

Making Sack Lunches

Objective: To teach students to make sack lunches using peer delivered self-instruction.

Setting and Materials:

Settings:

1. Kitchen of a university cafeteria

Materials:

1. Peer tutors- High school students classified as mildly mentally retarded
2. Table
3. Several items were placed on the table including:
 - a) 7 types of bread
 - b) 3 spreads
 - c) 8 condiments
 - d) 9 cheeses
 - e) 8 meats
 - f) 21 beverages
 - g) 8 types of chips
 - h) 2 types of cookies
4. Order card for customers (i.e., project and cafeteria staff)

Content Taught

The following skills were taught:

1. Sack lunch preparation
 - a) Defined as taking the order from the customer and completing the order as specified in the appropriate sequence.
2. Self-instructions emitted
 - a) Defined as instances when participants repeated task-specific verbalizations prior to and during the preparation of a sack lunch.

Sack Lunch Task Sequence

1. Take the order.
2. Ask the customer desired bread type and select.
3. Ask desired spread(s) and place on bread.
4. Ask desired condiment(s) and place on bread.
5. Ask desired meat(s) and place on bread.
6. Ask desired cheese(s) and place on bread.
7. Place sandwich in plastic bag.

8. Ask desired soda and place in paper sack.
9. Put sandwich in paper sack.
10. Ask desired chips and place in sack.
11. Ask customer if he or she would like anything else; if so, place item(s) in sack.
12. Fold the sack closed.
13. Thank the customer.
14. Give sack lunch to customer.

Teaching Procedures

To train peer tutors:

1. Use demonstration to train the peer tutors to
 - a) complete the sack lunch preparation
 - b) emit self-verbalizations and interactive verbalizations
2. Provide feedback as follows:
 - a) For correct responses, provide praise
 - b) For incorrect responses, model the appropriate steps
3. Provide instructions on how to teach the task and the verbalizations to tutees (i.e., sack lunch makers)
4. Role play teaching the task with an adult who is playing the part of a tutee (i.e., sack lunch maker)
5. Direct the peer tutor to complete the following steps as part of the tutee training:
 - a) Model each task in the sequence and the verbalizations for the trainee
 - b) Tell tutees, "Now you do it."
 - c) Correct a verbal, motor, or sequence mistake by remodeling a particular task.
 - d) Provide verbal praise when a step was completed correctly
6. Provide reinforcement and corrective feedback for correct teaching to the peer tutors.

To train sack lunch makers, peer tutors should perform following steps:

1. Tell the tutees that he or she could remember to make sack lunches in the right way by telling themselves what they had finished doing and what they needed to do next.

2. Model the first verbal interaction with the customer (i.e., “Can I take your order?”). A project staff member served as the customer.
3. Model the self-instructions and perform each response in the sequence.
4. Ask the tutees to imitate the responses and by saying the self-instructions and performing the tasks.
5. If mistakes were made by the tutees, or the tutee could not remember what to do,
 - a) First, provide a verbal prompt
6. If mistakes continue,
 - a) Model the correct response
7. Finally, ask tutees to perform the entire sequence independently.
 - a) Errors or omissions were corrected again with prompts and models.
6. Direct students to perform the same sequence with novel customers. Provide no intervention or feedback during this phase. When participant selected an incorrect item, the customer was told to say, “No, I wanted _____.” Next, if an additional item was desired by the novel customer, the customer was told to ask for it if the participant did not pose the question.

Evaluation

Percentage of steps completed correctly

1. Correct was defined as
 - a) Participant asked the customer if he or she would like the next sandwich item as pre-specified
 - b) Participant completed steps in sandwich in correct order, but order in which participants asked for chips or cookies varied.
2. Incorrect if customer had to ask for an item

Lesson Plan Based on:

Agran, M., Fodor-Davis, J., Moore, S., & Martella, S. (1992). Effects of a peer-delivered self-instructional training on a lunch-making work task for students with severe disabilities. *Education and Training in Mental Retard*

This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H326J050004. Marlene Simon-Burroughs served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Secondary Transition Technical Assistance Center (2008). *Making Sack Lunches*, Charlotte, NC, NSTTAC.