



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Restaurant Kitchen
- Cafeteria
- Classroom Sink

Items Needed:

- Dirty dishes
- Sink
- Dish Soap
- Sponge
- Drying Rack/Mat
- Task analysis
- Visual supports

Washing Dishes by Hand

Sample IEP Goal:



Preparing for the lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to wash dishes by hand. Have the student attempt to wash dishes by hand, 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). *If you can't access a kitchen (natural environment), set up a scenario for washing dishes in the school cafeteria 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 squeeze a small amount of soap into the sink independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for washing dishes by hand.
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 dishes by hand. 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, "Wash the dishes." As the student completes each step to wash dishes by hand, 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.



Washing Dishes by Hand



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 dishes," 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 dish, etc.). If they still do not respond, offer the verbal prompt, "Pick up the dish." If they still do not pick up the dish, have them watch the segment of the video that models picking up the dish. 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 dishes by hand in a variety of settings (e.g., various types of kitchen set-ups such as multiple sinks, one sink, etc.).
- Have the student use a variety of dish soap (e.g., different brands, different spouts, foam, liquid, etc.).
- Have the student practice what to do if the water in the sink is too hot (e.g., add cold water).
- Have the student wash a variety of dirty dishes (e.g., food that is stuck, plates, bowls, cups, baking dishes, etc.).
- Have the student check if the sponge needs to be cleaned or replaced (e.g., check if it's dirty, etc.).
- Have the student practice what to do if the dish water is dirty (e.g., drain the sink and refill before continuing with the remaining dishes, etc.).
- Have the student practice what to do if they can't get the food off (e.g., scrub harder, let it soak in warm soapy water and try again, etc.).
- Have the student practice what to do if they fill up the drying rack (e.g., put away dry dishes and continue, rearrange dishes to fit, etc.).
- If you are unable to practice in a natural environment (kitchen, etc.), make sure you vary the contrived situation (e.g., change locations, materials used, etc.).

Washing Dishes by Hand - 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. Make sure one side of the sink is clean and empty.										
2. Put the stopper in the drain.										
3. Turn on warm water.										
4. Make sure it's not too hot.										
5. Get dish soap.										
6. Squeeze a small amount of soap into the sink.										
7. Let the water run to fill the sink halfway.										
8. Move the faucet to the other side of the sink.										
9. Rinse the food off the dirty dishes.										
10. Put the dishes in the soapy water.										
11. Pick up one dish.										
12. Get a sponge.										
13. Scrub the dish on all sides with the sponge.										
14. Rinse all the soap off the dish.										
15. Put the dish on the drying mat/rack.										
16. Repeat this until all the dirty dishes are washed.										
17. Take the stopper out of the drain.										
18. Rinse the sponge and squeeze the water out.										
19. Put the sponge next to the sink.										
20. After the soapy water is gone, rinse the sink.										
21. Turn the water off.										
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

Washing Dishes by Hand (pg. 1 of 2)		Done?
	1. Make sure one side of the sink is clean and empty.	<input type="checkbox"/>
	2. Put the stopper in the drain.	<input type="checkbox"/>
	3. Turn on warm water.	<input type="checkbox"/>
	4. Make sure it's not too hot.	<input type="checkbox"/>
	5. Get dish soap.	<input type="checkbox"/>
	6. Squeeze a small amount of soap into the sink.	<input type="checkbox"/>
	7. Let the water run to fill the sink halfway.	<input type="checkbox"/>
	8. Move the faucet to the other side of the sink.	<input type="checkbox"/>
	9. Rinse the food off the dirty dishes.	<input type="checkbox"/>
	10. Put the dishes in the soapy water.	<input type="checkbox"/>
	11. Pick up one dish.	<input type="checkbox"/>

Washing Dishes by Hand (pg. 2 of 2)		Done?
	12. Get a sponge.	<input type="checkbox"/>
	13. Scrub the dish on all sides with the sponge.	<input type="checkbox"/>
	14. Rinse all the soap off the dish.	<input type="checkbox"/>
	15. Put the dish on the drying rack or mat.	<input type="checkbox"/>
	16. Repeat this until all the dirty dishes are washed.	<input type="checkbox"/>
	17. Take the stopper out of the drain.	<input type="checkbox"/>
	18. Rinse the sponge and squeeze the water out.	<input type="checkbox"/>
	19. Put the sponge next to the sink.	<input type="checkbox"/>
	20. After the soapy water is gone, rinse the sink.	<input type="checkbox"/>
	21. Turn the water off.	<input type="checkbox"/>



Make sure one side of the sink is clean and empty.



Put the stopper in the drain.



Turn on warm water.



Make sure it's not too hot.



Get dish soap.



Squeeze a small amount of soap into the sink.



Let the water run to fill the sink halfway.



Move the faucet to the other side of the sink.



Rinse the food off the dirty dishes.



Put the dishes in the soapy water.



Pick up one dish.



Get a sponge.



Scrub the dish on all sides with the sponge.



Rinse all the soap off the dish.



Put the dish on the drying rack or mat.



Repeat this until all the dirty dishes are washed.



Take the stopper out of the drain.



Rinse the sponge and squeeze the water out.



Put the sponge next to the sink.



After the soapy water is gone, rinse the sink.



Turn the water off.



If	Then
<p>There are already clean dishes in the drying rack.</p> 	<p>Put them away before washing more dishes.</p> 
<p>There is food that is dried or stuck on the dish.</p> 	<p>Scrub harder or let it soak in soapy water and then try again.</p> 
<p>The sponge looks/smells dirty.</p> 	<p>Clean it or get a new sponge.</p> 
<p>The dish water is dirty or the soap bubbles are gone.</p> 	<p>Empty the sink and refill it with clean water and dish soap.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>