



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Break Room
- Cafeteria

Items Needed:

- Cereal
- Milk
- Bowl
- Spoon
- Task analysis
- Visual supports

Making a Bowl of Cereal



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to make a bowl of cereal. Have the student attempt to make a bowl of cereal, 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 bowl of cereal 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 cereal box independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making a bowl of cereal.
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 bowl of cereal. 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 bowl of cereal." As the student completes each step to make a bowl of cereal, 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 Bowl of Cereal

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 bowl of cereal," 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 cereal, etc.). If they still do not respond, offer the verbal prompt, "Pour the cereal." If they still do not pour the cereal, have them watch the segment of the video that models pouring the cereal. 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 bowl of cereal in a variety of settings (e.g., various types of kitchen set-ups, etc.).
- Have the student use a variety of cereals (e.g., different brands, different sizes of boxes, etc.).
- Have the student use a variety of milks (e.g., different brands, different types of bottles/jugs, etc.).
- Have the student practice what to do if the milk spills (e.g., clean it up, etc.).
- Have the student practice what to do if they put too much cereal or milk in the bowl (e.g., take some out, 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 Bowl of Cereal - 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 out a bowl and a spoon.										
2. Get out the cereal you want to eat.										
3. Open the refrigerator.										
4. Take the milk out of the refrigerator.										
5. Close the refrigerator door.										
6. Open the cereal box.										
7. Carefully pour the cereal into the bowl.										
8. Close the cereal box.										
9. Take the cap off the milk.										
10. Carefully pour the milk into the bowl.										
11. Put the cap back on the milk.										
12. Put the milk away in the refrigerator.										
13. Make sure the refrigerator is closed.										
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 Bowl of Cereal (pg.1 of 2)		Done?
	1. Get out a bowl and a spoon.	<input type="checkbox"/>
	2. Get out the cereal I want to eat.	<input type="checkbox"/>
	3. Open the refrigerator.	<input type="checkbox"/>
	4. Take the milk out of the refrigerator.	<input type="checkbox"/>
	5. Close the refrigerator door.	<input type="checkbox"/>
	6. Open the cereal box.	<input type="checkbox"/>
	7. Carefully pour the cereal into the bowl.	<input type="checkbox"/>
	8. Close the cereal box.	<input type="checkbox"/>
	9. Take the cap off the milk.	<input type="checkbox"/>
	10. Carefully pour the milk into the bowl.	<input type="checkbox"/>

Making a Bowl of Cereal (pg.2 of 2)		Done?
	11. Put the cap back on the milk.	<input type="checkbox"/>
	12. Put the milk away in the refrigerator.	<input type="checkbox"/>
	13. Make sure the refrigerator is closed.	<input type="checkbox"/>



Get out the cereal I want to eat.



Take the milk out of the refrigerator.



Get out a bowl and a spoon.



Open the refrigerator.

Making a Bowl of Cereal - Task Sequence Photo Cards



Open the cereal box.



Close the cereal box.



Close the refrigerator door.



Carefully pour the cereal into the bowl.



Carefully pour the milk into the bowl.



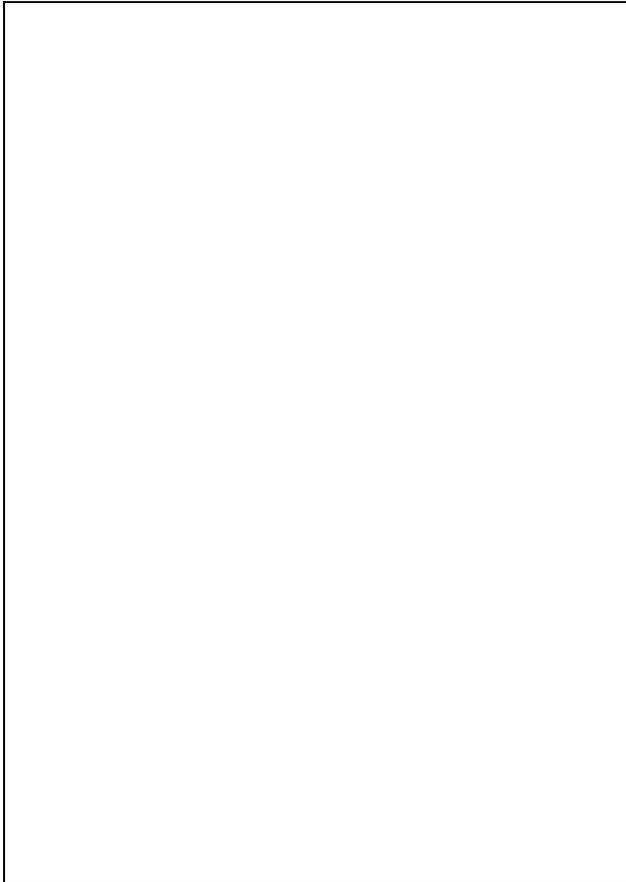
Put the milk away in the refrigerator.



Take the cap off the milk.



Put the cap back on the milk.



Make sure the refrigerator is closed.

Making a Bowl of Cereal - Troubleshooting Card



If	Then
The cereal or milk spilled on the counter or table.	Clean up the mess. 
The milk is expired. 	Don't use it. 
I use the last of the cereal or milk. 	Throw the empty box or carton away.
I need help. 	I will ask someone.