



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Cafeteria
- Break room/lounge

Items Needed:

- Variety of silverware (spoons, forks, knives)
- Drawer
- Silverware sorter/drawer divider
- Task analysis
- Visual supports

Sorting Silverware



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to sort silverware. Have the student attempt to sort silverware 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 sorting silverware in the classroom 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 the forks together independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for sorting silverware.
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 sort silverware. 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, "Sort silverware." As the student completes each step to sort silverware, 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.



Sorting Silverware



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, "Sort the silverware," 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

For example, if the student doesn't respond within 4 seconds, give them the gesture prompt (i.e., point to the fork, etc.). If they still do not respond, offer the verbal prompt, "Put the fork with the other forks." If they still do not put the fork with the other forks, have them watch the segment of the video that models putting the fork with the other forks. 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 sort silverware in a variety of settings (e.g., various types of kitchen set-ups such as residential, commercial, etc.).
- Have the student sort silverware using a variety of drawer set-ups (e.g., silverware sorter, large drawer, small drawer, no sorter, etc.).
- Have the student practice what to do if one pile of silverware is too large (e.g., make another pile, etc.).
- Have the student practice what to do if they have an item that doesn't belong in the silverware drawer (e.g., serving utensil, measuring spoons, 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.).

Sorting Silverware - 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 dishwasher.										
2. Take the silverware basket out of the dishwasher.										
3. Place the basket of clean silverware on the counter.										
4. Open the drawer where the silverware will go.										
5. Take out one piece of silverware.										
6. Find the space in the drawer with the same type of silverware.										
7. Place the piece of silverware where it goes.										
8. Keep doing this until all of the clean silverware is put away.										
9. Check to make sure all of the knives are together.										
10. Check to make sure all of the forks are together.										
11. Check to make sure all of the spoons are together.										
12. Close the drawer.										
13. Put the silverware basket back in the dishwasher.										
14. Close the dishwasher.										
TOTALS*										

*Total number of steps completed independently and accurately (could note percentage).

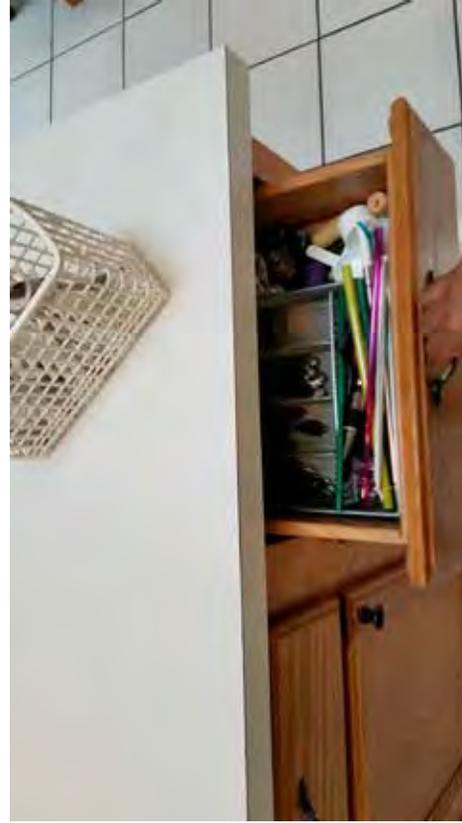
KEY	I	G	V	M	P
	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

Sorting Silverware (pg.1 of 2)		Done?
	1. Open the dishwasher.	<input type="checkbox"/>
	2. Take the silverware basket out of the dishwasher.	<input type="checkbox"/>
	3. Place the basket of clean silverware on the counter.	<input type="checkbox"/>
	4. Open the drawer where the silverware will go.	<input type="checkbox"/>
	5. Take out one piece of silverware.	<input type="checkbox"/>
	6. Find the space in the drawer with the same type of silverware.	<input type="checkbox"/>
	7. Place the piece of silverware where it goes.	<input type="checkbox"/>
	8. Keep doing this until all the clean silverware is put away.	<input type="checkbox"/>
	9. Check to make sure all the knives are together.	<input type="checkbox"/>
	10. Check to make sure all the forks are together.	<input type="checkbox"/>

Sorting Silverware (pg.2 of 2)		Done?
	11. Check to make sure all the spoons are together.	<input type="checkbox"/>
	12. Close the silverware drawer.	<input type="checkbox"/>
	13. Put the silverware basket back in the dishwasher.	<input type="checkbox"/>
	14. Close the dishwasher.	<input type="checkbox"/>



Take the silverware basket out of the dishwasher.



Open the drawer where the silverware will go.



Open the dishwasher.



Place the basket of clean silverware on the counter.



Find the space in the drawer with the same type of silverware.



Keep doing this until all the clean silverware is put away.



Take out one piece of silverware.



Place the piece of silverware where it goes.



Check to make sure all the forks are together.



Close the silverware drawer.



Check to make sure all the knives are together.



Check to make sure all the spoons are together.



Close the dishwasher.



Put the silverware basket back in the dishwasher.

Sorting Silverware - Troubleshooting Card



If	Then
<p>The silverware falls on the floor.</p>	<p>Pick it up and put it back in the dishwasher.</p> 
<p>The silverware is dirty.</p> 	<p>Put it back in the dishwasher.</p> 
<p>I put the silverware in the wrong spot.</p> 	<p>Take it out and put it where it is supposed to be.</p> 
<p>The silverware basket does NOT come out of the dishwasher.</p> 	<p>Take the silverware out of the dishwasher and carry it to the drawer.</p>
<p>I need help.</p> 	<p>I will ask someone.</p>