

Menu Order

task analysis, data sheet & IEP goals

ORDER FROM A MENU

- Look at the menu ☐
- Decide on your drink and food ☐
- Wait for your turn to order ☐
- Tell the server what you want ☐
- Listen to the server to confirm your order ☐
- Say "Thank you" when you're done ☐

FULL SPED AHEAD

ORDER FROM A MENU

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Look at the menu	
	Decide on your drink and food	
	Wait for your turn to order	
	Tell the server what you want	
	Listen to the server to confirm your order	
	Say "Thank you" when you're done	

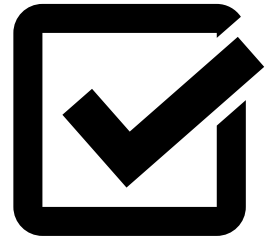
FULL SPED AHEAD

Take a look inside...

Use this in your special education classroom systematically teach the steps of how to order from a menu with task analysis, data sheets and proposed IEP goals.

Why?

should you use a task analysis



breaks down complex skills into manageable steps



learn the small steps to master the overall skill



supports students who have difficulty with executive functioning skills



is included in this resource?

The image displays three overlapping worksheets, each titled "ORDER FROM A MENU".

Worksheet 1: Features a large black circle with the number "1" in the center. To its left are ten horizontal lines, each preceded by a small square checkbox.

Worksheet 2: Features a large black circle with the number "2" in the center. To its right is a vertical list of six tasks, each preceded by a small square checkbox:

- Look at the menu
- Decide on your drink and food
- Wait for your turn to order
- Tell the server what you want
- Listen to the server to confirm your order
- Say "Thank you" when you're done

Worksheet 3: Features a large black circle with the number "3" in the center. To its left are five horizontal lines, each preceded by a small square checkbox. To its right is a vertical list of five tasks, each preceded by a small square checkbox and accompanied by a small illustration:

- Look at the menu (Illustration: Hands holding a menu)
- Decide on your drink and food (Illustration: Menu being looked at)
- Wait for your turn to order (Illustration: People waiting at a counter)
- Tell the server what you want (Illustration: A person talking to a server)
- Listen to the server to confirm your order (Illustration: A person listening to a server)

At the bottom of Worksheet 3, there is one final task: "Say 'Thank you' when you're done", which is preceded by a small square checkbox.

What is included in this resource?

data sheet & IEP goal suggestions

ORDER FROM A MENU

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Look at the menu	
	Decide on your drink and food	
	Wait for your turn to order	
	Tell the server what you want	
	_____ to the server	

IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given a printed or digital menu, the student will independently identify their preferred menu items, including food and drink, with 100% accuracy in 4 out of 5 opportunities as measured by teacher observation and data collection.

Goal 2: By the end of the IEP year, given verbal or visual prompts, the student will independently verbalize their order to a server or cashier, including all necessary details (e.g., size, modifications, or extras), with 100% accuracy in 4 out of 5 opportunities as measured by teacher observation and data collection.

Goal 3: By the end of the IEP year, given verbal or visual instruction, the student will independently request a modification to their order (e.g., "No onions" or "5 minutes")

What is included in this resource?

prompting levels visual to use as a classroom poster



Prompt Levels

least intrusive to most intrusive

Independent (I) After given a direction, the student completes the task by themselves.	Visual (V) You show a picture to the student for them to continue or complete the task. EX: Holds a schedule picture icon	Gesture (G) You point to an item or task for the student to continue or complete the task. EX: Point to a schedule
Positional (PO) You move an item closer to the student or put an item in front of their view. EX: Puts a pencil closer to the student	Proximity (PR) You move closer to the student to keep a closer eye on their work completion. EX: Staff stands close to a student while working	Model (M) You complete the task while the student observes each step. EX: Staff washes hands then has the student do the same.
Indirect Verbal (IV) You give a cue, but very little information is given.	Partial Verbal (PV) You give a cue that starts the beginning of	Direct Verbal (DV) You give a cue that is direct and gives specific details.

