Making a Grocery List from a Recipe

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to make a grocery list from a recipe. Have the student attempt to make a grocery list from a recipe, 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 kitchen (natural environment), set-up a scenario for making a grocery list from a recipe 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 find a recipe independently and consistently, start the video at a point that shows the remaining steps).

2. Show the student the video model for making a grocery list from a recipe.

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 make a grocery list from a recipe. 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 a grocery list from a recipe." As the student completes each step to make a grocery list from a recipe, 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, "Make a grocery list from a recipe," 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 grocery list, etc.). If they still do not respond, offer the verbal prompt, "Write what you need on your grocery list." If they still do not write their items on the grocery list have them watch the segment of the video that models writing the items on the grocery list. 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 make a grocery list from a recipe in a variety of settings (e.g., various kitchen set-ups, cafeteria, restaurant, etc.).

❑ Have the student use a variety of recipes (e.g., varying amount of ingredients and complexity, various formats-book, internet, etc.).

❑ Have the student practice what to do if they aren't sure if they have enough of one ingredient (e.g., take it out and look, measure, etc.).

❑ Have the student practice checking the expiration dates on foods they have.

❑ 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.).

Student Name: _____

**Data Collection Phase** (circle one): *Use a different data sheet for each phase.*

  Baseline   Intervention   Maintenance   Generalization (specify): _____

DATE										
1. Get a sheet of paper and a pen.										
2. Find a recipe for what you want to make.										
3. Look at all the ingredients listed on the recipe.										
4. Check the cabinets and refrigerator to see what ingredients you already have.										
5. If you have an ingredient, check to make sure you have enough.										
6. If you don't have an ingredient, write it on the grocery list.										
7. Look back at the recipe and compare it to the grocery list.										
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

Making a Grocery List from a Recipe	Done?
1. Get a sheet of paper and a pen.	☐
2. Find a recipe for what I want to make.	☐
3. Look at all the ingredients listed on the recipe.	☐
4. Check my cabinets and refrigerator to see what ingredients I already have.	☐
5. If I have an ingredient, check to make sure I have enough.	☐
6. If I don't have an ingredient, write it on my grocery list.	☐
7. Look back at the recipe and compare it to the grocery list.	☐
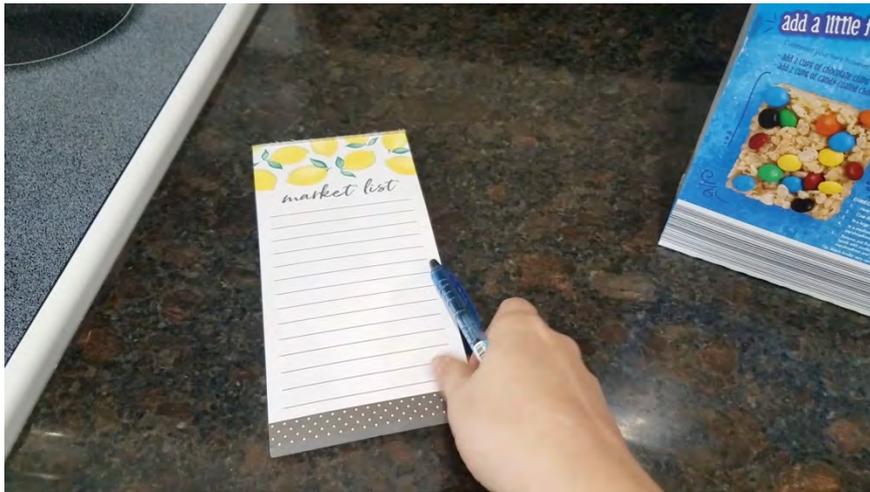
Get a sheet of paper and a pen.

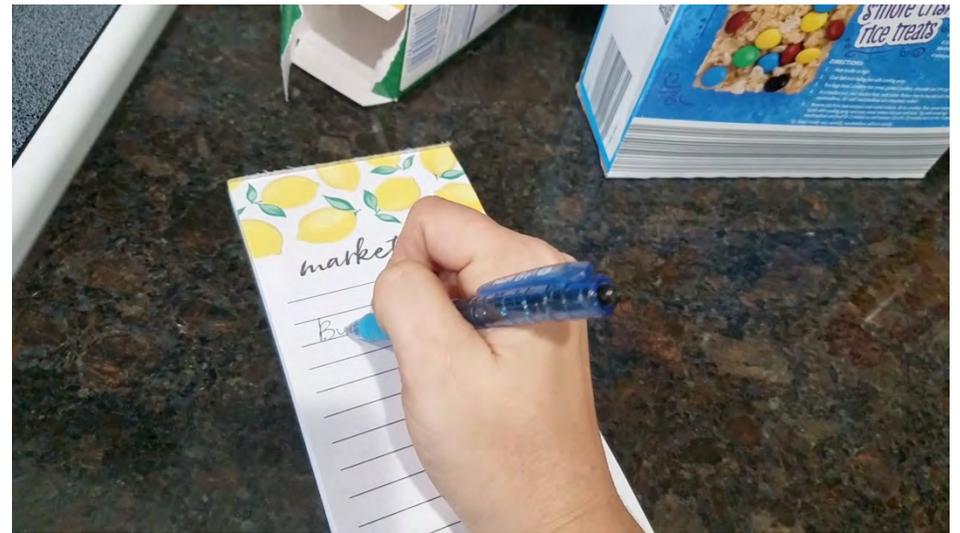**Find a recipe for what I want to make.**

Look at all the ingredients listed on the recipe.

Check my cabinets and refrigerator to see what ingredients I already have.

If I have an ingredient, check to make sure I have enough.

If I don't have an ingredient, write it on my grocery list.

Look back at the recipe and compare it to the grocery list.

If		Then	
I don't know if I have enough of a certain ingredient.		Measure what I have.	
I can't find an ingredient I need for the recipe.		Find a similar ingredient or get a different recipe.	
I wrote the wrong thing on my list.		Cross it out or write a new list.	
I need help.		I will ask someone.	