



Sample IEP Goal:

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

Possible Settings:

- School/Community garden
- Home garden/flowerbed
- Indoor area with planted pots

Items Needed:

- Plant
- Soil
- Hose with sprayer nozzle
- Task analysis
- Visual supports

Watering Plants



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to water plants. Have the student attempt to water plants, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor students and intervene as necessary to ensure student safety.
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 garden (natural environment), set-up a scenario for watering plants in the classroom (potted plant), outside, 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 aim the hose at the soil independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for watering plants.
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 water plants. 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, "Water the plants." As the student completes each step to water plants, 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.



Watering Plants



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, "Water the plants," 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, "Get the hose." If they still do not get the hose, have them watch the segment of the video that models getting the hose. 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 water plants in a variety of settings (e.g., various types of gardens, potted plants, etc.).
- Have the student use a variety of watering methods (e.g., hose with various types of nozzles, watering can, etc.).
- Have the student research about the plant to determine how much water and sunlight is needed.
- Have the student practice gauging if the plant needs water (e.g., check if the soil is dry, etc.).
- If you are unable to practice in a natural environment (garden, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Watering Plants - 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. Look at the soil to see if it's dry.										
2. Get the hose.										
3. Turn the water on.										
4. Drag the hose to the area you want to water.										
5. Aim the hose at the soil.										
6. Squeeze the sprayer nozzle.										
7. Move the hose around the whole area you want to water.										
8. Keep watering until the whole area looks wet.										
9. Turn the water off.										
10. Wrap up the hose.										
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

Watering Plants		Done?
	1. Look at the soil to see if it's dry.	<input type="checkbox"/>
	2. Get the hose.	<input type="checkbox"/>
	3. Turn the water on.	<input type="checkbox"/>
	4. Drag the hose to the area I need to water.	<input type="checkbox"/>
	5. Aim the hose at the soil.	<input type="checkbox"/>
	6. Squeeze the sprayer nozzle.	<input type="checkbox"/>
	7. Move the hose around the whole area I want to water.	<input type="checkbox"/>
	8. Keep watering until the whole area looks wet.	<input type="checkbox"/>
	9. Turn the water off.	<input type="checkbox"/>
	10. Wrap up the hose.	<input type="checkbox"/>



Look at the soil to see if it's dry.



Get the hose.



Turn the water on.



Drag the hose to the area I need to water.



Aim the hose at the soil.



Squeeze the sprayer nozzle.



Move the hose around the whole area I want to water.



Keep watering until the whole area looks wet.



Turn the water off.



Wrap up the hose.



If	Then
<p>The hose doesn't reach my plant.</p> 	<p>Use a watering can.</p> 
<p>The plant looks dead.</p> 	<p>Pull it out of the soil and plant something new.</p> 
<p>The water is coming out of the hose too quickly.</p> 	<p>Adjust the sprayer nozzle or turn the water down at the faucet.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>