Prompt Levels

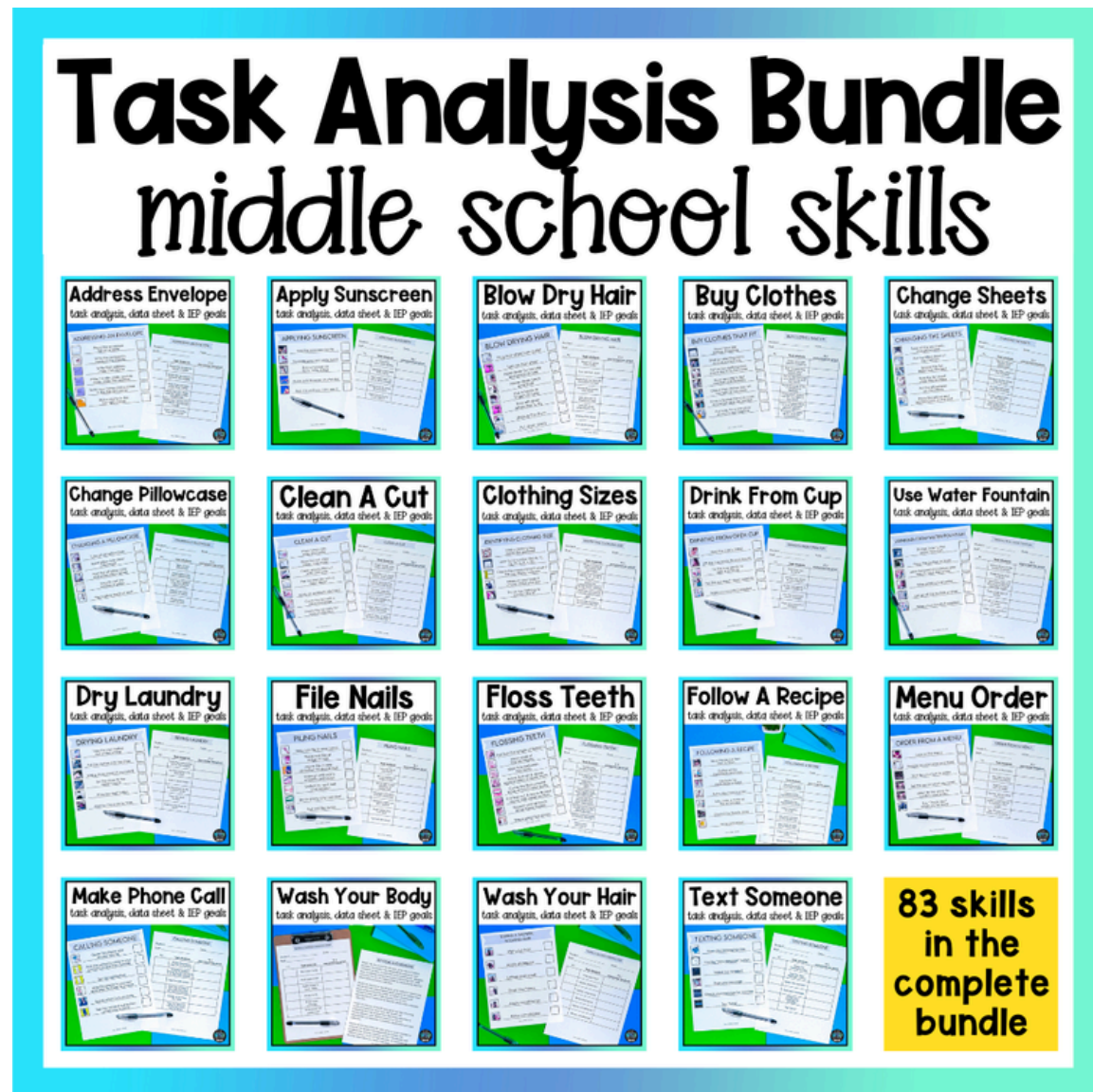
least intrusive to most intrusive

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How **can I use this resource?**

- ① **Use to teach skills step by step**
- ② **Fade prompts in task completion**
- ③ **Get student IEP goal ideas**

Did you see the bundle?



Click to see
all 83 task
analyses