



### Sample IEP Goal:

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

### Possible Settings:

- Parking Lot
- Driveway
- Car Wash

### Items Needed:

- Car
- Car soap
- Towel
- Sponge/Wash mitt
- Bucket
- Hose
- Task analysis
- Visual supports

# Washing a Car



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to wash a car. Have the student attempt to wash a car, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor the student and intervene as necessary to ensure that no damage will be done to the car.
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 car wash (natural environment), set-up a scenario for washing a car in the parking lot 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 fill the bucket with water independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for washing a car.
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 wash a car. 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, "Wash the car." As the student completes each step to wash the car, 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, "Wash the car;" 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 hose, etc.). If they still do not respond, offer the verbal prompt, "Spray the car with water." If they still do not pick up the hose and spray the car, have them watch the segment of the video that models spraying the car with water. 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 wash a car in a variety of settings (e.g., parking lot, driveway, car wash, etc.).
- Have the student wash a variety of cars (e.g., large, small, varying levels of dirt, etc.).
- Have the student practice what to do if dirt won't come off (e.g., scrub harder, use a special cleaner, etc.).
- Have the student practice washing a car in a self-serve car wash center (e.g., practice paying, using the sprayer/equipment, etc.).
- Have the student practice polishing the car, using window cleaner, wheel/tire cleaner, etc.
- If you are unable to practice in a natural environment (parking lot, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

## Washing a Car - 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. Get a sponge, car soap, towel, bucket and a hose.										
2. Add a small amount of soap to the bucket.										
3. Turn on the water and fill the bucket.										
4. Spray the car with water.										
5. Soak the sponge in the soapy water.										
6. Scrub the car with the sponge.										
7. Make sure to scrub the wheels.										
8. Dip the sponge back in the soapy water as needed.										
9. Continue until you've scrubbed all the surfaces of the car.										
10. Rinse the soap off the car with the hose.										
11. Dry the car with the towel.										
<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

Washing a Car		Done?
	1. Get a sponge, car soap, towel, bucket, and a hose.	<input type="checkbox"/>
	2. Add a small amount of soap to the bucket.	<input type="checkbox"/>
	3. Turn on the water and fill the bucket with the hose.	<input type="checkbox"/>
	4. Spray the car with water.	<input type="checkbox"/>
	5. Soak the sponge in the soapy water.	<input type="checkbox"/>
	6. Scrub the car with the sponge.	<input type="checkbox"/>
	7. Make sure to scrub the wheels.	<input type="checkbox"/>
	8. Dip the sponge back in the soapy water as needed.	<input type="checkbox"/>
	9. Continue until I've scrubbed all the surfaces of the car.	<input type="checkbox"/>
	10. Rinse the soap off the car with the hose.	<input type="checkbox"/>
	11. Dry the car with the towel.	<input type="checkbox"/>



**Get a sponge, car soap, towel, bucket, and a hose.**



**Add a small amount of soap to the bucket.**



**Turn on the water and fill the bucket with the hose.**



**Spray the car with water.**



**Soak the sponge in the soapy water.**



**Scrub the car with the sponge.**



**Make sure to scrub the wheels.**



**Dip the sponge back in the soapy water as needed.**



**Continue until I've scrubbed all the surfaces of the car.**



**Rinse the soap off the car with the hose.**



**Dry the car with the towel.**



If	Then
<p>There is still dirt on the car.</p> 	<p>Scrub that area again.</p> 
<p>There are still soap bubbles on the car.</p> 	<p>Rinse the car again.</p> 
<p>The windows have water spots or streaks on them.</p> 	<p>Clean the windows with glass cleaner.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>