



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Cafeteria

Items Needed:

- Frozen Pizza
- Pizza Pan/Baking Sheet
- Oven Mitt(s)/Potholders
- Oven
- Timer
- Task analysis
- Visual supports

Note: Because this lesson requires the use of the oven, 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.

Baking a Frozen Pizza



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 bake a frozen pizza. Have the student attempt to make the pizza independently, however you may offer prompts only to ensure student safety, not for accuracy of step completion. 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 at home (natural environment), set-up a scenario for baking a frozen pizza in the school cafeteria or in other available and appropriate locations.
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 preheat the oven independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for baking a frozen pizza.
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 bake a frozen pizza. 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, "Bake the pizza." As the student completes each step to bake a frozen pizza, 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.



Baking a Frozen Pizza

Prompting/Fading Procedures

As the student initially attempts the task, it is critical that they receive prompts as needed for safety during the steps in the task analysis where hot food and appliances are handled.

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. Over time, the distance between the staff person and the student can increase. Graduated guidance should be used initially during all steps that pose a safety risk.

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, "Bake the pizza," 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 oven, etc.). If they still do not respond, offer the verbal prompt, "Open the oven." If they still do not open the oven door, have them watch the segment of the video that models opening the oven. If they still do not respond, use hand-over-hand prompting to complete the step.

For steps in the task that pose a safety risk, such as taking the hot pizza out of the hot oven, most-

to-least prompts may be used (e.g., use hand-over-hand prompts initially to ensure they are handling the hot food safely, moving to model, verbal, then gestural). Fade the prompt (moving from physical, to model, verbal, then gestural), gradually increasing the distance between the staff member and the learner as soon as it is safe and appropriate to do so.

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 bake frozen pizza in a variety of settings (e.g., various kitchen set-ups, cafeteria, restaurant, etc.).
- Have the student bake a variety of frozen pizzas (e.g., varying cook times, temperatures, etc.).
- Have the student use a variety of ovens (e.g., different brands, sizes, settings, convection, etc.).
- Have the student practice what to do if the directions say to place the pizza directly on the oven rack.
- Have the student practice setting various timers (e.g., oven timer, timer on phone, etc.).
- Have the student practice what to do if they burn themselves (e.g., immediately put body part under cool water, seek help if needed, 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.).
- It is important that the student is able to safely turn an oven on and off, use oven mitts/potholders, place a pan in a hot oven, take a hot pan out of a hot oven, etc. These prerequisite skills may need to be taught in isolation prior to attempting this target skill.**

Baking a Frozen Pizza - 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. Take the pizza out of the freezer.										
2. Look at the back to see what temperature to set the oven to.										
3. Preheat the oven to that temperature.										
4. Open the pizza box and take the wrapper off the pizza.										
5. Put the pizza on a baking sheet or pizza pan.										
6. Put on oven mitts.										
7. Open the oven and place the pizza onto the oven rack.										
8. Close the oven.										
9. Set a timer for how long the pizza should cook.										
10. When the timer goes off, put on oven mitts.										
11. Open the oven.										
12. Take the pizza out of the oven.										
13. Close the oven door.										
14. Turn the oven off.										
15. Wait for the pizza to cool before eating it.										
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

Baking a Frozen Pizza (pg. 1 of 2)

Done?



1. Take the pizza out of the freezer.



2. Look at the back to see what temperature to set the oven to.



3. Preheat the oven to that temperature.



4. Open the box and take the wrapper off the pizza.



5. Put the pizza on a baking sheet or pizza pan.



6. Put on oven mitts.



7. Open the oven and place the pizza onto the oven rack.



8. Close the oven.

Baking a Frozen Pizza (pg. 2 of 2)

Done?



9. Set a timer for how long the pizza should cook.



10. When the timer goes off, put on oven mitts.



11. Open the oven.



12. Take the pizza out of the oven.



13. Close the oven door.



14. Turn the oven off.



15. Wait for the pizza to cool before eating it.



Take the pizza out of the freezer.



Look at the back to see what temperature to set the oven to.



Preheat the oven to that temperature.



Open the box and take the wrapper off the pizza.



Put the pizza on a baking sheet or pizza pan.



Put on oven mitts.



Open the oven and place the pizza onto the oven rack.



Close the oven.



Set a timer for how long the pizza should cook.



When the timer goes off, put on oven mitts.



Open the oven.



Take the pizza out of the oven



Close the oven door.



Turn the oven off.



Wait for the pizza to cool before eating it.



If	Then
<p>The pizza is not cooked when the timer goes off.</p> 	<p>Place the pizza back in the oven and cook it until it is done.</p> 
<p>The pizza smells like it's burning.</p> 	<p>Put on oven mitts and take the pizza out of the oven.</p> 
<p>I burn myself.</p> 	<p>Immediately run cold water over the burned area. If it is serious, seek help, and/or call 911.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>