



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Transition classroom with toaster
- Work room

Items Needed:

- Toaster
- Bread
- Plate
- Task analysis
- Visual supports

Note: Because this lesson requires the use of an electrical outlet and a hot toaster, constant, close supervision is required. If your student's ability to complete this task or their safety judgment is in question, or your student has an aversion to physical touch/prompting, do not implement this skill with your student.

Using a Toaster



Preparing for the Lesson

1. Read Prompting/Fading Procedures prior to having the student attempt the task.
2. Prior to beginning the lesson, gather baseline data to assess the student's current ability to use the toaster. Have the student attempt to use the toaster but offer prompts only to ensure safety, not accuracy. Record their data online (or you may use the task analysis attached if a computer/tablet is not available).
3. 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 toasting bread in your classroom or in other available and appropriate locations (contrived situation).*
4. 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 the bread in the toaster slots independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for using the toaster.
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 use the toaster. Prior to having them attempt the task, read Prompting and Fading Procedures. 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, "make toast." As the student completes each step to use the toaster, 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.



Using a Toaster

Prompting/Fading Procedures

During steps where the student is required to handle hot items (i.e., taking the toast out of the hot toaster), it is critical that they receive prompts as needed for safety.

1. Use **graduated guidance**. This is where the staff person positions himself/herself very close to the student, and shadows their hands (e.g., staff member's hands are in very close proximity to and move with the student's hands) so they can immediately provide assistance with hand-over-hand prompts.

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, "Make toast," 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 bread, etc.). If they still do not respond, offer the verbal prompt, "Pick up the bread." If they still do not pick up the bread, have them watch the segment of the video that models picking up the bread. If they still do not respond, use hand-over-hand prompting to complete the step.

On the steps where they handle the hot toast and have to avoid touching the hot toaster, use graduated guidance to ensure they perform this step accurately and safely. As they demonstrate those steps accurately, gradually increase the distance between the staff member's hands and the student's hands to promote independence while ensuring safety.

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 use the toaster in a variety of settings (e.g., various types of kitchen set ups, work room, etc.).
- Have the student use a variety of toasters (e.g., different controls, different colors, different layouts, toaster oven, etc.).
- Have the student practice using a variety of bread (e.g., bread that's too large and will need to be cut, etc.).
- Have the student practice toasting bread to varying levels of darkness (e.g., cooked more or less).
- Have the student practice buttering the toast, cutting the toast, etc.
- Have the student practice using the toaster with varying food items, (e.g., waffles, etc.).
- If you are unable to practice in a natural environment (kitchen, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Using a Toaster - 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 out the toaster, bread, and a plate.										
2. Carefully, plug the cord into the outlet.										
3. Open the bread bag.										
4. Get a piece of bread.										
5. Place the bread into the slot on the toaster.										
6. Turn the knob to select the darkness level for your toast.										
7. Push down the lever on the side.										
8. Wait for your bread to pop-up out of the toaster										
9. Carefully pull the toast out of the toaster; it will be HOT!										
10. Put the toast on a plate.										
11. Unplug the toaster.										
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

Using the Toaster		Done?
	1. Get out the toaster, bread, and a plate.	<input type="checkbox"/>
	2. Carefully, plug the cord into the outlet.	<input type="checkbox"/>
	3. Open the bread bag.	<input type="checkbox"/>
	4. Get a piece of bread.	<input type="checkbox"/>
	5. Place the bread in the slot on the toaster.	<input type="checkbox"/>
	6. Turn the knob to select the darkness level for the toast.	<input type="checkbox"/>
	7. Push down the lever on the side.	<input type="checkbox"/>
	8. Wait for the bread to pop-up out of the toaster.	<input type="checkbox"/>
	9. Carefully pull the toast out of the toaster – it will be HOT!	<input type="checkbox"/>
	10. Put the toast on a plate.	<input type="checkbox"/>
	11. Unplug the toaster.	<input type="checkbox"/>



Carefully, plug the cord into the outlet.



Get a piece of bread.



