



Sample IEP Goal:

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

Possible Settings:

- Kitchen
- Classroom that includes a microwave
- Break room/lounge
- Cafeteria

Items Needed:

- Microwave
- Microwave popcorn
- Task analysis
- Visual supports

Note: Because this lesson requires the handling of hot items that contain steam, 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.

Using the Microwave



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 microwave popcorn. Read Prompting and Fading Procedures. Have the student attempt to microwave popcorn, but offer only prompts to ensure safety, not accuracy. 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 microwaving popcorn in your classroom 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 open the microwave door independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for using the microwaving to make popcorn.
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 microwave popcorn in the microwave. Prior to having them attempt the task, read Prompting and Fading Procedures. 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 microwave and make popcorn." As the student completes each step to microwave popcorn, note whether they completed the step independently, or what level of prompting they required to complete each step.



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3. Offer positive reinforcement (e.g., verbal praise, token, tangible, etc.) for steps completely correctly.

Prompting/Fading Procedures

During steps where the student is required to handle hot items (i.e., taking the popcorn out of the microwave and opening the bag), 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 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, "Microwave popcorn," 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 popcorn, etc.). If they still do not respond, offer the verbal prompt, "Pick up the popcorn." If they still do not pick up the pop-

corn, have them watch the segment of the video that models picking up the popcorn. If they still do not respond, use hand-over-hand prompting to complete the step.

On the steps where they handle the hot popcorn bag and have to open the bag and avoid the steam, use graduated guidance to ensure they perform this step accurately and safely. As they demonstrate those steps accurately, gradually increase the distance between the staff member's hands and the student's hands to promote independence while ensuring safety.

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 microwave popcorn in a variety of settings (e.g., various types kitchen set ups, work room, etc.).
- Have the student use a variety of microwaves (e.g., different controls, different colors, different layouts, etc.).
- Have the student practice using a variety of microwave popcorn (e.g., bowl, bag, different brands, different flavors, etc.).
- Have the student practice what to do if they smell the popcorn burning (e.g. turn off the microwave, 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.).

Using the Microwave - 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. Get a bag of microwave popcorn.										
2. Take off the plastic wrap.										
3. Read the cook time on the popcorn bag.										
4. Open the microwave.										
5. Decide which side should be up.										
6. Put the popcorn in the microwave.										
7. Close the microwave.										
8. Enter the cook time.										
9. Press start.										
10. Wait until the timer goes off.										
11. Open the microwave.										
12. Carefully, take the hot popcorn bag out.										
13. Close the microwave.										
14. Open the popcorn carefully—it will be hot!										
15. Pour the popcorn in a bowl.										
16. Throw the empty bag away.										
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

Using the Microwave (pg.1 of 2)		Done?
	1. Get a bag of microwave popcorn.	<input type="checkbox"/>
	2. Take off the plastic wrap.	<input type="checkbox"/>
	3. Read the cook time on the popcorn bag.	<input type="checkbox"/>
	4. Open the microwave.	<input type="checkbox"/>
	5. Decide which side should be up.	<input type="checkbox"/>
	6. Put the popcorn in the microwave.	<input type="checkbox"/>
	7. Close the microwave.	<input type="checkbox"/>
	8. Enter the cook time.	<input type="checkbox"/>
	9. Press START.	<input type="checkbox"/>
	10. Wait until the timer goes off.	<input type="checkbox"/>

Using the Microwave (pg.2 of 2)		Done?
	11. Open the microwave.	<input type="checkbox"/>
	12. Carefully, take the hot popcorn bag out.	<input type="checkbox"/>
	13. Close the microwave.	<input type="checkbox"/>
	14. Open the popcorn carefully – it will be HOT!	<input type="checkbox"/>
	15. Pour the popcorn in a bowl.	<input type="checkbox"/>
	16. Throw the empty bag away.	<input type="checkbox"/>



Take off the plastic wrap.



Open the microwave.



Get a bag of microwave popcorn.



Read the cook time on the popcorn bag.



Put the popcorn in the microwave.



Enter the cook time.



Decide which side should be up.



Close the microwave.



Wait until the timer goes off.



Carefully, take the hot popcorn bag out.



Press START.



Open the microwave.



Open the popcorn carefully – it will be HOT!



Throw the empty bag away.



Close the microwave.



Pour the popcorn in a bowl.

Using the Microwave - Troubleshooting Card



If	Then
The popcorn starts to smell like it's burning.	Stop the microwave and take the popcorn out. 
The popcorn is burnt. 	Throw it away and make a new bag. 
The microwave isn't starting.	Make sure the door is closed and push the start button. 
I need help. 	I will ask someone.