



Sample IEP Goal:

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

Possible Settings:

- Kitchen (home)
- Classroom
- Cafeteria
- Restaurant

Items Needed:

- Smoothie ingredients (fruit, yogurt, milk, etc.)
- Blender
- Glass/Cup
- Electrical Outlet
- Task analysis
- Visual supports

Note: Because a blender 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 blender safely, opt for simply putting the ingredients into the blender or skip this skill altogether.

Making a Smoothie



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to make a smoothie. Have the student attempt to make a smoothie, but offer only prompts to maintain student safety. Monitor students closely to ensure their safety when plugging in/unplugging the blender and when adding ingredients (blades). 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 smoothie in the school 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 take the lid off the blender independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making a smoothie.
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 smoothie. 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 smoothie." As the student completes each step to make a smoothie, 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 Smoothie

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 smoothie," 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 fruit, etc.). If they still do not respond, offer the verbal prompt, "Put the fruit in the blender." If they still do not put the fruit in the blender, have them watch the segment of the video that models putting the fruit in the blender. 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 smoothie in a variety of settings (e.g., various types of kitchens such as home kitchen, cafeteria kitchen, break room area, etc.).
- Have the student use a variety of smoothie items (e.g., different fruits, yogurts, milks, vegetables, peanut butter, seeds, etc.).
- Have the student make a smoothie using a variety of blenders (e.g., various brands, types like immersion blenders, sizes, power level, etc.).
- Have the student practice following a recipe (e.g., using measuring cups, following a written recipe, visual recipe, etc.).
- Have the student practice finding a smoothie recipe (e.g., checking out a cookbook, searching on the internet, etc.).
- Have the student practice prepping the food ingredients (e.g., washing fruit, chopping fruit, removing stems, 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/ingredients, etc.).

Making a Smoothie - 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 blender.										
2. Carefully plug the blender into the wall.										
3. Get some fruit ready.										
4. Get yogurt.										
5. Get milk.										
6. Take the lid off the blender.										
7. Put the fruit, yogurt, and milk in the pitcher of the blender.										
8. Put the lid back on the blender.										
9. Hold the lid down while I turn the blender on.										
10. Keep the blender on until all the fruit chunks are gone.										
11. Turn the blender off.										
12. Unplug the blender.										
13. Take the lid off.										
14. Carefully pour the smoothie into a glass.										
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 Smoothie (pg. 1 of 2)

Done?



1. Get out a blender.



2. Carefully plug the blender into the wall.



3. Get fruit ready.



4. Get yogurt.



5. Get milk.



6. Take the lid off the blender.



7. Put the fruit, yogurt, and milk in the pitcher of the blender.



8. Put the lid back on the blender.

Making a Smoothie (pg. 2 of 2)		Done?
	9. Hold the lid down while I turn the blender on.	<input type="checkbox"/>
	10. Keep the blender on until all the fruit chunks are gone.	<input type="checkbox"/>
	11. Turn the blender off.	<input type="checkbox"/>
	12. Unplug the blender.	<input type="checkbox"/>
	13. Take the lid off.	<input type="checkbox"/>
	14. Carefully pour the smoothie into a glass.	<input type="checkbox"/>



Get out a blender.



Carefully plug the blender into the wall.



Get fruit ready.



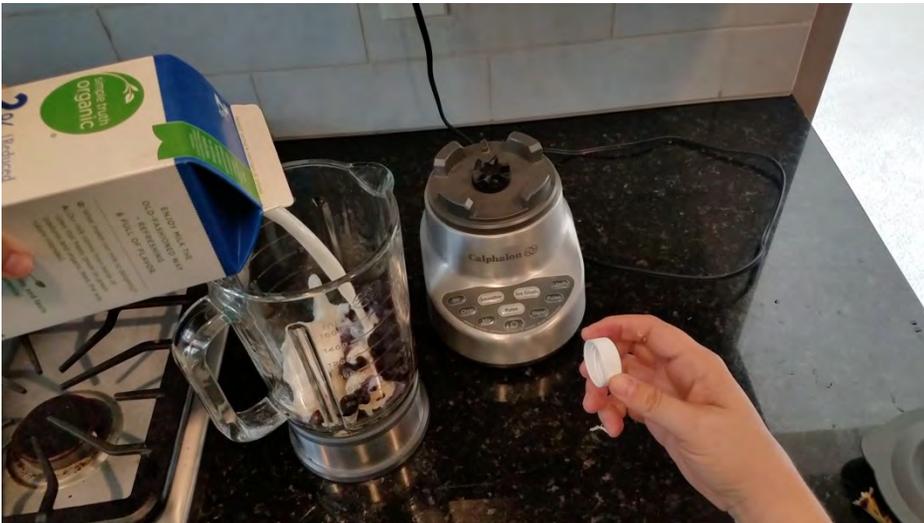
Get yogurt.



Get milk.



Take the lid off the blender.



Put the fruit, yogurt, and milk in the pitcher of the blender.



Put the lid back on the blender.



Hold the lid down while I turn the blender on.



Keep the blender on until all the fruit chunks are gone.



Turn the blender off.



Unplug the blender.



Take the lid off.



Carefully pour the smoothie into a glass.



If	Then
<p>Any of the ingredients look and/or smell bad.</p> 	<p>Don't use them (throw them away).</p> 
<p>The lid is not all the way on.</p>	<p>Stop the blender and put the lid on correctly.</p> 
<p>The glass is not large enough for the smoothie.</p> 	<p>I will use two glasses or get a larger glass.</p> 
<p>I make a mess.</p>	<p>Clean it up.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>