



Sample IEP Goal:

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

Possible Settings:

- Kitchen (home)
- Cafeteria
- Classroom
- Lounge
- Work Break Room

Items Needed:

- Microwave
- Microwavable, frozen Meal
- Task analysis
- Visual supports

Note: Because this lesson involves heating food in the microwave that can cause burns, monitor the student closely during this activity to ensure safety. If they do not demonstrate adequate safety judgment, or the ability to handle hot items safely, have them use pot holders, or skip this skill altogether.

Microwaving a Frozen Meal



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to microwave a frozen meal. Have the student attempt to microwave a frozen meal, but offer only prompts to ensure their safety (e.g., when removing the hot food item from the microwave). 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 microwaving a frozen meal 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 take the tray out of the box independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for microwaving a frozen meal.
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 microwave a frozen meal. 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, "Microwave your meal." As the student completes each step to microwave a frozen meal, 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.



Microwaving a Frozen Meal

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, "Microwave your meal," 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 microwave, etc.). If they still do not respond, offer the verbal prompt, "Open the microwave." If they still do not open the microwave, have them watch the segment of the video that models opening the microwave. 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 microwave a frozen meal in a variety of settings (e.g., various kitchens, break rooms, etc.).
- Have the student use a variety of microwaves (e.g., different brands, different button configurations, different sizes, different doors/handles, etc.).
- Have the student use a variety of microwavable meals (e.g., meals that need to be stirred mid-way through, meals that do not need to be vented, meals that require you to lay the pizza on top of the box, etc.).
- Have the student practice what to do if they smell their food burning (e.g., stop the microwave (hit cancel, open the door), take the food out, etc.).
- Have the student practice what to do if they put the wrong time in (e.g., hit cancel and restart with the correct time, 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/food items, etc.).

Microwaving a Frozen Meal - 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. Take the meal out of the freezer. | | | | | | | | | | |
| 2. Open the box. | | | | | | | | | | |
| 3. Take the tray out of the box. | | | | | | | | | | |
| 4. Read the directions on the box. | | | | | | | | | | |
| 5. Use a fork to poke holes in the film on the tray. | | | | | | | | | | |
| 6. Open the microwave. | | | | | | | | | | |
| 7. Put the tray in the microwave. | | | | | | | | | | |
| 8. Close the microwave. | | | | | | | | | | |
| 9. Look at the cook time on the box. | | | | | | | | | | |
| 10. Enter the cook time on the microwave. | | | | | | | | | | |
| 11. Push start. | | | | | | | | | | |
| 12. Wait for the microwave to go off. | | | | | | | | | | |
| 13. Open the microwave. | | | | | | | | | | |
| 14. Hold the tray by the edges. It will be HOT! | | | | | | | | | | |
| 15. Carefully take the HOT tray out of the microwave. | | | | | | | | | | |
| 16. Set the tray on the counter. | | | | | | | | | | |
| 17. Close the microwave. | | | | | | | | | | |
| 18. Carefully remove the film from the tray - it will be HOT! | | | | | | | | | | |
| 19. Throw the film away. | | | | | | | | | | |
| 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 |

| Microwaving a Frozen Meal (pg. 1 of 2) | Done? | |
|---|---|--------------------------|
|  | 1. Take the meal out of the freezer. | <input type="checkbox"/> |
|  | 2. Open the box. | <input type="checkbox"/> |
|  | 3. Take the tray out of the box. | <input type="checkbox"/> |
|  | 4. Read the directions on the box. | <input type="checkbox"/> |
|  | 5. Use a fork to poke holes in the film on the tray. | <input type="checkbox"/> |
|  | 6. Open the microwave. | <input type="checkbox"/> |
|  | 7. Put the tray in the microwave. | <input type="checkbox"/> |
|  | 8. Close the microwave. | <input type="checkbox"/> |
|  | 9. Look at the cook time on the box. | <input type="checkbox"/> |
|  | 10. Enter the cook time on the microwave. | <input type="checkbox"/> |

| Microwaving a Frozen Meal (pg. 2 of 2) | | Done? |
|---|--|--------------------------|
|  | <p>11. Push, "Start".</p> | <input type="checkbox"/> |
|  | <p>12. Wait for the microwave to go off.</p> | <input type="checkbox"/> |
|  | <p>13. Open the microwave.</p> | <input type="checkbox"/> |
|  | <p>14. Hold the tray by the edges. It will be HOT!</p> | <input type="checkbox"/> |
|  | <p>15. Carefully take the HOT tray out of the microwave.</p> | <input type="checkbox"/> |
|  | <p>16. Set the tray on the counter.</p> | <input type="checkbox"/> |
|  | <p>17. Close the microwave.</p> | <input type="checkbox"/> |
|  | <p>18. Carefully remove the film from the tray. It will be HOT!</p> | <input type="checkbox"/> |
|  | <p>19. Throw the film away.</p> | <input type="checkbox"/> |



Take the meal out of the freezer.



Open the box.



Take the tray out of the box.



Read the directions on the box.



Use a fork to poke holes in the film on the tray.



Open the microwave.



Put the tray in the microwave.



Close the microwave.



Look at the cook time on the box.



Enter the cook time on the microwave.



Push, "Start".



Wait for the microwave to go off.



Open the microwave.



Hold the tray by the edges. It will be HOT!



Carefully take the HOT tray out of the microwave.



Set the tray on the counter.



Close the microwave.



Carefully remove the film from the tray. It will be HOT!



Throw the film away.



| If | Then |
|---|---|
| <p>The meal is hot/steaming.</p>  | <p>Wait until it cools off before eating it.</p>  |
| <p>I put in the wrong amount of time.</p>  | <p>Cancel it and re-enter the correct time.</p>  |
| <p>The tray is too hot to touch.</p>  | <p>Wait for it to cool down or use oven mitts.</p>  |
| <p>I burn myself.</p> | <p>Immediately run cool water over the burned area.</p> <p>If it is a bad burn, get help and/or call 911.</p>  |
| <p>I need help.</p>  | <p>I will ask someone.</p> |