

Laundry Skills

Objective: To teach students laundry skills.

Setting and Materials:

Settings: Family living classroom

Materials:

1. Laundry basket filled with laundry
2. Liquid detergent
3. Fabric softener sheets
4. 8 functional words (e.g. temperature, detergent, cycle) printed on 5 X 7 displayed on washer or dryer or on the laundry products being used

Content Taught

Task analysis steps for doing laundry

1. Carry laundry basket with clothes to washer
2. Open the washer lid
3. Put clothes in washer
4. Twist lid and remove from the bottle of liquid detergent
5. Pour correct amount into measuring cup
6. Replace the cap to the bottle of liquid detergent
7. Pour detergent from measuring cup into washer
8. Close washer lid
9. Select correct cycle
10. Select water temperature
11. Select load size
12. Press the button to start washer
13. When last cycle has finished remove clothes from washer

14. Put clothes in dryer
15. Put fabric softener sheet in dryer
16. Close dryer door
17. Select the desired setting
18. Press the button to start dryer
19. When dryer stops remove clothes from dryer
20. Remove clothes from dryer and put into laundry basket

Teaching Procedures

1. Present materials.
2. Deliver intentional cue (i.e., “Are you ready to wash and dry clothes?”) and wait for affirmative response.
3. Deliver task direction (e.g. “[*Name*], wash and dry the clothes) and wait 5 seconds for student to begin step and 15 seconds for student to complete step.
4. If student performs step correctly, provide verbal praise and wait 5 seconds for student to initiate next step.
5. If student performs step incorrectly, fails to initiate a response within 5 seconds, or fails to complete a step within 15 seconds, repeat the task direction using a verbal prompt (e.g., “After you put clothes in washer, twist lid and remove it from the detergent.”) and wait 5 seconds for student to begin step and 15 seconds for student to complete step.
6. If student performs step incorrectly following verbal prompt, model the correct response along with verbal prompt and wait 5 seconds for student to begin step and 15 seconds for student to complete step.
7. Proceed in this manner delivering praise for correct responses or delivering next level of prompt hierarchy until student completes each step of task analysis.

Evaluation

Evaluate the student’s performance by collecting data on the percentage of steps correct on the task analyses.

Lesson Plan Based on:

Taylor, P., Collins, B. C., Schuster, J. W., & Kleinert, H. (2002). Teaching laundry skills to high school students with disabilities: Generalization of targeted skills and nontargeted Information. *Education and Training in Mental Retardation and Developmental Disabilities*, 37, 172-183.

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