Get out the toaster, bread, and a plate.



Open the bread bag.



Turn the knob to select the darkness level for the toast.



Wait for the bread to pop-up out of the toaster.



Place the bread in the slot on the toaster.



Push down the lever on the side.



Put the toast on a plate.

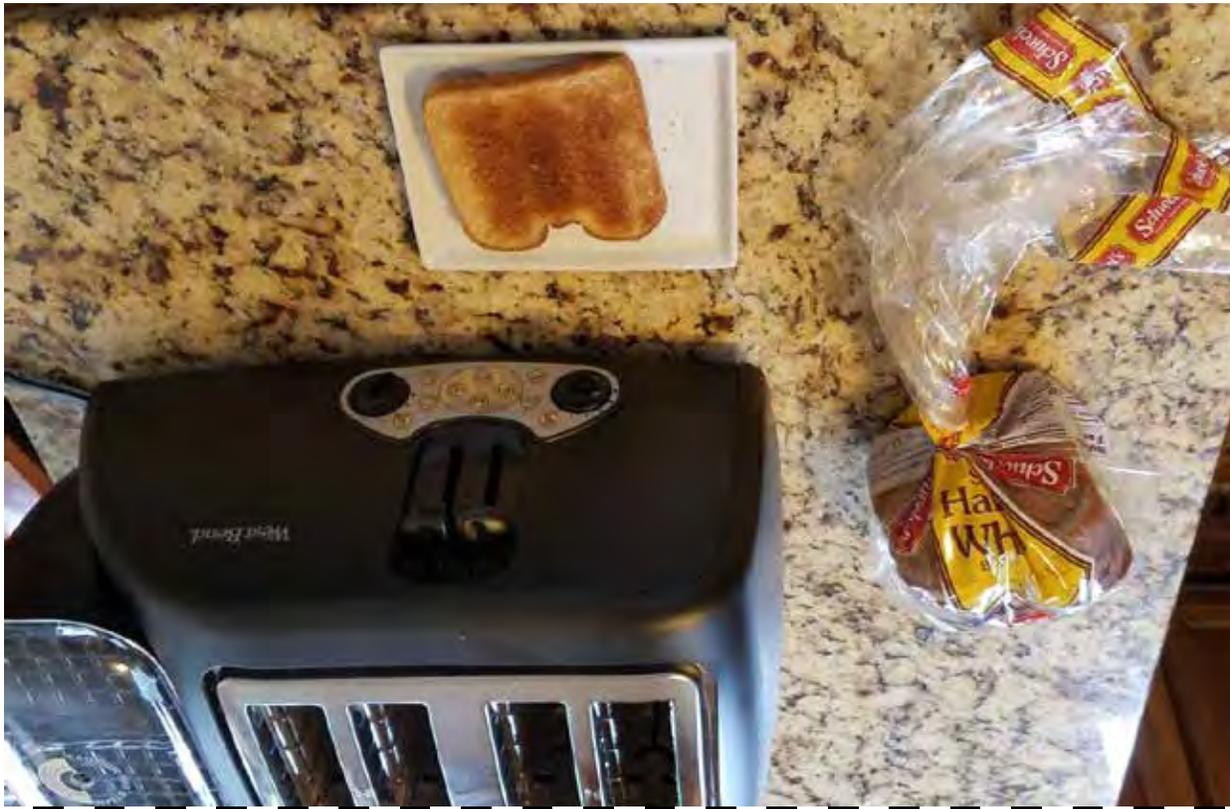


Carefully pull the toast out of the toaster – it will be HOT!



Unplug the toaster.

Using a Toaster - Troubleshooting Card



If	Then
The toaster isn't working.	Make sure the toaster is plugged in and the lever is pushed down. 
The bread is too big to fit in the toaster	Cut off the edges of the bread so it will fit. 
The bread smells like it's burning in the toaster. 	Push the lever up or push the cancel button to make the toast pop up. 
The toast is burnt. 	Cut the burnt part off or throw it away. 
I need help. 	I will ask someone.