

Preparing Breakfast Using Tactile Cues

Objective: To teach students to use tactile cues for self-instruction in employment settings.

Setting and Materials:

Setting: Dormitory kitchen in a residential school for students with visual impairments.

Materials: 3"x 6" index cards, miniature objects for breakfast food items varied in size from ½" to 2", glue, 28" long x 8" wide x 1" high positional tray with cubicles 7"x 8"

Content Taught

The student is taught to prepare breakfast using tactile cues.

Teaching Procedures

Prior to instruction:

1. Prepare tactile recipe cards for all food items and materials required in the breakfast foods prepared
2. Schedule training for 4 morning per week, 15 minutes per session

Lesson:

1. Present student with materials necessary to make cereal, including tactile recipe cards for cereal, positional tray, and verbal /tactile-manual signs for these objects
2. Place tray parallel to counter edge with inches of space between for working space
3. Arrange materials in a left to right sequence in the correct order in tray
4. Give student verbal-tactile manual sign for "make food"
5. Give student opportunity to initiate and complete the correct responses for each step before prompting
6. If the student does not initiate and complete the steps use the following least to most prompt procedure:
 - a) Verbalize and guide student's hand to relevant characteristic of tactile recipe cards and breakfast materials (such as round rim of bowl, bowl and stem of spoon, rectangular form of cereal box)

- b) Repeat pertinent verbal-tactile manual sign
 - c) Student will respond by either putting breakfast materials into tray or by removing breakfast materials to counter
 - d) If student fails to respond, gives student verbal tactile manual sign and physically perform steps with student (trainer will first take students' hand and demonstrate step, return item to tray and repeat instruction)
 - e) Student will complete a step independently
 - f) If student fails to respond, trainer will give verbal-tactile manual sign while physically guiding student through the steps
7. Repeat steps for the other two breakfast foods: chocolate milk and juice

Evaluation

Percentage of steps performed independently in the preparation of each of the 3 breakfast foods with 100% accuracy.

Lesson Plan Based on:

Taylor, R. G. (1987). Teaching a severely handicapped deaf-blind young woman to prepare breakfast foods. *Journal of Visual Impairment and Blindness*, 81(2), 67-69.