



Sample IEP Goal:

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

Possible Settings:

- Restaurant
- Cafeteria

Items Needed:

- Silverware (fork, spoon, knife)
- Napkins
- Silverware bin
- Task analysis
- Visual supports

Rolling Silverware



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to roll silverware. Have the student attempt to roll silverware 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 rolling silverware 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 place a fork on the napkin independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for rolling silverware.
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 roll silverware. 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, "Roll the silverware." As the student completes each step to roll silverware, 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.



Rolling Silverware

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, "Roll the silverware," 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 fork, etc.). If they still do not respond, offer the verbal prompt, "Place the fork on the napkin." If they still do not put the fork on the napkin, have them watch the segment of the video that models putting the fork on the napkin. 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 roll silverware in a variety of restaurant settings (e.g., sit down restaurant, counter service, etc.).
- Have the student roll silverware using a variety of methods and materials (e.g., paper band, no band, cloth napkin, paper napkin, various silverware, etc.).
- Have the student practice checking if the silverware is wrapped properly (e.g., check for tightness, neatness, etc.).
- Have the student practice what to do if the silverware comes unrolled (e.g., roll it up again, get a new napkin, etc.).
- Have the student practice what to do if the silverware appears dirty (e.g., put it back with the dirty utensils, 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, etc.).

Rolling Silverware - 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 stack of napkins. | | | | | | | | | | |
| 2. Get a bin of clean silverware. | | | | | | | | | | |
| 3. Place one napkin on the table. | | | | | | | | | | |
| 4. Place a fork on the napkin. | | | | | | | | | | |
| 5. Place a spoon on the napkin. | | | | | | | | | | |
| 6. Place a knife on the napkin. | | | | | | | | | | |
| 7. Fold one corner of the napkin over the silverware. | | | | | | | | | | |
| 8. Roll the napkin around the silverware. | | | | | | | | | | |
| 9. Place the rolled silverware to the side. | | | | | | | | | | |
| 10. Repeat this until all of the silverware is rolled up. | | | | | | | | | | |
| 11. Place the rolled silverware in the bin. | | | | | | | | | | |
| 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 |

| Rolling Silverware | | Done? |
|---|---|--------------------------|
|  | 1. Get a stack of napkins. | <input type="checkbox"/> |
|  | 2. Get a bin of clean silverware. | <input type="checkbox"/> |
|  | 3. Place one napkin on the table. | <input type="checkbox"/> |
|  | 4. Place a fork on the napkin. | <input type="checkbox"/> |
|  | 5. Place a spoon on the napkin. | <input type="checkbox"/> |
|  | 6. Place a knife on the napkin. | <input type="checkbox"/> |
|  | 7. Fold one corner of the napkin over the silverware. | <input type="checkbox"/> |
|  | 8. Roll the napkin around the silverware. | <input type="checkbox"/> |
|  | 9. Place the rolled silverware to the side. | <input type="checkbox"/> |
|  | 10. Repeat this until all of the silverware is rolled up. | <input type="checkbox"/> |
|  | 11. Place the rolled silverware in the bin. | <input type="checkbox"/> |



Get a bin of clean silverware.



Place a fork on the napkin.



Get a stack of napkins.



Place one napkin on the table.



Place a knife on the napkin.



Roll the napkin around the silverware.



Place a spoon on the napkin.



Fold one corner of the napkin over the silverware.



Repeat this until all of the silverware is rolled up.



Place the rolled silverware to the side.



Place the rolled silverware in the bin.

Rolling Silverware - Troubleshooting Card



| If | Then |
|--|--|
| <p>There are dirty napkins or dirty silverware.</p>  | <p>Get clean napkins and/or clean silverware.</p>  |
| <p>I am missing some silverware.</p>  | <p>Get the silverware I need. Do not roll a set of silverware with missing pieces.</p>  |
| <p>Your silverware roll looks messy.</p>  | <p>Undo the rolled silverware and fix it.</p>  |
| <p>The silverware bin gets full.</p> | <p>Empty the bin before rolling more silverware.</p> |
| <p>I need help</p>  | <p>I will ask someone.</p> |