

Domestic Level 4
Teaching X to independently pack lunch that someone else has prepared for them.
2. Why is this skill important?
Learning to pack lunch, that someone else has prepared, is an adaptive functioning skill that helps to increase X's independence skills, daily living skills and domestic skills.
3. Goal
With the use of a picture strip (described below), X will pack her/his lunch for 3 consecutive days. After 3 consecutive days, this goal is considered mastered. Our system will notify you of when it is time to check in on this skill again. This way, you can make sure that X remembers the task & completes this skill independently.
4. Table of contents
Links to sections 5-17
5. Requirements before this task analysis can be started
<ul style="list-style-type: none"> • If you are new to Aris4Autism, please go to the Getting Started section. • It is recommended that you input correct and incorrect trials directly into our electronic system as you work with your learner. If you opt to do your initial data recording by hand, please have data sheets printed and ready, and then input your data into our electronic system when you are finished with this program for the day. <p>Our system will keep track of how X is progressing</p> <ul style="list-style-type: none"> • You should have picked the reinforcers (rewards) that you are planning to use. • X should have developed the fine motor skills that are necessary to complete the task. To complete this skill, a pincer grasp, or slightly adapted pincer grasp, is necessary. Can X bring their thumb and index finger together to achieve certain tasks, like, for example, picking up a bead? Make sure you know the answer before proceeding! • Test the task analysis sheet attached to this exercise before you start this exercise to see if some steps should be taken out or if new steps should be added. Remember that our electronic data collection system only allows you to make changes to the task analysis sheet before you start teaching X, so think carefully about which steps you wish to have in your task analysis. (Watch the Task Analysis video, and Data Collection video before doing this) • You need to make your picture strip before you can start this task analysis program. To make your picture strip, you will need to: <ul style="list-style-type: none"> a. Take pictures of all the steps using actual items in your home that your learner will be using to learn this skill. Your pictures should clearly describe what the learner needs to be doing at each step (a washing machine with the door open and someone putting clothes in, for example) Print the photos out once you have taken them. Photos should be focused on the action itself.

b. Line them up on a piece of regular or laminated paper

c. Stick the pictures of the steps to the backing. To learn more about this process please watch the Task Analysis video.

You will also be writing the steps out further along in this program. You will make to make sure that your instructions line up with the pictures!

6. Links

- What is task analysis video
- Data Collection for Task Analysis Video
- Teaching personal skills to your child video
- Backwards Chaining video
- Using visual supports video
- Token Boards video

7. Frequency

This exercise should be conducted daily. Typically, you will only need to pack lunch once daily. However, if there are other lunch boxes to pack for others in your household, you may absolutely choose to include these as learning opportunities.

8. Setup

Introduce the steps involved in your task analysis at home. Make sure X has all the necessary materials needed for this task, that you have reinforcers with you, and that you have attached the pictures representing every step in a task analysis in the correct order on the picture strip.

9. Procedure

Below, you will find a suggested example of how you might arrange the steps of your task analysis. Our data collection system offers you the ability to edit these steps in a way that make sense for your learner. If you are packing 3 lunches at a time, for example, your task analysis will look different from this one.

1. Make sure you have the X's attention.
2. Give the instruction: "Pack your lunch!" or anything else that feels natural to you that conveys the same message. Point to the first picture.
3. If X does not walk over to the lunchbox to pack lunch, point to the lunchbox to remind her/him. If X does not respond to this prompt, you may do hand-over-hand to gently guide them towards the lunchbox.
4. Point to the next picture and use hand-over-hand guidance.
5. Get the lunchbox and lid from the cupboard. Point to the next picture and again use hand-over-hand guidance.
6. Place the lunchbox and lid on the table. Point to the next picture and again use hand-over-hand guidance.
7. Take a sandwich from the table and place it inside the lunchbox. Point to the next picture and again use hand-over-hand guidance.

8. Take fruit from the table and place it inside the lunchbox. Point to the next picture and again use hand-over-hand guidance.
9. Take yoghurt from the table and place it inside the lunchbox. Point to the next picture and use hand-over-hand guidance. Repeat for other items as needed.
10. Take the lid, place it on top of a lunchbox and press down to close. Point to the next picture and again use hand-over-hand guidance.
11. Grab your lunchbox and put it inside the school bag. Point to the next picture and again use hand-over-hand guidance.
12. Reinforce X once the task is completed.
13. Next time, repeat steps 1-12 but instead of helping X to do each step, stop helping X when it is time to do the last step out and only point to the correct picture to see if X can do it independently.
14. If X can - praise them and offer them access to a reinforcer (reward). If they cannot - offer hand-over-over guidance.
15. Next time, if X was able to do the last step independently, stop helping X 2 steps before the task is done, then 3 and so on until they can do the whole task independently without help. This is called backward chaining.
16. Reinforce X regardless of if you had to offer them assistance or not.

10. Data collection

Always collect data on if X was able to pack lunch that someone else has prepared. Also please always note whether your learner required prompting.

11. Mastery criteria

Our data collection system will notify you when X has mastered this skill. This skill will be considered mastered once X correctly pack lunch that someone else has prepared for them across three consecutive days.

