



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Cafeteria
- Restaurant

Items Needed:

- Cutting board
- Knife
- Bowl
- Lettuce
- Vegetables
- Dressing
- Task analysis
- Visual supports

Note: Because a knife is to be used in this task, monitor the student closely during this activity to ensure safety. If they do not demonstrate adequate safety judgment, or the ability to use a knife safely, opt for a butter knife, pre-cut ingredients, or skip this skill altogether.

Making a Salad



Preparing for the Lesson

1. Prior to beginning the lesson, read Prompting and Fading Procedures.
2. Gather baseline data to assess the student's current ability to make a salad. Have the student attempt to make a salad, but only offer prompts as needed to ensure student safety. **It is recommended that students use a butter knife (or other dull knife) during baseline to assess their knife handling/safety before allowing them access to a sharp knife.** Record their data online (or you may use the task analysis attached if a computer/tablet is not available).
3. 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).
4. 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 get the ingredients out independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making a salad.
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 make a salad. Prior to having them attempt the task, read Prompting and Fading Procedures. 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 salad." As the student completes each step to make a salad, 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 Salad

Prompting/Fading Procedures

During steps where the student is required to handle sharp items (i.e., using a knife to cut up the lettuce or other vegetables), it is critical that they receive prompts as needed for safety.

1. Have the student use a butter knife or plastic knife instead of a sharp knife (less potential for injury).
2. Have the student skip steps that require the use of a knife or modify the task analysis or ingredients (e.g., tear the lettuce, use pre-bagged lettuce or baby spinach, cherry tomatoes, pre-shredded carrots, etc.) to eliminate the use of a knife altogether.

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 (except for steps that are a safety risk). 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 salad," 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 lettuce, etc.). If they still do not respond, offer the verbal prompt, "Put the lettuce in the bowl." If they still do not put the lettuce in the bowl, have them watch the segment of the video that models putting the lettuce in the bowl. If they still do not respond, use hand-over-hand prompting to complete the step.

As the student begins to cut the lettuce and/or chop ingredients, use graduated guidance to ensure they perform this step accurately and safely. As they demonstrate that they know how to safely use the knife, gradually increase the distance between the staff member's hands and the student's hands to promote independence while ensuring safety.

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 salad in a variety of settings (e.g., various kitchen configurations, work room with refrigerator, etc.).
- Have the student prepare and use a variety of ingredients (e.g., veggies, meat, eggs, cheese, etc.).
- Have the student practice making a salad with a prepared salad kit (e.g., open the packages, pour the ingredients into a bowl, mix everything well, etc.).
- Have the students practice making a salad at a salad bar.
- Have the student practice cleaning up.
- Have the student practice food safety (e.g., wash ingredients thoroughly, use gloves if making for someone else, refrigerate items immediately after use, 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 materials, etc.).

Making a Salad - 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, cutting board, and knife.										
2. Get the ingredients out.										
3. Take the lettuce and rinse it under cold water.										
4. Dry the lettuce.										
5. Carefully cut the lettuce into smaller pieces.										
6. Place the lettuce into the bowl.										
7. Clean the other ingredients.										
8. Carefully chop the other ingredients on the cutting board.										
9. Place the chopped ingredients into the bowl with the lettuce.										
10. Pour the salad dressing on top of the salad.										
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 Salad		Done?
	1. Get out a bowl, cutting board, and knife.	<input type="checkbox"/>
	2. Get the ingredients out.	<input type="checkbox"/>
	3. Take the lettuce and rinse it under cold water.	<input type="checkbox"/>
	4. Dry the lettuce.	<input type="checkbox"/>
	5. Carefully cut the lettuce into smaller pieces.	<input type="checkbox"/>
	6. Place the lettuce in the bowl.	<input type="checkbox"/>
	7. Clean the other ingredients.	<input type="checkbox"/>
	8. Carefully chop the other ingredients on the cutting board.	<input type="checkbox"/>
	9. Place the chopped ingredients into the bowl with the lettuce.	<input type="checkbox"/>
	10. Pour the dressing on top of the salad.	<input type="checkbox"/>



Get out a bowl, cutting board, and knife.



Get the ingredients out.



Take the lettuce and rinse it under cold water.



Dry the lettuce.



Carefully cut the lettuce into smaller pieces.



Place the lettuce in the bowl.



Clean the other ingredients.



Carefully chop the other ingredients on the cutting board.



Place the chopped ingredients into the bowl with the lettuce.



Pour the dressing on top of the salad.



If	Then
I make a mess.	Clean it up. 
The lettuce or ingredients look rotten and/or smell bad. 	Don't put them in the salad. Throw them away. 
I cut myself. 	Apply pressure to the cut, clean it, and put on a Band-Aid.  *If the cut is severe, get help and/or call 911*
I need help. 	I will ask someone.