

Roads to Learning and Earning



Lesson Plan

Topic/Title of Plan: Table Washing

Lesson Developed By: Harnett County Schools

School: DMS, WHMS, CEMS

Objective Being Taught	Table Washing; Community Living
RTLE Matrix Objective	By reviewing functional life skill resources, provide students and families with skills for living as independently as possible in the community.
Student Audience/Length	Lifeskills/OCS in middle or high school 45 mins.
Materials/Resources Needed	<p>Materials include the following:</p> <ul style="list-style-type: none"> • A manual sweeper of choice (e.g. Bissell) • A container of soapy water • A container of clean water • One wash cloth • A roll of paper towels • A garbage can • An Ipod Touch • An Auxiliary Speaker (iMainGo 2 Handheld Speaker) • Digital video camera • iMovie software <p>http://www.nfsmi.org/documentlibraryfiles/PDF/20071128011220.pdf</p>
Teaching Procedure	<p>1. Video-recordings of task analyses for sweeping and table washing include an individual verbally stating the task to be completed followed by modeling each step.</p> <p>2. Students then perform each step within the task analysis for sweeping and table washing using video prompting with error correction.</p> <ul style="list-style-type: none"> • The iPod Touch is manipulated by the trainer and positioned for students to see clearly. Once the student is viewing the screen, the instructor verbalizes “watch this” to this student and starts the video clip of the task (i.e. sweeping or table washing). • When the video clip finishes, the instructor says, “Now you do it”. • The instructor interrupts the student if a step is completed incorrectly and says “sorry, [name], that’s not quite right. Watch this.” The instructor begins to show the video clip again and prompts the student to complete the task when the video clip has stopped. • The student is provided with an additional 30 (60) seconds to complete the step. • If a student continues to not complete the step correctly, the instructor is used as a model and instructs the student to “Watch me” and completes the step accurately.

	<ul style="list-style-type: none"> • Three sessions of modeling are implemented. If a student does not show progress after three sessions of modeling, the instructor provides verbal direction and modeling. • If the student continues to have difficulty, the instructor provides physical prompting in addition to the two other prompts. • When using the physical prompting, the instructor repeats the auditory prompt given in the video while simultaneously guiding the student to complete the step. • If data for video prompting plateaus, in vivo instruction is conducted. <ol style="list-style-type: none"> i. A most-to-least prompting procedure is utilized. A verbal direction is provided for each step and students are given 10s to state a correct response. ii. If the student does not respond correctly, physical prompting is used. iii. After three sessions, physical prompts are faded to a gestural prompt. iv. Lastly, the verbal prompt for each step is faded as the students begin to chain steps together.
Check for Understanding and Assessment of Lesson	Data should be collected on the percentage of correct steps completed independently for each task and the number of sessions to reach mastery should be counted. Mastery criteria are set at three consecutive sessions with 100% correct responding for each task.
Wrap Up/Review	Reflect on the process and discuss what should be done differently, or not.