



## **Using Least to Most Prompting to Teach How to Cleaning a Table**

**Objective:** To teach students to clean a table

### **Setting and Materials:**

**Settings:** The one-to-one Instruction is conducted within the kitchen area of the self-contained classroom.

**Materials:** Materials included buckets and clothes of different shapes and colors. The tables used were also different shapes and colors. Soap and water was also included.

### **Content Taught**

Students are taught how to clean a table with multiple examples of materials and tables by color and shape.

Preparing materials task analysis:

1. walk to cabinet
2. open cabinet door
3. take out bucket
4. set bucket on counter
5. take out soap
6. pour soap into container
7. put soap into bucket
8. turn on water
9. set bucket under water
10. turn water off at proper level
11. set bucket on counter
12. open cabinet door
13. take out cloth
14. place cloth in bucket
15. close cabinet door

Cleaning table task analysis:

1. place bucket on another table
2. pick up cloth
3. place cloth in soap and water
4. wring out cloth
5. rub section one of table
6. place cloth in bucket

7. wring out cloth
8. rub section two of table
9. place cloth in bucket
10. wring out cloth
11. rub section three of table
12. place cloth in bucket

Putting away materials task analysis:

1. pick up bucket
2. take bucket to sink
3. take cloth out of bucket
4. turn on water
5. rinse out cloth
6. pour water down drain
7. rinse out bucket
8. turn off water
9. place cloth on bucket
10. open cabinet door
11. place bucket in cabinet
12. close soap container
13. place soap in cabinet
14. close cabinet door

### **Teaching Procedures**

**Instructional Procedures:**

1. Teacher will demonstrate steps of the cleaning table task analysis one time.
2. Teacher will provide instruction one-to-one in the classroom using total task format.
3. Teacher will initially use verbal praise as a consequence for correct responses on a continuous schedule of reinforcement.
4. Following one day at criterion, teacher will fade reinforcement to a fixed ratio of 6 for one day then to a fixed ratio of 12 schedule for one day.
5. The teacher will provide an opportunity for observational learning at the beginning and end of each instructional session while preparing or putting away materials.
6. At the beginning of the session, the teacher will cue the target that they are beginning by stating, "We need to get our materials ready to clean the tables"
7. As the teacher prepares the materials, allow each student to watch while verbally explaining the process.
8. At the end of the session, the teacher will state, "We need to put away our materials" and again describe was step in the sequence while the students watch.

## Evaluation

Data should be collected on the percent correct of the steps completed independently on the three separate task analyses. Students should complete a skill with 100% for one session. Skill generalization should be measured using the same procedure.

### Lesson Plan Based on:

Smith, R.L., Collins, B.C., Schuster, J.W., & Kleinert, H. (1999). Teaching table cleaning skills to secondary students with moderate/severe disabilities: Facilitating observational learning during instructional downtime. *Education and Training in mental retardation and Developmental Disabilities, 34*, 342-353.

This Lesson Plan Starter was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). *Using a Specific Job Skill to Teach How to Cleaning a Table*

