



Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to make a peanut butter and jelly sandwich with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Kitchen
- Cafeteria

Items Needed:

- Peanut butter
- Jelly
- Bread
- Butter knife or plastic knife
- Spoon
- Plate
- Task analysis
- Visual supports

Making a Peanut Butter and Jelly Sandwich



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to make a peanut butter and jelly sandwich. Have the student attempt to make a peanut butter and jelly sandwich. Record their data on-line (or you may use the task analysis attached if a computer/tablet is not available).
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 kitchen (natural environment), set-up a scenario for making a peanut butter and jelly sandwich in the classroom 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 open the bread bag independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making a peanut butter and jelly sandwich.
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 in 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 make a peanut butter and jelly sandwich. 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, "Make a peanut butter and jelly sandwich." As the student completes each step to make a peanut butter and jelly sandwich 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.



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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, "Make a peanut butter and jelly sandwich," 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 bread, etc.). If they still do not respond, offer the verbal prompt, "Take out the bread." If they still do not take out the bread, have them watch the segment of the video that models taking out the bread. 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 make a peanut butter and jelly sandwich in a variety of settings (e.g., various types of kitchen set-ups, cafeteria, break room, etc.).
- Have the student use a variety of peanut butter, jelly and bread (e.g., different flavors, different brands, etc.).
- Have the student practice stirring the peanut butter (if it's separated).
- Have the student practice lightly spreading the peanut butter so the bread doesn't rip.
- Have the student practice what to do if the bread rips.
- Have the student practice what to do if they can't open the jar (e.g., tap the edges, run the jelly jar under warm water, etc.).
- If you are unable to practice in a natural environment (kitchen, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Making a Peanut Butter and Jelly Sandwich - 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. Get a plate, butter knife, and spoon.										
2. Get the bread.										
3. Get the jelly.										
4. Get the peanut butter.										
5. Open the bread bag.										
6. Take out 2 slices of bread.										
7. Put them next to each other on the plate.										
8. Close the bread bag.										
9. Open the peanut butter.										
10. Scoop the peanut butter with a butter knife.										
11. Spread the peanut butter on one piece of bread.										
12. Close the peanut butter.										
13. Open the jelly.										
14. Scoop the jelly on the other piece of bread with the spoon.										
15. Close the jelly.										
16. Spread the jelly with the knife.										
17. Put the pieces of bread together.										
TOTALS*										

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

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

Making a Peanut Butter and Jelly Sandwich (pg.1 of 2)		Done?
	1. Get a plate, butter knife, and spoon.	<input type="checkbox"/>
	2. Get the bread.	<input type="checkbox"/>
	3. Get the jelly.	<input type="checkbox"/>
	4. Get the peanut butter.	<input type="checkbox"/>
	5. Open the bread bag.	<input type="checkbox"/>
	6. Take out 2 slices of bread.	<input type="checkbox"/>
	7. Put them next to each other on the plate.	<input type="checkbox"/>
	8. Close the bread bag.	<input type="checkbox"/>
	9. Open the peanut butter.	<input type="checkbox"/>
	10. Scoop the peanut butter with a butter knife.	<input type="checkbox"/>

Making a Peanut Butter and Jelly Sandwich (pg.2 of 2)		Done?
	11. Spread the peanut butter on one piece of bread.	<input type="checkbox"/>
	12. Close the peanut butter.	<input type="checkbox"/>
	13. Open the jelly.	<input type="checkbox"/>
	14. Scoop the jelly on the other piece of bread with the spoon.	<input type="checkbox"/>
	15. Close the jelly.	<input type="checkbox"/>
	16. Spread the jelly with the knife.	<input type="checkbox"/>
	17. Put the pieces of bread together.	<input type="checkbox"/>



Get the bread.



Get the peanut butter.



Get a plate, butter knife, and spoon.



Get the jelly.



Take out 2 slices of bread.



Close the bread bag.