12. Considerations

Reducing Prompting

When you start using this task analyses, you might need to implement prompting (or helping) procedures to teach X to pack a lunch that someone else has prepared for them. Your goal should be to reduce this kind of prompting as soon as X can do the task with less help. Perhaps, after a few times, you won't need to hold your hand over X's hand but holding their wrist might be enough. Or you may only guide their hands halfway to the lunchbox and X can do the rest. Always aim to use the least amount of help that still allows X to finish a certain step. Don't forget to fade the verbal and visual prompts as well. When X has mastered this task independently without you holding their hand, stop telling them what to do and only point to the correct picture. Lastly, remove the visual strip and see if X can do the task independently without your help. Remember, if X does not do something after 5 seconds give them the minimum amount of help that they need starting with only pointing at a picture, and if this does not help, tell them what to do while pointing at a picture. The last option would be hand-over-hand assistance.

Reducing rewards

It is important to always reduce the rewards that you give to X. For example, in the beginning, you should be enthusiastic about X packing a lunch that someone else has prepared for them even with help. Say “Good job packing your lunch!” Give them a high 5, and hug them, whatever X likes, but little by little, your responses should become less and less enthusiastic for those same responses. This is done so that eventually X is able to pack a lunch that someone else has prepared for them even if no reward follows it.

13. Generalization

Generalization is achieved when X can pack lunch that someone else has prepared for them independently at home, at a friend’s house, a relative’s house or any other setting and when they finish this task when asked to do so by many different people such as a babysitter, friend, grandparent or other. In order to achieve this, once X has mastered this exercise don’t forget to teach them to generalize what they have learned.

This means that you must teach X this skill in various settings, and with different people. Teaching with generalization in mind helps learners apply what they have learned to new situations.

14. Next steps

Once X can pack lunch that someone else has prepared for them independently you can proceed to teach more complex skills that might be involved in preparing some of the food that goes into the lunchbox. You might see if the Making a Sandwich task analysis is good for your learner. This way, over time, your learner will develop the necessary skills to make and also pack her/his own lunch.

15. Maintenance

Even if X has mastered this task, you should reintroduce it to them from time to time to make sure that they don’t forget how to complete this task. Our data collection system will notify you when it is time to brush up on this skill again.

16. Tips

- X’s gross motor and fine motor skills should be considered before proceeding with teaching this skill. Has X developed the hand-eye coordination and fine motor skills necessary for this task?
- Choose to pack food items that X likes.
- Do not choose products that are easy to break or spill.
- At the start, avoid using glass lunchboxes. A tin or plastic lunchbox that won’t break easily is best to use when starting to teach this skill.
- Make sure that the lunch you prepared for X will fit in their lunchbox.
- Make sure that the lunchbox is easy to open for X.
- Remember: You can always add harder steps later on. It doesn’t matter where those harder sub-tasks fall in the sequence of steps. For example, if getting the lunchbox is

hard, don't get put off by this or get stuck on it. You can teach this step later and offer assistance for now.

17. Common mistakes

- Take your time. Don't teach this skill when you are in a hurry! You may find it best to practice this skill when you don't have anywhere to be.
- Avoid the use of glass lunchboxes or containers.
- Make sure X is not allergic to any of the ingredients.
- Start with packing a small lunch that easily fits into the lunchbox.
- Avoid using lunchboxes that are hard to close.

18. Questions and answers

What should I do if X refuses to pack a lunch that someone else has prepared for them?

When starting to teach this skill, choose to pack a lunch that X likes. Do not start by packing too many items. You can also set your criteria to just prepare a few parts of the lunchbox- over time, you can expand on this.

Make sure X has the necessary skills to close the lunchbox and that it is easy to close it. If X is still unwilling to pack the lunch that someone else has prepared, try choosing a different lunch item to pack or offer X a choice of items.

What type of lunch should X pack?

You can pack any type of lunch that X likes. You can prepare sandwiches, savory or sweet meals, vegetable or fruit salads, any type of dishes etc. If you prepared a food item that has liquid/juices, like salad, make sure it is packed appropriately and won't leak. Always make sure that X has all the necessary skills to open and close the lunchbox.

What is a Task Analysis?

A task analysis is used to break complex tasks into smaller steps. It may be difficult for some individuals to complete a complex task, but when we break the task into smaller steps, it becomes possible learn a task one step at a time. For beginner learners, you may have to use very detailed task analysis, while more experienced learners may only need a few steps. To learn more about task analysis and chaining please watch the video on Task Analysis.

Can't find your question here? Don't hesitate to e-mail us at info@Aris4Autism.com and we would be happy to help you!

Personal Skills. Teaching X to pack lunch that someone else has prepared.

Name _____

Date _____

	1	2	3	4
1. Hand-over-hand				
2. Verbal instruction				
3. Pointing				
4. Independently				
1. Get the lunchbox and lid from the cupboard.				
2. Place the lunchbox and lid on the table.				
3. Take a sandwich from the table and place it inside the lunchbox.				
4. Take fruit from the table and place it inside the lunchbox.				
5. Take yoghurt from the table and place it inside the lunchbox. *Repeat for other items as needed.				
6. Take the lid, place it on top of the lunchbox and press down to close.				
7. Grab the lunchbox and put it inside the school bag				

Please notice that a task analysis like the one above should be different for every task and every learner. A good way to find out how many steps X needs is to test the task analysis that is provided to you with X. You may learn, while testing it, that X already knows some steps and there is no need to include those in the task analysis. You may also know that some steps are a bit too challenging for X, and those need to be broken down further into additional steps. Only after you have individualized your task analysis you can start using it.