

## Lesson Plan: Lunch Clean-Up

<b>Long-Term Goal:</b> Student will independently manage daily routines.	<b>Short-Term Objective:</b> Student will clean up after his/her lunch.
<b>Materials:</b> Lunch table and chair, table bin, trash receptacle, sponge, sink, student's picture task analysis (if needed)	
<b>Notes:</b> Depending on the student's proficiency, add or reduce the number of steps required.	

### Correction Procedure

S <sup>D</sup> / Cue	Correct Response	Initial Acquisition of Skills when student is first learning	Fading Prompts after student has begun learning	Data
Student has finished lunch.	Student puts garbage in table bin.	"You have finished lunch (S <sup>D</sup> ). Put your garbage in the table bin."	"You have finished lunch (S <sup>D</sup> ). What do you do now?"	Record the number or type of prompts per step.  <b>Note:</b> It is up to you to adjust the steps on the task analysis per student.
Garbage in table bin.	Dumps table bin into garbage.	"You put your garbage in the bin (S <sup>D</sup> ). Dump it into the trash."	"You put your garbage in the bin (S <sup>D</sup> ). What do you do next?"	
Table bin is empty.	Places it on counter.	"The table bin is empty (S <sup>D</sup> ). Put it on the counter."	"The table bin is empty (S <sup>D</sup> ). What do you do now?"	
Table bin on counter.	Locates sponge at sink.	"The bin is on the counter (S <sup>D</sup> ). Find a sponge."	"The bin is on the counter (S <sup>D</sup> ). What's next?"	
Has sponge.	Turns on water.	"You found the sponge (S <sup>D</sup> ). Turn on the water."	"You found the sponge (S <sup>D</sup> ). What do you do now?"	
Water is on.	Wets sponge.	"The water is on (S <sup>D</sup> ). Wet the sponge."	"The water is on (S <sup>D</sup> ). What do you do next?"	
Sponge is wet.	Squeezes out water.	"The sponge is wet (S <sup>D</sup> ). Squeeze out the water."	"The sponge is wet (S <sup>D</sup> ). What now?"	
Water is squeezed out.	Moves to table.	"You squeezed out the sponge (S <sup>D</sup> ). Go back to the table."	"You squeezed out the sponge (S <sup>D</sup> ). What do you do now?"	
At table.	Washes table.	"You're at the table (S <sup>D</sup> ). Wash the table."	"You're at the table (S <sup>D</sup> ). What do you do next?"	
Table is washed.	Moves to sink.	"You washed the table (S <sup>D</sup> ). Go to the sink."	"You washed the table (S <sup>D</sup> ). What do you do now?"	
At sink.	Places sponge in sink.	"You're at the sink (S <sup>D</sup> ). Put the sponge in the sink."	"You're at the sink (S <sup>D</sup> ). What do you do next?"	
Sponge is in sink.	Moves to table.	"You put the sponge in the sink (S <sup>D</sup> ). Go back to the table."	"You put the sponge in the sink (S <sup>D</sup> ). Now what?"	
At table.	Pushes in chair.	"You're at the table (S <sup>D</sup> ). Push in the chair."	"You're at the table (S <sup>D</sup> ). What do you do now?"	

**Task Analysis – Number of Prompts: Lunch Clean-Up**

**Student:** \_\_\_\_\_ **Year:** \_\_\_\_\_

Task Analysis		Initials:	Initials:	Initials:	Initials:	Initials:
		Date:	Date:	Date:	Date:	Date:
		Prompts	Prompts	Prompts	Prompts	Prompts
1	Puts garbage in table bin					
2	Dumps table bin in trash					
3	Puts bin on counter					
4	Locates sponge at sink					
5	Turns on water					
6	Wets sponge					
7	Turns off water					
8	Squeezes water out					
9	Moves to table					
10	Washes table					
11	Moves to sink					
12	Puts sponge in sink					
13	Moves to table					
14	Pushes in chair					
15						
16						
17						
18						
19						
20						
<b>Total Number of Prompts</b>						
<b>Percentage of Correct Responses</b>						