hammer, etc.), intervene immediately.

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 use a hammer in a variety of settings (e.g., various rooms in the home, workshop, etc.).
- Have the student use a variety of hammers and nails (e.g., claw hammer, tack hammer, rubber mallet, aluminum hammer, roofer hammer, etc.).
- Have the student practice nailing a variety of items (e.g., picture frame, bookshelf, putting a nail in a wall to hang a picture, etc.).
- Have the student practice what to do if they hurt themselves (e.g., apply ice, get a band-aid, seek help if needed, etc.).
- Have the student practice wearing work gloves and various types of safety goggles.
- Discuss hammer safety (e.g., keep fingers/hand out of the way, don't use the hammer if someone is in close proximity, don't swing the hammer around, etc.).
- If you are unable to practice in a natural environment (home, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Using a Hammer - 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. Put on the safety glasses.										
2. Get a hammer.										
3. Put the nail where you want it to go with your fingers out of the way.										
4. Gently tap the hammer on the nail head to set it in place.										
5. Remove your hand from the nail.										
6. Hit the nail with the hammer.										
7. Keep your other hand away from the hammer and nail.										
8. Keep hitting the nail until it is pounded all the way in.										
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

Using a Hammer	Done?	
	<p>1. Put on the safety glasses.</p>	<input type="checkbox"/>
	<p>2. Get a hammer.</p>	<input type="checkbox"/>
	<p>3. Put the nail where I want it to go with my fingers out of the way.</p>	<input type="checkbox"/>
	<p>4. Gently tap the hammer on the nail head to set it in place.</p>	<input type="checkbox"/>
	<p>5. Remove my hand from the nail.</p>	<input type="checkbox"/>
	<p>6. Hit the nail with the hammer.</p>	<input type="checkbox"/>
	<p>7. Keep my other hand away from the hammer and nail.</p>	<input type="checkbox"/>
	<p>8. Keep hitting the nail until it is pounded all the way in.</p>	<input type="checkbox"/>



Put on the safety glasses.



Get a hammer.



Put the nail where I want it to go with my fingers out of the way.



Gently tap the hammer on the nail head to set it in place.



Remove my hand from the nail.



Hit the nail with the hammer.



Keep my other hand away from the hammer and nail.



Keep hitting the nail until it is pounded all the way in.



If	Then
<p>I need to remove a nail.</p> 	<p>Use the back of the hammer to remove the nail.</p> 
<p>The nail is crooked after I am done.</p> 	<p>Remove the nail and try again.</p> 
<p>I hit myself with the hammer.</p> 	<p>Apply an ice pack right away. If it is a serious injury, seek help and/or call 911.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>