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Using Forward Chaining to Teach Laundromat Skills

Objective: To teach students how to use commercial washing machines and laundry soap dispensers

Setting and Materials:

Settings: community laundromat

Materials:
1. Money (quarters, dimes)- quantity depends on current Laundromat costs
2. Clothing
3. Laundry soap

Content Taught

Task Analysis for Using Commercial Washing Machine
1. Locate an empty machine
2. Add soap
3. Load the clothes
4. Set the wash cycle
5. Insert the money into the coin slide
6. Activate the machine

Task Analysis for Using Laundry Soap Dispenser
1. Locate the machine
2. Identify the correct laundry soap
3. Move the selection bar to the correct position
4. Insert money into the coin slot
5. Activate the machine
6. Retrieve the soap

Teaching Procedures

1. Before taking the students to the laundromat, make sure you have materials necessary to wash clothes (i.e., clothing, soap, coins for washer, coins for soap dispenser).
2. Model each step of the task analyses above from start to finish teaching students how to wash clothes and use soap dispensers.
3. Give student three opportunities to complete each step of the task analysis by introducing each new step and allowing the student to complete the step three

times consecutively before continuing to the next step. For example, in using the soap dispenser, students should first be trained to locate the machine in the laundromat. Once they have demonstrated independence with this step three consecutive times, add the second step to the sequence (i.e., identify correct laundry soap).

4. Once the student demonstrates the relevant previous step of the task analysis independently, proceed to teach them the next step and review the previous step along with the new step. Continue until all steps of the task analysis have been added following the same procedure in step 3.

Evaluation

Record the number of steps completed in each task analysis as correct or incorrect. A correct response can be counted when the student completes the step correctly without teacher assistance. An incorrect response is recorded when the student does not initiate the step within 5 seconds, completes the step inaccurately, and/or out of sequence.

Lesson Plan Based on:

McDonnell, J., & McFarland, S. (1988). A comparison of forward and concurrent chaining strategies in teaching laundromat skills to students with severe handicaps. *Research in Developmental Disabilities*, *9*, 177-194.