



Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to eat at a restaurant with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Restaurant
- School Cafeteria
- Mock restaurant in the classroom

Items Needed:

- Utensils
- Napkin
- Chair
- Table
- Plate of food
- Task analysis
- Visual supports

Eating at a Restaurant



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to eat at a restaurant. Have the student attempt to eat at a restaurant, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor students and intervene as necessary to ensure student safety.
2. Determine the setting where the lesson will take place (consider how the video model will be used in the natural setting, during routines, etc.) and what materials will be used (see Planning for Generalization). If you can't access a restaurant (natural environment), set-up a scenario for eating at a restaurant in the cafeteria or in other available and appropriate locations (contrived situation).
3. Identify how the video model will be shown (e.g., on an iPad or tablet, etc.). If technology is not available to view the video model, the student may also use the visual supports provided (i.e., the visual task analysis or the photo cards).



Implementing the Video Model

1. Use the baseline data to determine how much of the video the student views (e.g., if they can already place their napkin in their lap independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for eating at a restaurant.
3. When presenting the video model, prompt the student to attend to the video (as needed). Some students may need to see the video several times before being asked to perform the target skill. Determine the appropriate number of times for each student to watch the video model.
4. After the student has viewed the video, have the student attempt to perform the target skill. Use the task analysis (see below) to monitor their progress toward completing the task independently.



Collecting Data Using the Task Analysis

1. After collecting baseline data and having the student view the video, have them attempt to eat at a restaurant. Have **Transition to Adulthood** (on www.teachtown.com) open to the Assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Eat at the restaurant". As the student completes each step to eat at a restaurant, note whether they completed the step independently, or what level of prompting they required to complete each step.
3. Offer positive reinforcement (e.g., verbal praise, token, tangible, etc.) for steps completely correctly.



Eating at a Restaurant

Prompting/Fading Procedures

As the student begins to acquire the skill, you may:

1. Delay the start of the video or stop it before it is over (so the student sees less of the video model). Gradually decrease the amount of the video shown.
2. If there is only one step in the task analysis that they are consistently performing incorrectly, show them only that section of the video. Have them re-watch and practice the step as needed.
3. Use a time delay when prompting the student. If the student does not complete the step (doesn't even begin the step in the task analysis) within 4 seconds of the prompt, "Eat at the restaurant," provide them with least-to-most prompting (gestural, then verbal, then model, then physical prompting) as needed for the student to complete the steps accurately.

EXAMPLE

If the student doesn't respond within 4 seconds, give them the gesture prompt (i.e., point to the napkin, etc.). If they still do not respond, offer the verbal prompt, "Put the napkin in your lap." If they still do not put the napkin in their lap, have them watch the segment of the video that models putting the napkin in their lap. If they still do not respond, use hand-over-hand prompting to complete the step.

4. Fade prompting until the student is performing the skill independently. Some students may continue to need some support; however, the goal should be that they do not require another person to be present to perform the target skill. Teach the student to manage their own behavior using the visual supports.

Planning for Generalization

- Have the student eat in a variety of restaurant (e.g., varying levels of formality, etc.).
- Have the student practice eating a variety of foods (e.g., soup, noodles, hand held foods vs. foods that need utensils, etc.).
- Have the student practice distinguishing between foods that you can eat with your hands vs. foods you should eat with silverware.
- Have the student use a variety of cutlery (e.g., spoon, knife, fork, etc.).
- Have the student practice excusing themselves to go to the restroom.
- Have the student practice engaging in polite meal time conversation (e.g., avoiding undesirable topics, etc.).
- Have the student practice chewing with their mouth closed.
- Have the student practice what to do if they spill something (e.g., wipe it up, ask the waiter for napkins, etc.).
- Have the student practice eating a variety of foods (e.g., soup, noodles, hand held foods vs. foods that need utensils, etc.).
- If you are unable to practice in a natural environment (restaurant, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Eating at a Restaurant - Task Analysis for Data Collection

Student Name: _____

Data Collection Phase (circle one): *Use a different data sheet for each phase.*

Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Wait until the host says the table is ready.										
2. Follow the host to the table.										
3. Sit down at the table.										
4. Place the napkin in your lap.										
5. When the food comes, cut it into bite-size pieces.										
6. Use the silverware to eat your food.										
7. Chew with your mouth closed.										
8. Wipe your mouth with the napkin as needed.										
9. When you are finished, place the napkin next to your plate.										
10. Push the chair in.										
TOTALS*										

*Total number of steps completed independently and accurately (could note percentage).

KEY	I	G	V	M	P
KEY	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

Eating at a Restaurant		Done?
	1. Wait until the host says the table is ready.	<input type="checkbox"/>
	2. Follow the host to the table.	<input type="checkbox"/>
	3. Sit down at the table.	<input type="checkbox"/>
	4. Place the napkin in my lap.	<input type="checkbox"/>
	5. When my food comes, cut it into bite-size pieces.	<input type="checkbox"/>
	6. Use my silverware to eat my food.	<input type="checkbox"/>
	7. Chew with my mouth closed.	<input type="checkbox"/>
	8. Wipe my mouth off with the napkin as needed.	<input type="checkbox"/>
	9. When I am finished, place the napkin next to my plate.	<input type="checkbox"/>
	10. Push the chair in.	<input type="checkbox"/>



Wait until the host says the table is ready.



Follow the host to the table.



Sit down at the table.



Place the napkin in my lap.



When my food comes, cut it into bite-size pieces.



Use my silverware to eat my food.



Chew with my mouth closed.



Wipe my mouth off with the napkin as needed.



When I am finished, place the napkin next to my plate.



Push the chair in.



If	Then
<p>I spill something on myself.</p> 	<p>Clean it as best I can with a napkin.</p> 
<p>The server bring food that is not what I ordered.</p> 	<p>Politely let the server know that my food is wrong. Ask them to bring what I ordered.</p> 
<p>I have leftover food I want to take home.</p> 	<p>Ask for a "to-go" box.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>