



Sample IEP Goal:

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

Possible Settings:

- Restaurant
- School cafeteria

Items Needed:

- Menu
- Guest check/ notepad
- Pen
- Task analysis
- Visual supports

Taking Orders



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to take orders. Have the student attempt to take orders 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 restaurant (natural environment), set-up a scenario for taking orders in the school cafeteria or 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 walk up to the table independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for taking orders.
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 take orders. Have the **Transition to Adulthood** (on www.teachtown.com) open to the online assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Take their order(s)." As the student completes each step to take orders, 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.



Taking Orders

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, "Take their order(s)," 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 order pad). If they still do not respond, offer the verbal prompt, "Write down what they say." If they still do not write down the order, have them watch the segment of the video that models grabbing the dish bin. 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 or video model.

Planning for Generalization

- Have the student take orders in a variety of settings (e.g., various types of restaurants such as formal, informal, fast food, etc.).
- Have the student use a variety of guest checks, notepads, etc.
- Have the student practice what to do if the person says they are not ready (e.g., come back later, etc.).
- Have the student practice what to do if the customer asks a question or makes a social comment (e.g., about the menu, social conversation, etc.).
- Have the student practice taking orders with substitutions or deletions (e.g., no mayonnaise, salad instead of French fries, etc.).
- Have the student practice taking orders with a varied number of people.
- If you are unable to practice in a natural environment (restaurant, etc.), make sure you vary the contrived situation (e.g., change locations, change orders, change amount of people, etc.).

Taking Orders - 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. Walk up to the table.										
2. Greet the customers.										
3. Look at the first person.										
4. Ask, "What would you like?"										
5. Write down what they say.										
6. Look at the next person.										
7. Ask, "What would you like?"										
8. Write down what they say.										
9. Collect the menus.										
10. Say, "Thank you."										
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

Taking Orders		Done?
	1. Walk up to the table.	<input type="checkbox"/>
	2. Greet the customers.	<input type="checkbox"/>
	3. Look at the first person.	<input type="checkbox"/>
	4. Ask, "What would you like?"	<input type="checkbox"/>
	5. Write down what they say.	<input type="checkbox"/>
	6. Look at the next person.	<input type="checkbox"/>
	7. Ask, "What would you like?"	<input type="checkbox"/>
	8. Write down what they say.	<input type="checkbox"/>
	9. Collect the menus.	<input type="checkbox"/>
	10. Say, "Thank you."	<input type="checkbox"/>



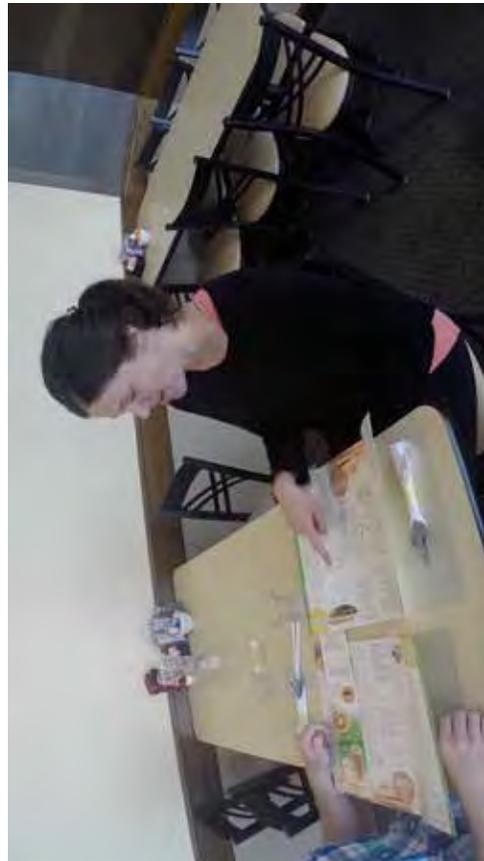
Greet the customers.



Ask, "What would you like?"



Walk up to the table.



Look at the first person.



Look at the next person.



Write down what they say.



Write down their what they say.



Ask, "What would you like?"



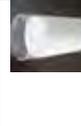
Say, "Thank you."



Collect the menus.

Guest Check (Lunch/Dinner)		
Quantity	Item	Price
	Hamburger 	
	Chicken 	
	Sandwich 	
	Pasta 	
	Salad 	
	Soup 	
	French Fries 	
	Vegetables 	
	Potato 	
	Soda/Pop 	
	Juice 	
	Milk 	

Guest Check (Lunch/Dinner)		
Quantity	Item	Price
	Hamburger	
	Chicken	
	Sandwich	
	Pasta	
	Salad	
	Soup	
	French Fries	
	Vegetables	
	Potato	
	Soda/Pop	
	Juice	
	Milk	

Guest Check (Breakfast)		
Quantity	Item	Price
	Eggs 	
	Bacon 	
	Sausage 	
	Pancakes 	
	Waffles 	
	French Toast 	
	Fruit 	
	Toast 	
	Yogurt 	
	Coffee 	
	Juice 	
	Milk 	

Guest Check (Breakfast)		
Quantity	Item	Price
	Eggs	
	Bacon	
	Sausage	
	Pancakes	
	Waffles	
	French Toast	
	Fruit	
	Toast	
	Yogurt	
	Coffee	
	Juice	
	Milk	

Taking Orders - Troubleshooting Card



If	Then
I can't hear the customer.	I will politely ask them to repeat their order.
I am having trouble writing the order down fast enough. 	I will politely ask the customer to please slow down.
The customer asks me a question. 	I will try to answer it, or I will tell them I will find out and come back.
I don't know how to spell something.	I will do my best to write down the order in a way I can understand it. 
I need help. 	I will ask someone who works there.