





<b>Goal</b>	<u>To wash the dirty clothes</u>
<b>Plan</b>	<ol style="list-style-type: none"> <li>1. <u>Gather all dirty clothes in the basket</u></li> <li>2. <u>Put the dirty clothes in the washing machine</u></li> <li>3. <u>Add the detergent</u></li> <li>4. <u>Turn on the washing machine</u></li> <li>5. <u>Choose the setting</u></li> <li>6. <u>Push start</u></li> <li>7. <u>Set a timer for when the washing machine will be done</u></li> </ol>
<b>Do</b>	<p><u>During this time, you will have them do it with their plan in view and check off each step. Write in any steps they didn't write down originally. Letting them create the plan independently as possible is an important step. Then during the "do" phase is where modeling and giving feedback is important. Many kids can do the daily task but struggle with identifying the steps to actually complete the task.</u></p>
<b>Review</b>	<p><u>During this step you will identify if their plan was successful/ needed changes.</u></p> <p><u>Example:</u></p> <p><u>"My plan was successful I was able to complete the task without additional steps".</u></p> <p><u>"I needed to make changes to my plan. I forgot to plan for ***."</u></p>

**Modifications:**

Kids of all abilities and language levels can participate in completing ADLs. Narrating as you complete daily tasks help build language skills as well.

- A. Start with having them complete the task alongside you with you narrating the steps.  
Then start fading how much of the task you're doing.
- B. Print pictures and have them sequence prior to completing the task to "plan"
- C. Use the pictures as the checklist as they follow the plan.

Please reach out with any questions or concerns.