

Washing Machine Usage

Objective: To teach students to perform home maintenance skills in novel settings using self-operated audio prompt system.

Setting and Materials:

Settings:

1. School settings included bathroom in gymnasium and home living suite
2. Community setting was a laundromat

Materials:

1. Walkman-type player
2. Headphones
3. Batteries for tape player
4. Audio tape included
 - a) Recording of step by step instructions for performance
 - b) Recording of a bell tone to indicate when the tape player should be turned off in order to allow time to complete the step
 - c) Recording of a self-evaluation question at end of each related group of steps that require the student to stop the activity and determine that steps up to that point had been completed correctly (e.g., “Are all the coins in the washer?”
 - d) Recording of self-evaluation was followed by a directive (e.g., “If not call your teacher or _____” (repeated instruction; e.g., ...Remember to place one quarter in each empty slot.”
5. Materials varied according to home maintenance task assigned including
 - a) Cleaning a commode and mirror
 - b) Using the washer
 - c) Using the dryer

Content Taught

The following home maintenance skills were taught:

1. Cleaning a commode and mirror
2. Using a washer machine
3. Using a clothes dryer

Task Analysis for Using a Washer Machine	
Steps	Auditory Direction
Open washer lid	Today we are going to wash clothes by following the directions on the tape. Listen to the directions, then turn off the tape when you hear the bell. When you complete the directions, turn the Walkman back on and listen to the next direction. Are you ready? Now...Stand in front of the washer and open the lid. (bell)
Lift basket to washer lid	Good. Now lift your basket to the top of the washer and set it on the lid. (bell)
Put clothes in washer	Great! Now put the clothes in the washing machine. (bell)
Put basket on floor	Are the clothes in the washer? If the basket is not empty, call the teacher for help. Now put the empty basket on the floor. (bell)
Distribute clothes around washer	Now, spread the clothes around in the washer so they're flat. (bell)
Open cabinet door above washer	Great job so far! Now open the cabinet and take out the box of ACT detergent. (bell)
Remove detergent box	
Remove two packets of detergent	Open the box and take out one set (2 packets) of blue detergent. Put them into the washer. (bell)
Drop packets in washer	Can you see the blue packets on top of the clothes? If you can't see them, call the teacher for help. (bell)
Close washer lid	
Close detergent box	Good job! Now close the detergent box and put it back in the cabinet. Close the cabinet door. (bell)
Put box back in cabinet	
Close cabinet door	
Push dial in	You're doing great! Now close the washer lid. Push in the dial on the washer and turn it to 8- the red dot. (bell)
Turn dial to 8 (red dot)	

Pull dial out	Is the arrow pointing at 8? Great. If it is not, call the teacher for help. Now pull out the dial and the washer will start. The clothes have to wash now, so turn off the tape until the washer is quiet and has stopped running. If the washer does not start now, call the teacher for help. (bell)
Open lid when washer stops	Now open the washer lid and look at the clothes inside. If you see any water or the lid won't open, close the lid and let the washer finish running. (bell)
Put basket near washer lid	Good. The arrow on the dial should point to OFF. Now you are ready to take the clothes out of the washer. Open the washer lid. Pick up the basket and put it on the lid. (bell)
Put wet clothes in basket	Great job! Now reach in and take the clothes out of the washer and put them in the basket. Do this until the washer is empty. (bell)
Put basket on floor in front of dryer	Is the washer empty? Great! Now put the basket of clothes in front of the dryer. (bell)
Close washer lid	Close the washer lid. You're finished washing your clothes, and you've done a great job listening and following directions.

Teaching Procedures

1. Create a task analysis for each task to be taught to students.
2. Create recording of auditory instructions that describe each step necessary to complete a task. Auditory instructions are instructor-created verbal directions that match each step in the task. Include audio recording of questions that promote student self-evaluation of task performance.
3. Provide students with task materials and self-operated auditory prompt system.
4. If student calls you for assistance after a self-evaluation auditory question, intervene immediately and provide the student with appropriate correction or assistance.
5. If student does not request assistance but rather attempted to self-correct and solve the problem on his/her own, provide praise for this effort.

6. If data indicated a recurring error on a particular step, either massed trial practice was implemented (e.g., in opening the top of the Lysol bottle), or an adaptation was made (e.g., a laundry bag was substituted for the basket which was too cumbersome for Jason).

Evaluation

Percentage of steps completed correctly.

Lesson Plan Based on:

Briggs, A., Alberto, P., Sharpton, W., Berlin, K., McKinley, C. & Ritts, C. (1990). Generalized use of a self-operated audio prompting system. *Education and Training in Mental Retardation*, 25, 381-3