



### Sample IEP Goal:

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

### Possible Settings:

- Kitchen
- Cafeteria
- Classroom

### Items Needed:

- Food
- Drink
- Ice Pack
- Lunch Bag
- Baggies
- Small Containers
- Task analysis
- Visual supports

# Packing a Lunch



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to pack a lunch. Have the student attempt to pack a lunch, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor students and intervene as necessary to ensure student safety.
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 packing a lunch 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 get out the food independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for packing a lunch.
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 pack a lunch. Prior to having them attempt the task, read Prompting and Fading Procedures. Have **Transition to Adulthood** (on [www.teachtown.com](http://www.teachtown.com)) open to the Assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Pack your lunch." As the student completes each step to pack a lunch, 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.



# Packing a Lunch

## 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, "Pack your lunch," 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 ice pack, etc.). If they still do not respond, offer the verbal prompt, "Put the ice pack in the lunch box." If they still do not put the ice pack in the lunch box have them watch the segment of the video that models putting the ice pack in the lunch box. 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 pack a lunch in a variety of settings (e.g., various kitchens, etc.).
- Have the student practice preparing and packing a variety of foods/drinks.
- Have the student pack their lunch in various lunch bags (e.g., insulated bag, brown paper bag, etc.).
- Have the student practice what to do if their lunch doesn't fit in their lunch box (e.g., use a different bag, use different container or switch to plastic bags, take out their drink, etc.).
- Have the student practice packing hot ingredients (e.g., put soup in a thermos, etc.).
- Have the student practice putting items to be microwaved in microwave safe containers.
- If you are unable to practice in a natural environment (kitchen, etc.), make sure you vary the contrived situation (e.g., change locations, change items used, etc.).

## Packing a Lunch - 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 a lunch bag and bags or small containers.										
2. Get out the food.										
3. Make sure you have protein, fruit, carbohydrates, and a vegetables.										
4. Prepare the food.										
5. Place the food into small containers or bags.										
6. Place an ice pack in the lunch bag.										
7. Place the containers or bags into the lunch bag.										
8. Put a drink in the lunch bag.										
<b>TOTALS*</b>										

\*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

Packing a Lunch	Done?	
	<p>1. Get a lunch bag and bags or small containers.</p>	<input type="checkbox"/>
	<p>2. Get out the food.</p>	<input type="checkbox"/>
	<p>3. Make sure to have protein, fruit, carbohydrates, and vegetables.</p>	<input type="checkbox"/>
	<p>4. Prepare the food.</p>	<input type="checkbox"/>
	<p>5. Place the food into small containers or bags.</p>	<input type="checkbox"/>
	<p>6. Place an ice pack in the lunch bag.</p>	<input type="checkbox"/>
	<p>7. Place the containers or bags into the lunch bag.</p>	<input type="checkbox"/>
	<p>8. Put a drink in the lunch bag.</p>	<input type="checkbox"/>



**Get a lunch bag and bags or small containers.**



**Get out the food.**



**Make sure to have protein, fruit, carbohydrates, and vegetables.**



**Prepare the food.**



**Place the food into small containers or bags.**



**Place an ice pack in the lunch bag.**



**Place the containers or bags into the lunch bag.**



**Put a drink in the lunch bag.**



If	Then
<p>My food doesn't fit in the lunch bags or small containers.</p>	<p>Use different bags/containers and/or cut the food to fit.</p> 
<p>My food appears to be old/smells bad.</p> 	<p>Throw it away.</p> 
<p>I don't have time to pack lunch in the morning.</p> 	<p>Pack lunch the night before.</p> 
<p>My food doesn't fit in the lunchbox.</p> 	<p>Use a different lunchbox or rearrange the food.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>