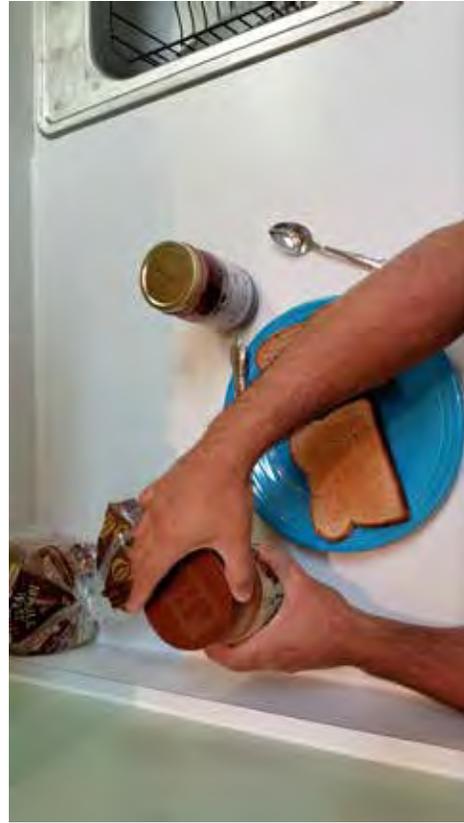
Open the bread bag.



Put them next to each other on the plate.



Scoop the peanut butter with a butter knife.



Close the peanut butter.



Open the peanut butter.



Spread the peanut butter on one piece of bread.



Scoop the jelly on the other piece of bread with the spoon.



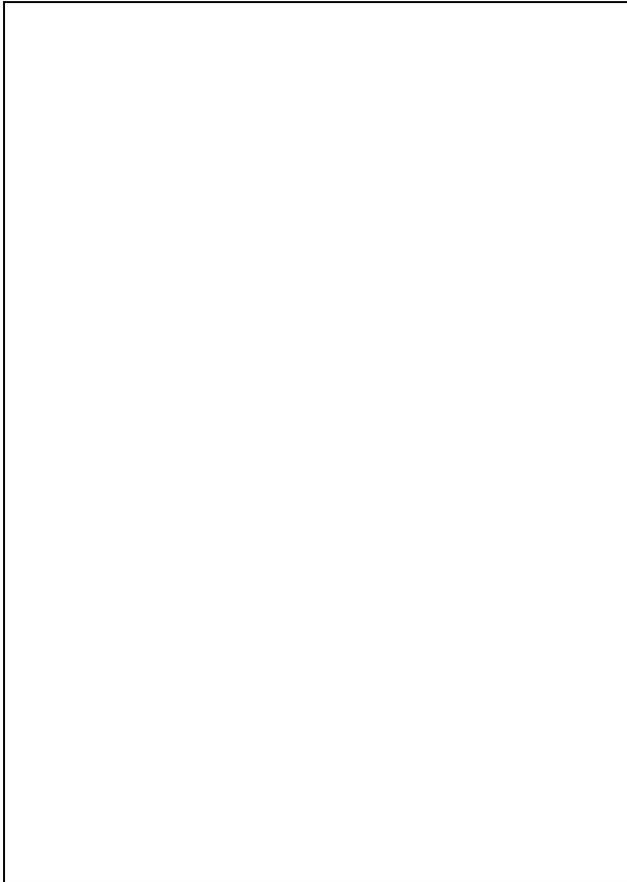
Spread the jelly with the knife.



Open the jelly.



Close the jelly.



Put the pieces of bread together.

Making a Peanut Butter and Jelly Sandwich - Troubleshooting Card



If	Then
The bread rips.	Get another piece of bread. 
The countertop gets dirty.	Clean it off. 
I scooped out too much peanut butter or jelly. 	Put some back in the container or throw it away in the sink or trash can. 
I can't open the jar of peanut butter or jelly. 	Use a towel or lid opener to get a better grip. If I still can't open it, I will ask for help.
I need help. 	I will ask someone.