

(Revised 8/10)
Proposal for Instructional Plan
Functional Skill
Brianna Amoscato

Student Alice
Site Pittsburgh Public School
Title _____

1. Background/Planning

Alice did receive early intervention when she was younger and lives with a mother who also is diagnosed with intellectual disabilities. Alice loves to cuddle with you. For the most part, she does not speak without prompting. Even then, she usually only says the first or second part of the phrase. For example, when asked to say “orange juice” she will only say “orange” or only say “juice.” However, she does like to say “hello” and “goodbye” when entering and leaving the classroom. Alice does not usually interact with the other students and has a lot of stimming behaviors such as flapping and rocking.

2. Objective

Given a plate of food and a fork, Alice will be able to pick up a fork using her dominate hand, spear food item with the fork and place the food in her mouth during lunch with 100% accuracy. 10 trials will take place at the beginning of the lunch period and instruction will follow.

3. Learner Description

Alice is a second grader who is seven years old and diagnosed with Autism. She did receive early intervention services when she was younger. Currently, Alice is provided with a lot of visual supports for communication purposes. In addition, she, like many of the other students receives frequent breaks, chunked work, positive reinforcements, repeated practice and directions repeated orally and frequently. Alice attends speech for 160 minutes per month, occupational therapy for 120 minutes per month and physical therapy for 180 minutes per month.

4. Rationale

Baseline data has indicated that Alice almost always chooses to use her hands to pick up all food items and will only use a fork when given multiple verbal prompts or modeled the behavior. Using utensils to eat is an extremely important skill to have both inside and outside of the classroom. The teacher agrees that this would be an excellent skill to work on because often times eating with her hands results in dropping food on the floor or on her clothes. Alice’s mother has also been working with her on being able to use the microwave by herself and eat independently and efficiently. Thus, working on using a utensil will also help Alice gain independence at home.

5. Scheduling.

We will set up one session during lunchtime around 11:30 every Monday, Tuesday and Wednesday. This session will continue for 20 minutes. The routine will be carried out Thursday

and Friday when I am not present. A fork will be provided to eat every meal and the food will be cut into smaller pieces regardless of what type of food is offered that day.

6. Arrangements

Alice will complete this task in the natural environment during lunchtime in the classroom. I will be sitting next to Alice at the small round table in the middle of the classroom. Alice will choose where she wants to sit and will choose what she wants to eat for lunch. A utensil (a fork) will be provided for Alice to eat her food. My data analysis-recording sheet will be in front of me with a pencil where I can mark down the occurrences or lack thereof.

7. Instructional Procedures

An increasing assistance prompt hierarchy will be used. The teacher will not help Alice unless she begins to use her hands. If this occurs, the teacher will use a verbal prompt and then in extreme cases model for the student what she should be doing.

8. Task Analysis (If Applicable, Attach)

Task Analysis

1. The student picks up the fork in dominant hand. If the student does not do this independently, teacher will give a verbal prompt. If student still does not use fork, the teacher will model.
2. Spears food item with fork. If the student does not do this independently, the teacher will give verbal prompt. If student still does not use fork, the teacher will model.
3. Takes food from the fork and places it in mouth. If the student does not do this independently, the teacher will give verbal prompt. If student still does not use fork, the teacher will model using her own fork and her own plate of food.

9. Measurement (Attach Data Sheet)

For baseline data, this student will either receive a + if she uses the fork independently or - if she does not use the fork independently. For subsequent data collections, the students will be scored on a letter system. I = Independent, V = Verbal Prompt, M = with Model, and H=Hand-over-hand assistance.

10. Maintenance

Alice will continue to use a fork during lunch in the classroom every day. Eventually, she will be able to use without prompting or reminders from the teacher. The teachers and paraprofessionals will continue to encourage Alice to use her fork on Thursdays and Fridays when I am not present.

11. Generalization

The goal would be for the student to eventually realize when a fork is necessary or not necessary for a particular food item. For example, a sandwich can be eaten with your hands, but green beans should be eaten with a fork. In addition, the student will continue to use a fork without prompting when out at a restaurant or when sitting at the dinner table at home.

12. Other Pertinent Planning Information

It is important that Alice's mother is aware of this instructional plan being completed in the classroom so that perhaps she continue to prompt this skill when at home. A note will be written home to Alice's mother so that she is aware of the data collection occurring inside the classroom.