



TEXAS DEAFBLIND PROJECT

Ice Cream Routine

List of materials:

- Sequence box for presentation of ingredients (Half-and-Half, Sugar, Vanilla)
- Large white plastic container serving as a Finished Container
- Measuring cup and measuring spoon
- Ice Cream Maker
- Bound plastic paged book with Velcro - real picture images of each ingredient needed in the recipe

Setup

- Position the Sequence Box so the student has full access to it and its contents.
- Load each ingredient into each slot from the student's left to right in the order they will be added to the ice cream maker.
 - Do this with the student if they are ready for this level of participation, or preload the slots if that is most appropriate for the student.
- Position the Finished Container at the right end of the Sequence Box.
- When completing the routine, use each ingredient in sequence from the student's left to right.
- Place each ingredient into the Finished Basket after adding it to the ice cream machine.
- Remember to have the student help you put everything away and clean up after the routine is completed to avoid Magic Fairy Syndrome, which is teaching the student that things in the environment magically appear when needed and disappear when they are finished.
- *Tip from a vocational rehabilitation teacher: for students with low vision, use measuring cups, spoons, and stirring tools that contrast with ingredients when possible.

Implementation Considerations

- The Sequence Box helps the student understand the one-to-one connection between the ingredients and the steps of the recipe. This expands the concept that the symbol, whether it is the real object or something more abstract such as a photograph or partial object, represents a real object and/or action in a meaningful and concrete way.



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- The Finished Box helps to teach the concept of “finished,” which can be somewhat arbitrary and abstract. Am I finished for now, or will this task reappear? Am I really finished?
- The teacher in the video uses hand-under-hand to support and assist the student in pouring ingredients. The student retrieves the items independently from the sequence box, but requires assistance in measuring and pouring. The teacher allows the student to participate to the fullest extent possible.
- Building routines around the use of household appliances such as toasters, microwaves, air fryers, washers, and dryers ensures that the student has the opportunity to expand their understanding of environmental objects, their purpose, and how they are used. This also addresses independent living skills within the Expanded Core Curriculum and may address functional IEP goals or objectives.
- The plastic pages used in the picture recipe provide extra durability, while Velcro dots on the pages allow the teacher to switch out the symbol supports. This gives the teacher the flexibility to individualize for all students and their learning media, as well as easily plan a variety of routines.



Routine Sheet:

Activities	Scaffolding Steps	Phrasing to Use
Ingredients needed for the recipe are pre-loaded into the sequence box.	1. Student uses Ice Cream Routine book to assist in loading ingredients. 2. Sequence box is pre-loaded.	
First Ingredient: Half and Half - measure, pour, cross picture off on ingredient list, and place in Finished Box.	1. Student retrieves and pours half and half into a measuring cup. 2. Student retrieves half and half and assists teacher while pouring into measuring cup.	(Two cups Half-and-Half) (Finish)
Second Ingredient: Sugar - measure, pour, cross off ingredient list and place in Finished Box.	1. Student retrieves and pours sugar into the measuring cup. 2. Student retrieves sugar and assists teacher while pouring into measuring cup.	(Now sugar) (Finish)
Third Ingredient: Vanilla - measure, pour, cross off ingredient list and place in Finished Box.	1. Student retrieves and pours vanilla into a measuring spoon. 2. Student retrieves sugar and assists teacher while pouring into a measuring spoon.	(Vanilla) (Finish)
Add top to the Ice Cream Machine.	1. Student puts the top of the Ice Cream Machine in place to close it.	

Attempt number 1 first, if unsuccessful after "wait time," attempt number 2 and continue until the student is successful.

