



### Sample IEP Goal:

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

### Possible Settings:

- Kitchen
- Cafeteria

### Items Needed:

- Apple
- Knife
- Sink
- Cutting Board
- Task analysis
- Visual supports

**Note:** Because a knife is to be used in this task, monitor the student closely during this activity to ensure safety. If they do not demonstrate adequate safety judgment, or the ability to use a knife safely, opt for a butter knife or skip this skill altogether.

# Cutting an Apple



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to cut an apple. **During baseline, have the student use a butter knife (or other dull knife) to assess their safety judgment before allowing them access to sharp knife.** 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 kitchen (natural environment), set-up a scenario for cutting an apple in the classroom 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 apple on the cutting board independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for cutting an apple for a snack.
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 cut an apple. 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, "Cut an apple for a snack." As the student completes each step to cut an apple, 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.



# Cutting an Apple



## 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, "Cut the apple," 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 knife, etc.). If they still do not respond, offer the verbal prompt, "Pick up the knife." If they still do not pick up the knife, have them watch the segment of the video that models picking up the knife. 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 or video model.



## Planning for Generalization

- Have the student cut an apple in a variety of settings (e.g., various types of kitchens, break rooms, cafeteria, etc.).
- Have the student use a variety of apples (e.g., large, small, green, red, etc.).
- Have the student practice knife safety (e.g., making sure to point the knife away from you, keeping fingers out of the way, etc.).
- Have the student practice cutting on various cutting boards (e.g., wood, plastic, etc.).
- Have the student practice what to do if they hurt themselves (e.g., locate a first aid kit, put a band-aid on, apply pressure, get help, etc.). **Consider having the student work on the target skill, "Tending to a Minor Cut" prior to learning to cut an apple.**
- 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.).

## Cutting an Apple - 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 plate and a cutting board.										
2. Get an apple.										
3. Carefully, get a sharp knife.										
4. Hold it by the handle and place it on the cutting board.										
5. Take the apple to the sink.										
6. Turn on the water.										
7. Wash the apple under the water.										
8. Turn the water off.										
9. Place the apple on the cutting board.										
10. Pick up the knife.										
11. Hold the apple with your fingers out of the way.										
12. Carefully, cut one side off the apple.										
13. Turn the apple so the cut side is down.										
14. Cut another side off the apple.										
15. Keep turning and cutting until all sides are cut off.										
16. Put the pieces of apple on the plate.										
17. Carefully put the knife and cutting board in the sink.										
<b>TOTALS*</b>										

\*Total number of steps completed independently and accurately (could note percentage).

KEY	I	G	V	M	P
KEY	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

<b>Cutting an Apple</b> (pg.1 of 2)		<b>Done?</b>
	<b>1. Get a plate and a cutting board.</b>	<input type="checkbox"/>
	<b>2. Get an apple.</b>	<input type="checkbox"/>
	<b>3. Carefully, get a sharp knife.</b>	<input type="checkbox"/>
	<b>4. Hold it by the handle and place it on the cutting board.</b>	<input type="checkbox"/>
	<b>5. Take the apple to the sink.</b>	<input type="checkbox"/>
	<b>6. Turn the water on.</b>	<input type="checkbox"/>
	<b>7. Wash the apple under the water.</b>	<input type="checkbox"/>
	<b>8. Turn the water off.</b>	<input type="checkbox"/>
	<b>9. Place the apple on the cutting board.</b>	<input type="checkbox"/>
	<b>10. Pick up the knife.</b>	<input type="checkbox"/>

<b>Cutting an Apple</b> (pg.2 of 2)		<b>Done?</b>
	<b>11. Hold the apple with my fingers out of the way.</b>	<input type="checkbox"/>
	<b>12. Carefully, cut one side off the apple.</b>	<input type="checkbox"/>
	<b>13. Turn the apple so the cut side is down.</b>	<input type="checkbox"/>
	<b>14. Cut another side off the apple.</b>	<input type="checkbox"/>
	<b>15. Keep turning and cutting until all sides are cut off the apple.</b>	<input type="checkbox"/>
	<b>16. Put the pieces of apple on the plate.</b>	<input type="checkbox"/>
	<b>17. Carefully, put the knife and cutting board in the sink.</b>	<input type="checkbox"/>



**Get an apple.**



**Hold it by the handle and place it on the cutting board.**



**Get a plate and a cutting board.**



**Carefully, get a sharp knife.**



**Turn the water on.**



**Turn the water off.**



**Take the apple to the sink.**



**Wash the apple under the water.**



**Pick up the knife.**



**Carefully, cut one side off the apple.**



**Place the apple on the cutting board.**



**Hold the apple with my fingers out of the way.**



**Cut another side off the apple.**



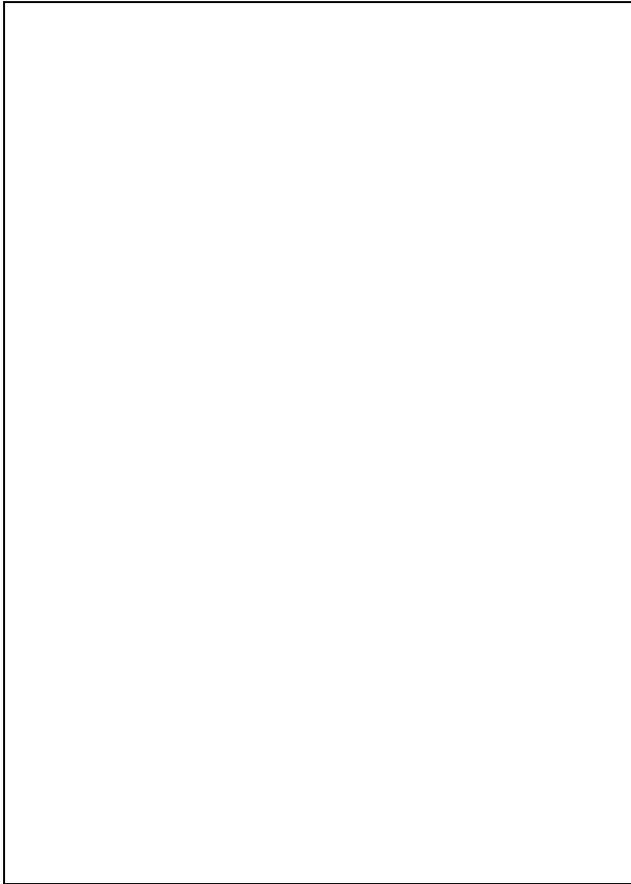
**Put the pieces of apple on the plate.**



**Turn the apple so the cut side is down.**



**Keep turning and cutting until all sides are cut off the apple.**



**Carefully, put the knife and cutting board in the sink.**

## Cutting an Apple - Troubleshooting Card



If	Then
<p>I am nervous about using a sharp knife.</p> 	<p>Try to cut the apple with a butter knife.</p> 
<p>I cut myself with the knife.</p> 	<p>Put pressure on it, wash the cut, and put a band aid on.</p>  <p>If it is a bad cut, get help or call 911.</p>
<p>The apple falls onto the floor.</p> 	<p>Wash the apple.</p> 
<p>The apple moves while I am trying to cut it.</p> 	<p>Make sure the cut side is down on the cutting board.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>