



### Sample IEP Goal:

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

### Possible Settings:

- Kitchen
- Cafeteria
- Break room

### Items Needed:

- Turkey
- Cheese
- Bread
- Plate
- Task analysis
- Visual supports

# Making a Turkey Sandwich



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to make a turkey and cheese sandwich. Have the student attempt to make a turkey and cheese sandwich, but offer no prompts. Record their data online (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 turkey and cheese sandwich 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 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 turkey and cheese 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 turkey and cheese sandwich. Have **Transition to Adulthood** (on [www.teachtown.com](http://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 turkey and cheese sandwich." As the student completes each step to make a turkey and cheese 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.



# Making a Turkey Sandwich

## 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 turkey and cheese 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 turkey and cheese 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 turkey, cheese and bread (e.g., different brands, different containers, etc.).
- Have the student use various toppings for their sandwich (e.g., lettuce, mustard, mayo, tomato, 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 Turkey 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. Put a plate on the counter.										
2. Get the bread.										
3. Open the bread bag.										
4. Take out 2 slices.										
5. Put them next to each other on the plate.										
6. Close the bread bag.										
7. Get the turkey.										
8. Open the package of turkey.										
9. Put slices of turkey on one piece of bread.										
10. Close the turkey package.										
11. Open the package of cheese.										
12. Put slices of cheese on top of the turkey.										
13. Close the cheese package.										
14. Put the other piece of bread on top of the cheese.										
<b>TOTALS*</b>										

\*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

<b>Making a Turkey Sandwich</b> (pg.1 of 2)		<b>Done?</b>
	1. Put a plate on the counter.	<input type="checkbox"/>
	2. Get the bread.	<input type="checkbox"/>
	3. Open the bread bag.	<input type="checkbox"/>
	4. Take out 2 slices.	<input type="checkbox"/>
	5. Put them next to each other on the plate.	<input type="checkbox"/>
	6. Close the bread bag.	<input type="checkbox"/>
	7. Get the turkey.	<input type="checkbox"/>
	8. Open the package of turkey.	<input type="checkbox"/>
	9. Put slices of turkey on one piece of bread.	<input type="checkbox"/>
	10. Close the turkey package.	<input type="checkbox"/>

Making a Turkey Sandwich (pg.2 of 2)		Done?
	11. Open the package of cheese.	<input type="checkbox"/>
	12. Put slices of cheese on top of the turkey.	<input type="checkbox"/>
	13. Close the cheese package.	<input type="checkbox"/>
	14. Put the other piece of bread on top of the cheese.	<input type="checkbox"/>

Making a Turkey Sandwich - Task Sequence Photo Cards



Get the bread.



Take out 2 slices.



Put a plate on the counter.



Open the bread bag.



Close the bread bag.



Open the package of turkey.



Put them next to each other on the plate.



Get the turkey.



Close the turkey package.



Put slices of cheese on top of the turkey.



Put slices of turkey on one piece of bread.



Open the package of cheese.



**Put the other piece of bread on top of the cheese.**



**Close the cheese package.**

## Making a Turkey Sandwich - Troubleshooting Card



If	Then
The bread ripped.	Get another piece of bread. 
I want to add condiments (mustard, mayonnaise, ketchup) to my sandwich. 	Spread the condiment (mustard, mayonnaise, ketchup) on the bread with a knife. 
The turkey smells bad. 	DO NOT eat it. Throw it away.
The bread or cheese looks moldy. 	DO NOT eat it. Throw it away.
I need help. 	I will ask someone.