

Housekeeping and Janitorial Skills

Objective: To teach housekeeping and janitorial work skills.

Setting and Materials

Setting: Instruction on housekeeping job tasks was conducted on several floors of a 500-room hotel. All janitorial job tasks were instructed in various locations throughout the hotel, including the main lobby, the second floor, and in adjacent hallways.

Materials: Materials needed for housekeeping and janitorial tasks were used.

Content Taught

Students were taught housekeeping and janitorial tasks.

1. Housekeeping tasks included four tasks: vacuuming hallways, damp wiping vending machines, trash removal from ashtrays located near elevators, and dusting lights, pictures and door frames.
2. Janitorial tasks included four tasks: window washing, cleaning restrooms, wiping and sanitizing water fountains, and dusting and arranging the main hotel lobby lounge area.

Teaching Procedures

Subjects were taught two job sequences using total task chaining and a graduated assistance hierarchy of cues and correction procedures.

1. Provide a verbal cue for the student to begin work.
2. If the student begins the first step of the task, score the steps correctly completed as independent on the data collection sheet.
3. If the student is incorrect or waits more than 10 seconds to get started, provide the first level of assistance in the graduated guidance sequence of a verbal cue and gesture.

If the student is incorrect or waits more than 10 seconds to get started, provide the next level of assistance in the graduated guidance sequence verbal cue and physical prompt.

Evaluation

Collect student performance data on the percent of correct independent of steps in the task analysis by recording the levels of assistance needed to perform each step (i.e., 1= independent and accurate response, 2= verbal cue and gesture needed for student to perform skill accurately, or 3= verbal cue and physical prompt need to perform skill accurately).

Lesson Plan Based on:

Domaracki, J. W. & Lyon, S. R. (1992). A comparative analysis of general case simulation instruction and naturalistic instruction. *Research in Developmental Disabilities, 13*, 363-379.

This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H326J050004. Marlene Simon-Burroughs served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. 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 Secondary Transition Technical Assistance Center (2008). *Housekeeping and Janitorial Skills*, Charlotte, NC, NSTTAC.