Bussing Tables

Sample IEP Goal:

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

Possible Settings:

- Restaurant
- School cafeteria

Items Needed:

- Dirty dishes
- Spray bottle
- Dish bin
- Rag
- Restaurant table items (e.g., salt and pepper, ketchup, etc.)
- Task analysis
- Visual supports

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to bus tables. Have the student attempt to bus 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 bussing tables in the school 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 the dirty dishes into the dish bin independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for bussing tables.
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 bus a table. Have **Transition to Adulthood** (on www.teachtown.com) open to the online assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Bus the Table." As the student completes each step to bus a 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.

Bussing Tables

✋ 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, "Bus 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 dish bin). If they still do not respond, offer the verbal prompt, "Get the dish bin." If they still do not grab the dish bin, have them watch the segment of the video that models grabbing the dish bin. 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 <u>do not</u> require another person to be present to perform the target skill. Teach the student to manage their own behavior using the visual supports or video model.

👥 Planning for Generalization

❏ Have the student bus tables in a variety of settings (e.g., various types of restaurants such as formal, informal, fast food, etc.).

❏ Have the student use a variety of bins/trays and become familiar with the various terms (e.g., dish bin, dish tray, bus bin, bus box, bus tray, etc.). Make sure the student knows how to place and carry dirty dishes in a bin, as well as on a tray.

❏ Have the student practice what to do if the dish bin/tray is too heavy and/or too full to take everything off the table the first time (e.g., take the first load to the kitchen and go back to the table to get the rest, etc.).

❏ Have the student practice what to do if people are still seated at the table, if there is a tip left on the table, if people left their to-go container on the table, if they spill something (e.g., a glass of water, etc.) while bussing the table, if their spray bottle is empty, if the rag is extremely dirty, etc.

❏ Have the student use a variety of dish rags/towels (e.g., paper towels, cloth towels, varying colors of towels, etc.).

Bussing Tables - 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. Notice the table with dirty dishes.										
2. Make sure the people have left.										
3. Get the dish bin, spray bottle, and rag.										
4. Go over to the table.										
5. Put the dirty dishes gently into the dish bin.										
6. Move the dish bin off the table.										
7. Move the restaurant items out of the way.										
8. Spray the table.										
9. Wipe the table with the rag.										
10. Put the restaurant items back on the table.										
11. Carry the dish bin away without dropping or spilling 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

TEACHTOWN®   **Vocational Skills**

Bussing Tables		Done?
	1. Notice the table with dirty dishes.	☐
	2. Make sure the people have left.	☐
	3. Get the dish bin, spray bottle, and rag.	☐
	4. Go over to the table.	☐
	5. Put the dirty dishes gently into the dish bin.	☐
	6. Move the dish bin off the table.	☐
	7. Move the restaurant items out of the way.	☐
	8. Spray the table.	☐
	9. Wipe the table with the rag.	☐
	10. Put the restaurant items back on the table.	☐
	11. Carry the dish bin away without dropping or spilling it.	☐

Make sure the people have left.

Go over to the table.

Notice the table with dirty dishes.

Get the dish bin, spray bottle, and rag.
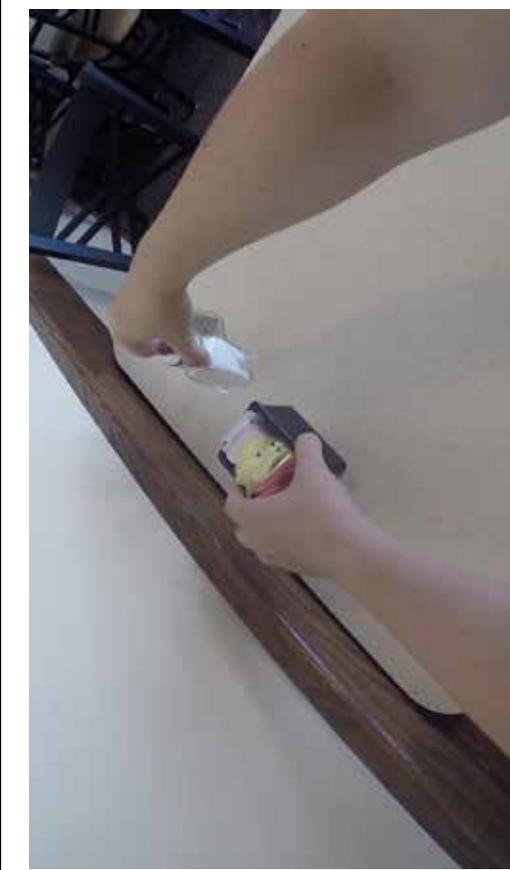
Move the dish bin off the table.

Spray the table.

Put the dirty dishes gently into the dish bin.

Move the restaurant items out of the way.

Put the restaurant items back on the table.

Wipe the table with the rag.

Carry the dish bin away without dropping or spilling it.

If	Then
The dish bin is too full or too heavy.	Take the bin to the kitchen, empty it, and go back to the table to get the rest of the dirty dishes.
There are still people sitting at the table.	Wait until they leave before I start bussing the table.
I need help.	I will ask someone who works there.