



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Cafeteria

Items Needed:

- Eggs
- Butter
- salt
- Spatula
- Skillet
- Bowl
- Fork or whisk
- Task analysis
- Visual supports

Note: Because this lesson requires the use of the stove, constant, close supervision is required. If your student's ability to complete this task or their safety judgment is in question, or your student has an aversion to physical touch/prompting, do not implement this skill with your student.

Making Scrambled Eggs



Preparing for the Lesson

1. Read Prompting/Fading Procedures prior to having the student attempt the task.
2. Prior to beginning the lesson, gather baseline data to assess the student's current ability to make scrambled eggs. Have the student attempt to make the eggs independently, however you may offer prompts only to ensure student safety, not for accuracy of step completion. 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). If you can't access a kitchen (natural environment), set-up a scenario for making scrambled eggs in the cafeteria at the school or in other available and appropriate locations (contrived situation).
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 crack the eggs into a bowl independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making scrambled eggs.
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 scrambled eggs. 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 scrambled eggs." As the student completes each step to make scrambled eggs, 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 Scrambled Eggs

Prompting/Fading Procedures

As the student initially attempts the task, it is critical that they receive prompts as needed for safety during the steps in the task analysis where hot food and appliances are handled.

1. Use *graduated guidance*. This is where the staff person positions himself/herself very close to the student, and shadows their hands (e.g., staff member's hands are in very close proximity to and move with the student's hands) so they can immediately provide assistance with hand-over-hand prompts. Over time, the distance between the staff person and the student can increase. Graduated guidance should be used initially during all steps that pose a safety risk.

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 scrambled eggs," 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 butter, etc.). If they still do not respond, offer the verbal prompt, "Put a small amount of butter in the skillet." If they still do not put the butter in the skillet, have them watch the segment of the video that models putting the butter in the skillet. If they still do not respond, use hand-over-hand prompting to complete the step.

For steps in the task that pose a safety risk, such as transferring the cooked eggs from the hot skillet to a plate, most-to-least prompts may be used (e.g., use hand-over-hand prompts initially to ensure they are handling the hot food safely. Fade the prompt (moving from physical, to model, verbal, then gestural), gradually increasing the distance between the staff member and the learner as soon as it is safe and appropriate to do so.

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 scrambled eggs in a variety of settings (e.g., various kitchen set-ups, cafeteria, restaurant, etc.).
- Have the student use a variety of cooking methods (e.g., scrambled, fried, hard boiled, etc.).
- Have the student practice what to do if they burn themselves (e.g., put body part under cool water, seek help if needed, etc.).
- Have the student practice adding various ingredients to their eggs (e.g., vegetables, meat, cheese, 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.).
- It is important that the student is able to safely turn a burner on and off, place a pan on the stove, move a pan off the stove, etc. These prerequisite skills may need to be taught in isolation prior to attempting this target skill.

Making Scrambled Eggs - 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 the eggs and butter out of the refrigerator.										
2. Crack the eggs into a bowl.										
3. Throw the egg shells away.										
4. Wash your hands.										
5. Add salt.										
6. Get a fork.										
7. Beat the eggs until the white and yolk are fully mixed.										
8. Put a skillet on the stove and turn the burner on.										
9. Put a small amount of butter into the skillet.										
10. Wait for the butter to melt.										
11. Do not touch the hot burner or the pan.										
12. Pour the eggs into the skillet.										
13. Put the bowl in the sink.										
14. Use a spatula to move the eggs around until they are fully cooked.										
15. Turn the burner off.										
16. Carefully put the scrambled eggs on a plate.										
17. Put the skillet back on the stove to cool.										
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 Scrambled Eggs (pg. 1 of 2)	Done?	
	<p>1. Get the eggs out of the refrigerator.</p>	<input type="checkbox"/>
	<p>2. Crack the egg into a bowl.</p>	<input type="checkbox"/>
	<p>3. Throw the egg shells away.</p>	<input type="checkbox"/>
	<p>4. Wash my hands.</p>	<input type="checkbox"/>
	<p>5. Add salt to the eggs.</p>	<input type="checkbox"/>
	<p>6. Get a fork.</p>	<input type="checkbox"/>
	<p>7. Beat the egg until the white and yolk are fully mixed.</p>	<input type="checkbox"/>
	<p>8. Put a skillet on the stove and turn the burner on.</p>	<input type="checkbox"/>
	<p>9. Put a small amount of butter in the skillet.</p>	<input type="checkbox"/>

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Done?



10. Wait for the butter to melt.



11. DO NOT touch the hot burner or pan.



12. Pour the eggs into the skillet



13. Put the bowl in the sink.



14. Use a spatula to move the eggs around until they are fully cooked.



15. Turn the burner off.



16. Carefully put the scrambled eggs on a plate.



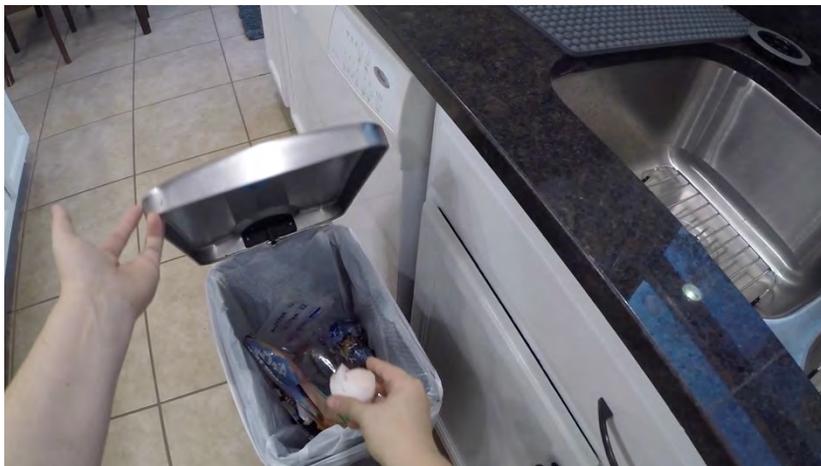
17. Put the skillet back on the stove to cool.



Get the eggs out of the refrigerator.



Crack the egg into a bowl.



Throw the egg shells away.



Wash my hands.



Add salt to the eggs.



Get a fork.



Beat the egg until the white and yolk are fully mixed.



Put a skillet on the stove and turn the burner on.



Put a small amount of butter in the skillet.



Wait for the butter to melt.



DO NOT touch the hot burner or pan.



Pour the eggs into the skillet



Put the bowl in the sink.



Use a spatula to move the eggs around until they are fully cooked.



Turn the burner off.



Carefully put the scrambled eggs on a plate.



Put the skillet back on the stove to cool.



If	Then
<p>The egg shells get in the bowl.</p> 	<p>Take them out before beating the eggs.</p> 
<p>I don't have a fork.</p> 	<p>Use a whisk or spoon to beat the eggs.</p> 
<p>The yolk and white are still separated.</p> 	<p>Keep beating the eggs until they are mixed together.</p> 
<p>My eggs are still runny.</p> 	<p>Keep cooking them.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>