



Sample IEP Goal:

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

Possible Settings:

- Bathroom
- Kitchen

Items Needed:

- Sink
- Soap
- Towel
- Task analysis
- Visual supports

Handwashing



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to wash their hands. Have the student attempt to wash their hands, 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 bathroom (natural environment), set-up a scenario for washing their hands at a classroom sink 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 get their hands wet independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for washing their hands.
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 wash their hands. 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 your hands." As the student completes each step to wash their hands, 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.



Handwashing

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 your hands," 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 soap, etc.). If they still do not respond, offer the verbal prompt, "Pick up the soap." If they still do not pick up the soap, have them watch the segment of the video that models picking up the soap. 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 their hands in a variety of settings (e.g., various types of bathroom set-ups, kitchens, commercial sink, etc.).
- Have the student use a variety of soap and dispensers (e.g., bar soap, liquid soap, automatic/touch-free dispensers, pumps, wall-mounted, countertop, etc.).
- Have the student practice what to do if the soap won't come out (e.g., check if it's empty, pump the soap again, etc.).
- Have the student practice turning on a variety of sink faucets (e.g., two knobs, one knob, etc.).
- If you are unable to practice in a natural environment (bathroom, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Handwashing - 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. Turn the water on.										
2. Make sure it's not too hot.										
3. Get your hands wet.										
4. Get soap.										
5. Rub your hands together.										
6. Rinse the soap from your hands.										
7. Turn the water off.										
8. Get a towel.										
9. Dry your hands with the towel.										
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

Handwashing		Done?
	1. Turn the water on.	<input type="checkbox"/>
	2. Make sure it's not too hot.	<input type="checkbox"/>
	3. Get my hands wet.	<input type="checkbox"/>
	4. Get soap.	<input type="checkbox"/>
	5. Rub my hands together.	<input type="checkbox"/>
	6. Rinse the soap from my hands.	<input type="checkbox"/>
	7. Turn the water off.	<input type="checkbox"/>
	8. Get a towel.	<input type="checkbox"/>
	9. Dry my hands with the towel.	<input type="checkbox"/>



Make sure it's not too hot.



Get soap.



Turn the water on.



Get my hands wet.



Rinse the soap from my hands.



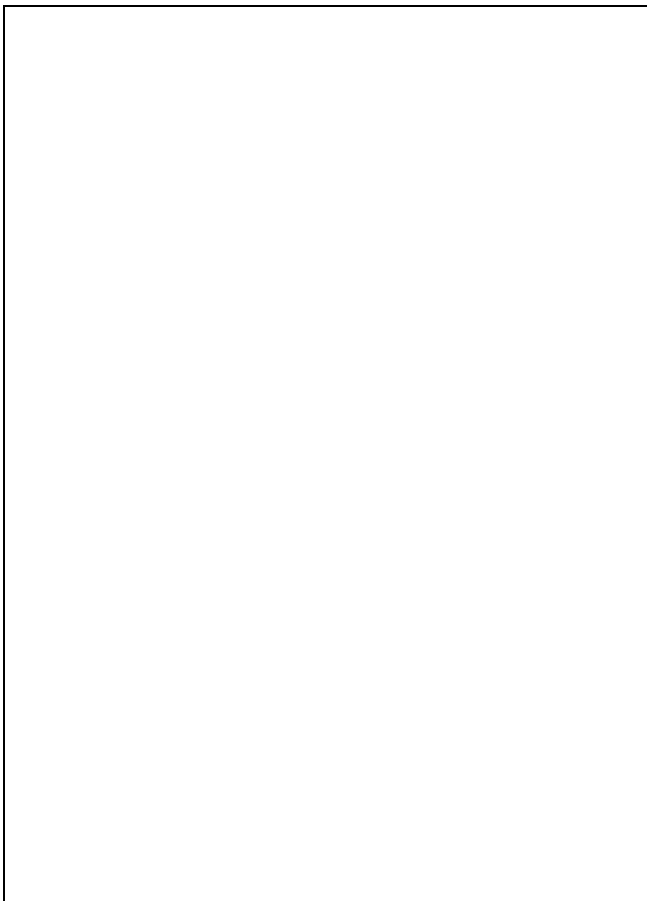
Get a towel.



Rub my hands together.











Turn the water off.



Dry my hands with the towel.

Handwashing - Troubleshooting Card



If	Then
<p>The water is too hot.</p> 	<p>Turn on the cold water.</p> 
<p>There is no towel.</p> 	<p>Shake my hands off and let them air dry.</p>
<p>I turned the water off, but I still have soap on my hands.</p> 	<p>Turn the water back on, and rinse my hands off.</p> 
<p>There is no soap.</p> 	<p>Get soap from another soap dispenser.</p> 
<p>I need help</p> 	<p>I will ask someone.</p>