



Sample IEP Goal:

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

Possible Settings:

- Kitchen

Items Needed:

- Stove
- Pot
- Sink
- Colander
- Pasta
- Pot holders
- Timer
- Bowl
- Task analysis
- Visual supports

Note: Because this lesson requires the use of the stove to boil water, 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 Pasta



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 pasta. Have the student attempt to make pasta, but only offer prompts needed 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).
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 pasta into the boiling water independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making pasta.
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 (read Prompting/Fading Procedures prior to having the student attempt the task). 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 make pasta. 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 Pasta." As the student completes each step to make pasta, 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 Pasta

Prompting/Fading Procedures

As the student initially attempts the task, it is critical that they receive prompts as needed for safety.

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.

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 most-to-least prompting with the student. If the student begins to attempt a step in an unsafe manner, *immediately* provide physical prompts (i.e., hand-over-hand). As they begin to be more proficient at that step gradually increase the distance between the staff member's hands and the learners hands. On steps that do not pose a safety risk (e.g., filling the pan with cold water, opening the box of pasta), attempt to use a less intrusive prompt first.

EXAMPLE

If the student does not open the pasta box, use a verbal prompt, "Open the box," but as they begin the step to pour the pasta into the boiling water, use hand-over-hand prompts to ensure they do not touch the water or cause it to splash.

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 make pasta in a variety of settings (e.g., various types of kitchen set-ups, etc.).
- Have the student use a variety of pastas (e.g., different types with various cook times, etc.).
- Have the student use a variety of stove tops (e.g., gas, electric, etc.).
- Have the student use a variety of timers (e.g., phone timer, stove timer, etc.).
- Have the student practice carefully pouring the pasta into the water to avoid getting burned. **This is a precursor skills that may need to be practiced/simulated with a pot of cold water prior to attempting to cook pasta in boiling water.**
- 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.).

Making Pasta - 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. Turn on the water.										
2. Get a pot.										
3. Fill it with water.										
4. Place the pot of water on a burner on the stove.										
5. Turn the burner on high.										
6. Be careful not to touch the pot or burner.										
7. Wait for the water to boil.										
8. Open the box of pasta.										
9. Carefully, pour the pasta into the boiling water.										
10. Look at the box for the cook time.										
11. Set a timer for the cook time.										
12. Stir the pasta.										
13. Place a colander in the sink.										
14. Wait until the timer beeps.										
15. Turn off the burner.										
16. Get pot holders.										
17. Pick up the pot with pot holders.										
18. Carefully, carry the pot to the sink.										
19. Dump the water and pasta carefully into the colander.										
20. Stay away from the steam.										
21. Put the hot pot back on the stove to cool down.										
22. Dump the pasta from the colander into a bowl.										
23. Put the colander in the sink.										
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 Pasta (pg. 1 of 2)		Done?
	1. Turn on the water.	<input type="checkbox"/>
	2. Get a pot.	<input type="checkbox"/>
	3. Fill the pot with water.	<input type="checkbox"/>
	4. Place the pot of water on the stove.	<input type="checkbox"/>
	5. Turn the burner on high.	<input type="checkbox"/>
	6. Be careful not to touch the pot or burner.	<input type="checkbox"/>
	7. Wait for the water to boil.	<input type="checkbox"/>
	8. Open the box of pasta.	<input type="checkbox"/>
	9. Carefully, pour the pasta into the boiling water.	<input type="checkbox"/>
	10. Look at the box for the cook time.	<input type="checkbox"/>
	11. Set a timer for the cook time.	<input type="checkbox"/>
	12. Stir the pasta.	<input type="checkbox"/>

Making Pasta (pg. 2 of 2)		Done?
	13. Place a colander in the sink.	<input type="checkbox"/>
	14. Wait until the timer beeps.	<input type="checkbox"/>
	15. Turn off the burner.	<input type="checkbox"/>
	16. Get pot holders.	<input type="checkbox"/>
	17. Pick up the pot with the pot holders.	<input type="checkbox"/>
	18. Carefully, carry the pot to the sink.	<input type="checkbox"/>
	19. Dump the water and pasta carefully into the colander.	<input type="checkbox"/>
	20. Stay away from the steam.	<input type="checkbox"/>
	21. Put the hot pot back on the stove to cool down.	<input type="checkbox"/>
	22. Dump the pasta from the colander into a bowl.	<input type="checkbox"/>
	23. Put the colander in the sink.	<input type="checkbox"/>



Get a pot.



Place the pot of water on the stove.



Turn on the water.



Fill the pot with water.



Be careful not to touch the pot or burner.



Open the box of pasta.



Turn the burner on high.



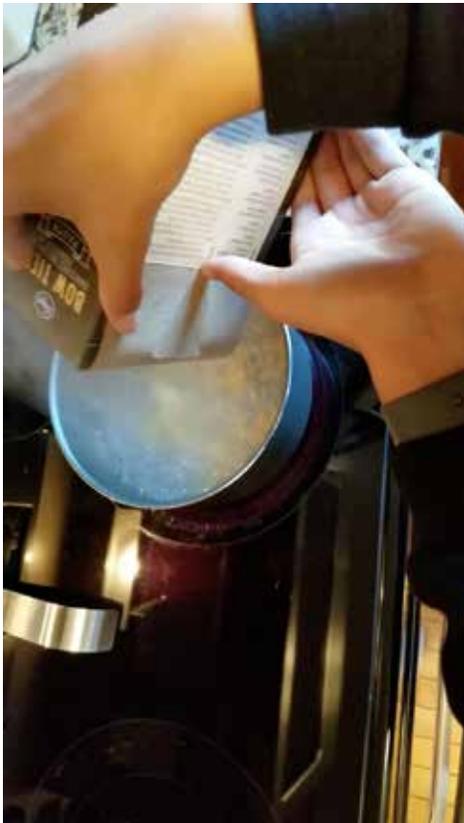
Wait for the water to boil.



Look at the box for the cook time.



Stir the pasta.



Carefully, pour the pasta into the boiling water.



Set a timer for the cook time.



Wait until the timer beeps.



Get pot holders.



Place a colander in the sink.



Turn off the burner.



Carefully, carry the pot to the sink.



Stay away from the steam.



Pick up the pot with the pot holders.



Dump the water and pasta carefully into the colander.



Dump the pasta from the colander into a bowl.



Put the hot pot back on the stove to cool down.



Put the colander in the sink.

Making Pasta - Troubleshooting Card



If	Then
<p>I put too much water in the pot.</p> 	<p>Pour some out in the sink before putting the pot on the stove.</p>
<p>The water starts to boil over.</p> 	<p>Carefully turn the heat down on the burner or use potholders to move the pot off the burner.</p> 
<p>You burn yourself.</p> 	<p>Immediately run cool water over the burned area.</p>  <p>If it is a bad burn, get help and/or call 911.</p>
<p>I need help.</p> 	<p>I will ask someone.</p>