



TEXAS DEAFBLIND PROJECT

Breakfast Prep Routine

List of materials

- Plastic container to hold the breakfast items
- Cardboard strip with Velcro, attached to the side of the plastic container for easy symbol reference
- Tactile symbols for the items needed for breakfast (spoon, chocolate milk, bowl, cup, cereal, muffin)

Setup

- Pre-load the symbols for the items and ingredients needed for breakfast onto the cardboard strip or, if the student is ready, use this time to support the student in recalling necessary items and making choices.
- This routine takes place in the kitchen area of a dorm or classroom, and all the materials should already be in their naturally occurring locations. For additional support, the teacher has labeled cabinets and room areas with tactile symbols, photographs, and print.

Implementation Considerations

- The plastic container can serve two purposes:
 - It provides (or gives) the student a consistent place to refer back to the tactile symbol list to confirm which materials are already gathered and what step is next. (Example: the student confirms he has what he needs and is ready for the plate for his muffin.)
 - When the student is ready to take his food to the table, this provides a sturdy container for transport.
- The cardboard strip attached with Velcro to the side of the plastic container offers a sturdy, portable way to present the symbols for the routine's steps.
 - In this example, the student is a tactile symbol user, but object symbols, partial objects, photographs, black line drawings, print or braille, or a mixture of these could also be attached to the cardboard strip.
- The student demonstrates that this is a familiar routine by independently locating the objects needed for breakfast, including the microwave, which is several steps away. It is important to note that he still re-reads the instructions after each step. This is a great example showcasing that, despite how well the student knows the steps of a routine, or "what comes next," it is still best practice to have an accessible version of the routine available to the student.



Routine Sheet

Activities	Scaffolding Steps
The student reads the tactile symbol checklist. Retrieves bowl and plate from the cabinet above him. Places them in the plastic container.	1. Student locates the cabinet containing the dishes. 2. Provide prompt for cabinet location and/or to check the labels.
The student reads the checklist. Retrieves a cup from the cabinet. Places it in the plastic container.	1. Student locates the cup. 2. Provide a verbal prompt to locate the cabinet containing the cups and glasses.
Student reads his checklist Retrieve a container of cereal from a different cabinet. Places it in the plastic container.	1. Student locates the cereal. 2. Provide a verbal prompt to locate the cabinet with the food items, including cereal.
The student reads the checklist. Locates and opens the muffin container. Selects a muffin.	1. Student finds the refrigerator and reaches to back of counter to locate muffins. 2. Provide a verbal prompt to locate the refrigerator and/or that the muffins are to the right of the refrigerator.
The student places the muffin on the previously retrieved plate in the white container.	1. Student finds his plate. 2. Provide a verbal prompt that the plate was already on the checklist and is in his basket.
The student takes a muffin to the microwave. Opens microwave and presses start button.	1. Student locates the microwave and start button. 2. Provide a verbal prompt to locate the microwave and to find the bump dot to use the start button.
The student walks back to the counter and retrieves plastic container. Take the container to the table.	1. Student walks back to the counter for his breakfast basket. 2. Provide a verbal prompt to locate the breakfast basket and/or the breakfast table.
The student walks to the microwave, gets a muffin, and returns to the table to prepare and eat breakfast.	1. Student walks to microwave to retrieve muffin. 2. Provide a verbal prompt to locate the microwave in relation to the breakfast table.

*Scaffolding Steps: Attempt number 1 first; if unsuccessful after wait time, attempt number 2.

