Paying at a Restaurant

Sample IEP Goal:

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

Possible Settings:

• Restaurant

Items Needed:

• Check holder/guest check presenter
• Restaurant bill
• Money (cash)
• Task analysis
• Visual supports

Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to pay at a restaurant. Have the student attempt to pay at a restaurant, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Ensure that the bill is properly paid before leaving the restaurant after each attempt.

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 restaurant (natural environment), set-up a scenario for paying a bill in the school 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 put their money in the check holder independently and consistently, start the video at a point that shows the remaining steps).

2. Show the student the video model for paying at a restaurant.

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 pay at a restaurant. 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, "Pay the bill." As the student completes each step to pay at a restaurant, 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, "Pay the bill," 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 guest check holder, etc.). If they still do not respond, offer the verbal prompt, "Pick up the guest check holder." If they still do not pick up the guest check holder, have them watch the segment of the video that models picking up the guest check holder. 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 pay in a variety of restaurant settings (e.g., sit down restaurant, fast food restaurant, counter service, etc.).

❑ Have the student pay using a variety of methods (e.g., credit card, debit card, cash).

❑ Have the student practice how to ask for their bill if the server does not bring it when they are done.

❑ Have the student practice calculating the tip for a variety of totals.

❑ Have the student practice paying a bill where the tip is already included.

❑ If you are unable to practice in a natural environment (restaurant, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Paying at a Restaurant - 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. Open the guest check holder.										
2. Look at the total.										
3. Get the money of your wallet or purse.										
4. Put the money in the guest check holder.										
5. Hand the guest check holder to the server.										
6. Wait for them to bring it back.										
7. Open the guest check holder.										
8. Take your change out of the holder.										
9. Put the change in your wallet.										
10. Calculate the tip or look for tip suggestions towards the bottom.										
11. Leave some of the money as a tip in the guest check holder.										
12. Close the guest check holder.										
13. Leave it on the table.										
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

Paying at a Restaurant (pg.1 of 2)		Done?
	1. Open the guest check holder.	☐
	2. Look at the total.	☐
	3. Get the money out of my wallet.	☐
	4. Put the money in the guest check holder.	☐
	5. Hand the guest check holder to the server.	☐
	6. Wait for them to bring it back.	☐
	7. Open the guest check holder.	☐
	8. Take the change out of the holder.	☐
	9. Put the change in my wallet.	☐
	10. Calculate the tip or look for tip suggestions.	☐

Paying at a Restaurant (pg.2 of 2)		Done?
	11. Put some money as a tip in the guest check holder.	☐
	12. Close the guest check holder.	☐
	13. Leave it on the table.	☐

Look at the total.

Put the money in the guest check holder.

Open the guest check holder.

Get the money out of my wallet.

Wait for them to bring it back.

Take the change out of the holder.

Hand the guest check holder to the server.
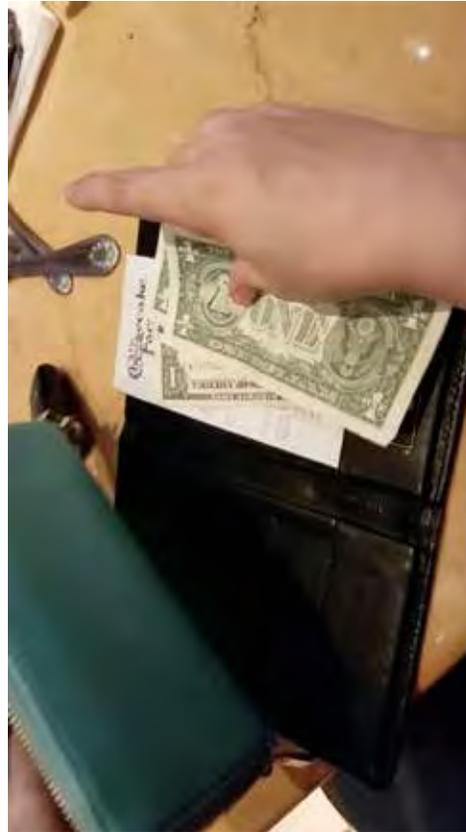

Open the guest check holder.

Calculate the tip or look for tip suggestions.

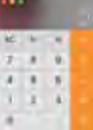**Close the guest check holder.**

Put the change in my wallet.

Put some money as a tip in the guest check holder.

Leave it on the table.

If		Then	
I don't have enough money to pay the bill.		Use a credit card or ask someone I'm with for help.	
I don't know how much to leave for a tip.		Use a calculator on my phone or ask someone I'm with for help.	
The server says they don't take the money at the table.		Take the bill to the cashier station and pay there.	
I need help,		I will ask someone.	