

**Sample IEP Goal:**

With 2 or fewer prompts, the student will complete the steps required to make one-pot macaroni and cheese with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Kitchen
- Cafeteria
- Break room

Items Needed:

- Recipe (see Troubleshooting Card)
- Ingredients listed in recipe
- Measuring cup
- Measuring spoon
- Pot
- Stove
- Task analysis
- Visual supports

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

Making One-Pot Macaroni and Cheese

**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 make one-pot macaroni and cheese. Have the student attempt to make the macaroni and cheese 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). Monitor students and intervene as necessary to ensure student safety.
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 making macaroni and cheese in the cafeteria, classroom, 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 pour the noodles in the pot independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making one-pot macaroni and cheese.
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 macaroni and cheese. 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, "Use the recipe, and make macaroni and cheese." As the student completes each step to make macaroni and cheese, 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.



Making One-Pot Macaroni and Cheese

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, "Make macaroni and cheese," 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 noodles, etc.). If they still do not respond, offer the verbal prompt, "Pour the water in the pot." If they still do not pour the water in the pot, have them watch the segment of the video that models pouring the water. 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 stirring the simmering/hot mixture, most-to-least prompts may be used (e.g., use hand-over-hand prompts initially to ensure they are handling the hot food safely). 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 make macaroni and cheese in a variety of settings (e.g., various kitchen set-ups, cafeteria, etc.) with different materials (e.g., various pots, spoons, etc.).
- Have the student use various ingredients (e.g., different brands, types of cheese, add additional ingredients like chicken, herbs, garlic, etc.).
- Have the student practice what to do if hot water/milk splashes on them (e.g., immediately place arm under cool running water, seek help if needed, etc.).
- Have the student practice what to do if they do not have an ingredient or item needed.
- 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 turn a burner on and off, place a pot on the stove, move a pan off the stove, etc. safely. These prerequisite skills may need to be taught in isolation prior to attempting this target skill.**

Making One-Pot Macaroni and Cheese - Task Analysis for Data Collection

Student Name: _____

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

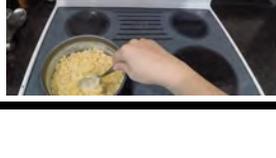
Baseline Intervention Maintenance Generalization (specify):

DATE										
1. Get out a pot and put it on the stove.										
2. Get out a measuring cup and spoon.										
3. Get out the macaroni noodles, shredded cheese, milk, and salt.										
4. Measure 1 ½ cups of water										
5. Pour the water in the pot.										
6. Measure 1 ½ cups of milk										
7. Pour the milk in the pot.										
8. Add ½ box of uncooked macaroni noodles.										
9. Add ½ tsp of salt.										
10. Turn the burner on a medium-high heat.										
11. Stir the mixture.										
12. Make sure you do not touch the hot burner or pan.										
13. Wait for the mixture to boil.										
14. Turn the heat down to medium-low and let it simmer.										
15. Set a timer for 9 minutes.										
16. Stir it every minute.										
17. When the timer goes off, turn the burner off.										
18. Carefully move the hot pot off the burner.										
19. Measure 1 cup of shredded cheese.										
20. Add the cheese to the pot.										
21. Carefully stir the ingredients until everything is mixed together. It will be very hot!										
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 One-Pot Macaroni and Cheese (pg. 1 of 2)		Done?
	1. Get out a pot and put it on the stove.	<input type="checkbox"/>
	2. Get out a measuring cup and spoon.	<input type="checkbox"/>
	3. Get out the macaroni noodles, shredded cheese, milk, and salt.	<input type="checkbox"/>
	4. Measure 1 ½ cups of water.	<input type="checkbox"/>
	5. Pour the water in the pot.	<input type="checkbox"/>
	6. Measure 1 ½ cups of milk.	<input type="checkbox"/>
	7. Pour the milk in the pot.	<input type="checkbox"/>
	8. Add ½ box of uncooked macaroni noodles.	<input type="checkbox"/>
	9. Add ½ teaspoon of salt.	<input type="checkbox"/>
	10. Turn the burner on a medium-high heat.	<input type="checkbox"/>
	11. Stir the mixture.	<input type="checkbox"/>

Making One-Pot Macaroni and Cheese (pg. 2 of 2)		Done?
	12. Make sure I DO NOT touch the hot burner or pot.	<input type="checkbox"/>
	13. Wait for the mixture to boil.	<input type="checkbox"/>
	14. Turn the heat down to medium-low and let it simmer.	<input type="checkbox"/>
	15. Set a timer for 9 minutes.	<input type="checkbox"/>
	16. Stir it every minute.	<input type="checkbox"/>
	17. When the timer goes off, turn the burner off.	<input type="checkbox"/>
	18. <u>Carefully</u> move the hot pot off the burner.	<input type="checkbox"/>
	19. Measure 1 cup of shredded cheese.	<input type="checkbox"/>
	20. Add the cheese to the pot.	<input type="checkbox"/>
	21. Carefully stir the ingredients until everything is mixed together. It will be VERY HOT!	<input type="checkbox"/>



Get out a pot and put it on the stove.



Get out a measuring cup and spoon.



Get out the macaroni noodles, shredded cheese, milk, and salt.



Measure 1 ½ cups of water.



Pour the water in the pot.



Measure 1 ½ cups of milk.



Pour the milk in the pot.



Add ½ box of uncooked macaroni noodles.



Add ½ teaspoon of salt.



Turn the burner on a medium-high heat.



Stir the mixture.



Make sure I DO NOT touch the hot burner or pot.



Wait for the mixture to boil.



Turn the heat down to medium-low and let it simmer.



Set a timer for 9 minutes.



Stir it every minute.



When the timer goes off, turn the burner off.



Carefully move the hot pot off the burner.



Measure 1 cup of shredded cheese.



Add the cheese to the pot.



Carefully stir the ingredients until everything is mixed together. It will be VERY HOT!



RECIPE FOR ONE-POT MACARONI AND CHEESE

- Directions:**
1. Combine water, milk, salt, and noodles in a pot.
 2. Bring to a boil.
 3. Simmer for 9 minutes.
 4. Stir every minute.
 5. Remove from the heat.
 6. Stir in the cheese.

- Ingredients:**
- 1 ½ cups milk
 - 1 ½ cups water
 - ½ box uncooked macaroni noodles
 - ½ teaspoon salt
 - 1 cup shredded cheese

If	Then
Macaroni and cheese is too hot.	Wait until it cools down before eating it. 
The mixture isn't boiling. 	Wait longer or turn the heat up.  
I burn myself. 	Put the body part under cool, running water, seek help and/or call 911. 
I need help. 	I will ask someone.