Ordering Food From a Menu

Sample IEP Goal:

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

Possible Settings:

• Restaurant
• Cafeteria

Items Needed:

• Menu
• Task analysis
• Visual supports

Preparing for the Lesson

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

✋ 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 food from the menu," 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 menu, etc.). If they still do not respond, offer the verbal prompt, "Pick up the menu." If they still do not pick up the menu, have them watch the segment of the video that models picking up the menu. 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 order from a menu in a variety of settings (e.g., various types of restaurants such as sit-down, fast food, etc).

❑ Have the student use a variety of menus (e.g., multiple page menus, menus with pictures, menus on a board, etc.).

❑ Have the student practice how to order substitutions (e.g., hamburger with no pickle, etc.).

❑ If you are unable to practice in a natural environment (restaurant, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, change menus used, etc.).

Ordering Food From a Menu - 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. Open the menu.										
2. Look at the food choices.										
3. Choose an entree.										
4. Look at the price.										
5. Make sure you have enough money for the food you chose.										
6. Look at the drink choices.										
7. Choose a drink.										
8. Wait for the server to come over.										
9. Tell the server what you would like to eat.										
10. Tell the server what you would like to drink.										
11. Wait for the server to write down your order.										
12. Hand the menu to the server.										
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

| Ordering from a Menu	Done?
1. Open the menu.	☐
2. Look at the food choices.	☐
3. Choose an entrée.	☐
4. Look at the price.	☐
5. Make sure I have enough money for the food I chose.	☐
6. Look at the drink choices.	☐
7. Choose a drink.	☐
8. Wait for the server to come over.	☐
9. Tell the server what I would like to eat.	☐
10. Tell the server what I would like to drink.	☐
11. Wait for the server to write down my order.	☐
12. Hand the menu to the server.	☐

Look at the food choices.

Look at the price.

Open the menu.

Choose an entrée.
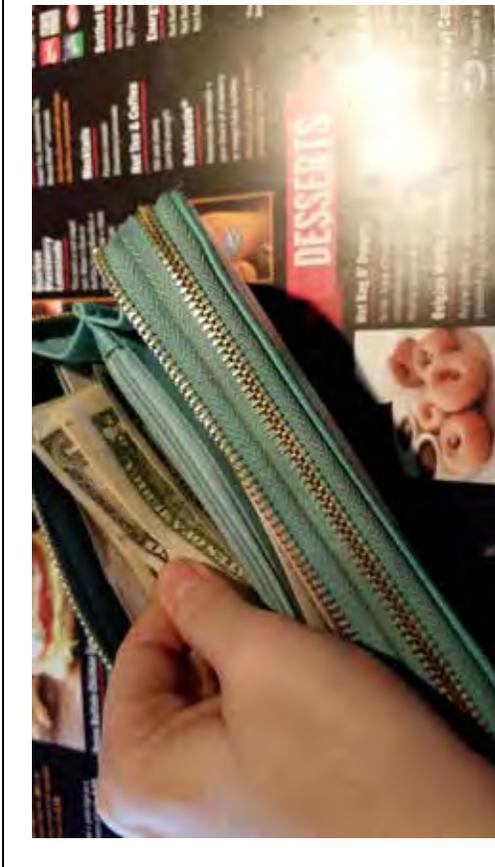
Look at the drink choices.

Wait for the server to come over.

Make sure I have enough money for the food I chose.

Choose a drink.

Tell the server what I would like to drink.

Hand the menu to the server.

Tell the server what I would like to eat.

Wait for the server to write down my order.

If	Then
I have a question about the menu.	Ask the server.
I have a food allergy.	Make sure to tell the server before ordering.
I don't have enough money to get the food I want.	Choose an item I have enough money for.
I would like to change something about my order (e.g., chips instead of fries, no pickles, etc.).	Tell the server when I give them my order.
I need help.	I will ask someone.