

**Sample IEP Goal:**

With 2 or fewer prompts, the student will complete the steps required to order fast food at a counter with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Fast food restaurant
- School cafeteria
- Mock restaurant in the classroom

Items Needed:

- Menu
- Food
- Cash
- Cash Register
- Task analysis
- Visual supports

Ordering Fast Food at a Counter

**Preparing for the Lesson**

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to order fast food at a counter. Have the student attempt to order fast food at a counter, 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 fast food restaurant (natural environment), set-up a scenario for ordering fast food at a counter 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 walk up to the counter independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for ordering fast food at a counter.
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 order fast food at a counter. 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, "Order fast food at the counter." As the student completes each step to order fast food at a counter, 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.



Ordering Fast Food at a Counter



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, "Order fast food at the counter," 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 counter, etc.). If they still do not respond, offer the verbal prompt, "Walk up to the counter." If they still do not go up to the counter, have them watch the segment of the video that models this step. If they still do not respond, use physical 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 order food at a counter in a variety of settings (e.g., various restaurants, etc.).
- Have the student order a variety of food items (e.g., burgers, chicken, salads, sandwiches, combo meals, smoothies, coffee, etc.).
- Have the student practice using a variety of payment methods (e.g., cash, credit card, debit card, etc.).
- Have the student practice speaking up if their order is incorrect.
- Have the student practice using manners such as "please" and "thank you."
- Have the student practice getting their own drink from a drink station.
- Have the student practice what to do if a menu item is not available.
- Have the student practice what to do if their food is taking a long time (e.g., ask an employee, wait patiently, get your drink and sit down at a table while you wait, etc.).
- If you are unable to practice in a natural environment (fast food restaurant, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Ordering Fast Food at a Counter		Done?
	1. Look at the menu.	<input type="checkbox"/>
	2. Decide what I want to order.	<input type="checkbox"/>
	3. Walk up to the counter.	<input type="checkbox"/>
	4. Tell the employee my order.	<input type="checkbox"/>
	5. When they tell me the total I owe, hand them the money.	<input type="checkbox"/>
	6. Take my change and receipt.	<input type="checkbox"/>
	7. Wait for my food.	<input type="checkbox"/>
	8. When they say that my order is ready, take my food.	<input type="checkbox"/>



Look at the menu.



Decide what I want to order.



Walk up to the counter.



Tell the employee my order.



When they tell me the total I owe, hand them the money.



Take my change and receipt.



Wait for my food.



When they say that my order is ready, take my food.



If	Then
<p>I got food that I didn't order.</p> 	<p>Tell the employee the order is wrong.</p> 
<p>My food is taking a long time.</p> 	<p>Wait patiently or go sit down until my order is called.</p> 
<p>They give me an empty cup.</p> 	<p>Fill it up at the drink station.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>