



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Cafeteria

Items Needed:

- Recipe (see Troubleshooting Card)
- Ingredients listed in recipe
- Crockpot
- Task analysis
- Visual supports

Note: Because this lesson requires the use of a crockpot to make very hot soup, 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 Vegetable Soup in a Crockpot



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 vegetable soup in a crockpot. Ask the student to make vegetable soup in the crockpot, but offer no prompts for accuracy of step completion. **During baseline, maintain close proximity and intervene as necessary to maintain the student's safety.** 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). If you can't access a kitchen (natural environment), set-up a scenario for making vegetable soup in a crockpot in the school cafeteria or in other available and appropriate locations (contrived situation).
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 plug the crockpot into the wall outlet independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making vegetable soup in a crockpot.
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 vegetable soup in a crockpot. 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 vegetable soup in a crockpot." As the student completes each step to make vegetable soup in a crockpot, 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 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 vegetable soup in a crockpot," 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 vegetable mix, etc.). If they still do not respond, offer the verbal prompt, "Pour the vegetable mix into the crockpot." If they still do not pour the vegetable mix into the crockpot have them watch the segment of the video that models pouring the vegetable mix in the crockpot. 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 scooping the soup into a bowl, most-to-least prompts may be used (e.g., use hand-over-hand prompts initially to ensure they are transferring the soup 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 vegetable soup in a variety of settings (e.g., various kitchen set-ups, cafeteria, restaurant, etc.).
- Have the student use a variety of ingredients (e.g., varying seasonings, different vegetables, add in meat, etc.).
- Have the student practice cleaning and cutting the vegetables themselves (as opposed to using pre-cut vegetables). Monitor the student closely for safety!
- Have the student practice what to do if they burn themselves (e.g., put body part under cool water, seek help if needed, etc.).
- 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 safely turn a crockpot on and off, scoop and transfer hot soup from one container to another, etc. These prerequisite skills may need to be taught in isolation prior to attempting this target skill.

Making Vegetable Soup in a Crockpot - 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. Put a crockpot on the counter away from the edge.										
2. Carefully plug the crock pot into the outlet.										
3. Get out the frozen vegetable mix, vegetable broth, canned diced tomatoes, and seasoning.										
4. Open the frozen vegetable mix and pour it into the crockpot.										
5. Carefully open the can of tomatoes.										
6. Pour the diced tomatoes into the crockpot.										
7. Pour the vegetable broth in the crockpot.										
8. Add seasoning.										
9. Stir the soup with a spoon.										
10. Put the lid on the crockpot.										
11. Turn the crockpot on HIGH.										
12. Set a timer for 4 hours.										
13. When the timer goes off, turn the crockpot off.										
14. Carefully unplug the crockpot.										
15. Carefully scoop the soup into a bowl. It will be hot!										
16. Wait for the soup to cool down before eating 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

Making Vegetable Soup in a Crockpot (pg. 1 of 2)

Done?



1. Put the crockpot on the counter away from the edge.



2. Carefully plug the crockpot into the outlet.



3. Get out the frozen vegetable mix, vegetable broth, canned diced tomatoes, and seasoning.



4. Open the frozen vegetable mix and pour it in the crockpot.



5. Carefully open the can of tomatoes.



6. Pour the diced tomatoes into the crockpot.



7. Pour the vegetable broth in the crockpot.



8. Add seasoning.



9. Stir the soup with a spoon.

Making Vegetable Soup in a Crockpot (pg. 2 of 2)	Done?	
	10. Put the lid on the crockpot.	<input type="checkbox"/>
	11. Turn the crockpot on HIGH.	<input type="checkbox"/>
	12. Set a timer for 4 hours.	<input type="checkbox"/>
	13. When the timer goes off, turn the crockpot off.	<input type="checkbox"/>
	14. Carefully unplug the crockpot.	<input type="checkbox"/>
	15. Carefully scoop the soup into a bowl. It will be HOT!	<input type="checkbox"/>
	16. Wait for the soup to cool down before eating it.	<input type="checkbox"/>



Put the crockpot on the counter away from the edge.



Carefully plug the crockpot into the outlet.



Get out the frozen vegetable mix, vegetable broth, canned diced tomatoes, and seasoning.



Open the frozen vegetable mix and pour it in the crockpot.



Carefully open the can of tomatoes.



Pour the diced tomatoes into the crockpot.



Pour the vegetable broth in the crockpot.



Add seasoning.



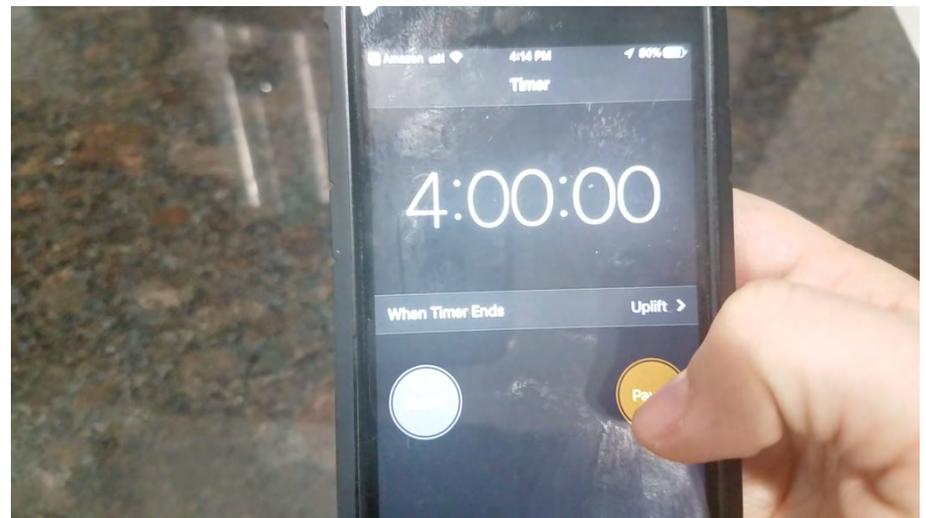
Stir the soup with a spoon.



Put the lid on the crockpot.



Turn the crockpot on HIGH.



Set a timer for 4 hours.



When the timer goes off, turn the crockpot off.



Carefully unplug the crockpot.



**Carefully scoop the soup into a bowl. It will be
HOT!**



Wait for the soup to cool down before eating it.

RECIPE FOR VEGETABLE SOUP IN A CROCKPOT



- Ingredients:**
- 1 bag of frozen, mixed vegetables
 - 1 carton of vegetable broth
 - 1 can of diced tomatoes
 - Seasoning (salt, pepper, etc.)

- Directions:**
1. Put the vegetables, tomatoes, and broth in the crockpot.
 2. Add seasoning to taste.
 3. Turn the crockpot on HIGH.
 4. Cook for 4 hours.



If	Then
I don't have a vegetable mix. 	Use other frozen vegetables or canned vegetables. 
I don't have vegetable broth. 	Use water. 
The crock pot does not get hot.	Make sure it is plugged in and turned on. 
I burn myself. 	Put the body part under cool, running water, seek help, and/or call 911 if it is serious. 
I need help. 	I will ask someone.