



### Sample IEP Goal:

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

### Possible Settings:

- Restaurant
- Kitchen
- Cafeteria

### Items Needed:

- Placemats
- Dishes
- Silverware (spoon, fork, knife)
- Napkins
- Table/countertop
- Task analysis
- Visual supports

# Setting a Table



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to set a table. Have the student attempt to set a table, 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 setting a table 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 put a placemat on the table independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for setting a table.
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 set a table. 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, "Set the table." As the student completes each step to set the table, 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.



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## 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, "Set the table," 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 napkin, etc.). If they still do not respond, offer the verbal prompt, "Put the napkin next to the plate." If they still do not put down the napkin, have them watch the segment of the video that models putting down 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 set a table in a variety of settings (e.g., restaurant, house, cafeteria, etc.).
- Have the student set a variety of tables (e.g., kitchen table, restaurant table, round table, square table, etc.).
- Have the student practice using a variety of materials (e.g., various plates, napkins, placemats, silverware, etc.).
- Have the student practice what to do if they don't have enough of the needed materials (e.g., get another napkin, etc.).
- Have the student practice what to do if one of the items is dirty (e.g., get a clean item, 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.).

## Setting a Table - 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 placemats.										
2. Get a stack of napkins.										
3. Get clean silverware.										
4. Get a stack of clean dishes.										
5. Put a placemat on the table at the first seat.										
6. Gently, put a plate in the middle of the placemat.										
7. Put a napkin to the left side of the plate.										
8. Put a fork on the napkin.										
9. Put a knife to the right side of the plate.										
10. Make sure the blade is toward the plate.										
11. Put a spoon to the right of the knife.										
12. Repeat this until a place is set at each seat at the table.										
<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

Setting a Table		Done?
	1. Get a stack of placemats.	<input type="checkbox"/>
	2. Get a stack of napkins.	<input type="checkbox"/>
	3. Get clean silverware.	<input type="checkbox"/>
	4. Get a stack of clean dishes.	<input type="checkbox"/>
	5. Put a placemat on the table at the first seat.	<input type="checkbox"/>
	6. Gently, put a plate in the middle of the placemat.	<input type="checkbox"/>
	7. Put a napkin to the left side of the plate.	<input type="checkbox"/>
	8. Put a fork on the napkin.	<input type="checkbox"/>
	9. Put a knife to the right side of the plate.	<input type="checkbox"/>
	10. Make sure the blade is toward the plate.	<input type="checkbox"/>
	11. Put a spoon to the right of the knife.	<input type="checkbox"/>
	12. Repeat this until a place is set at each seat at the table.	<input type="checkbox"/>



**Get a stack of napkins.**



**Get a stack of clean dishes.**



**Get a stack of placemats.**



**Get clean silverware.**



**Gently, put a plate in the middle of the placemat.**



**Put a fork on the napkin.**



**Put a placemat on the table at the first seat.**



**Put a napkin to the left side of the plate.**



**Make sure the blade is toward the plate.**



**Repeat this until a place is set at each seat at the table.**



**Put a knife to the right side of the plate.**



**Put a spoon to the right of the knife.**

## Setting a Table - Troubleshooting Card



If	Then
<p>A plate or the silverware is dirty.</p> 	<p>Get a new, clean plate or clean silverware.</p> 
<p>There isn't a placemat.</p> 	<p>Set the table without a placemat.</p> 
<p>There aren't enough things to set the whole table (e.g., not enough knives, etc.).</p> 	<p>Get more of whatever is missing.</p> 
<p>I need help</p> 	<p>I will ask someone.</p>