



TEXAS DEAFBLIND PROJECT

Sample Cookie Routine Form

ROUTINE STEPS	ADAPTATION / MODIFICATION	IEP GOAL OBJECTIVE	TARGETED VOCABULARY	COMMENTS & DATA
1. Discuss activity using materials from routine.	Use calendar sequencing box to organize materials	Request Initiate conversational turn	Oatmeal, bowl, flour, sugar, butter, cookie tray, mitt, empty, cookie, cook	Consistently taking a turn to request more interaction
2. Ray locates bowl and determines it is empty.	Use tactual exploring to determine if bowl is empty	Uses hand for tactual exploration	Empty, bowl	Needs prompting to explore
3. Ray pours in the oatmeal, flour, sugar, butter and mixes	Provide co-active support in pouring and mixing	Track left to right Initiates conversational turn Labels	Pour, stir, oatmeal, flour, sugar, butter	Needs prompting to follow left to right sequence Not labeling items – may need to do more modeling
4. Ray pounds the cookie batter and makes three cookies on the cookie sheet	Provide co-active support in pounding and portioning cookies	Initiates conversational turn Recognize changes in speech pitch	Cookie	Really interacting well at this point, much initiation
5. Ray carries the tray to the oven and puts the cookies in to bake.	Provide co-active support in carrying tray and placing in oven	Carry materials independently Understand safety terms	Carry, tray, oven, hot	Seems to know this step and goes easily toward oven Needs lot of help carrying
6. Ray collects the mixing bowl and cups and carries them to the sink to wash.	Provide co-active support in carrying dirty dishes and washing, use washing to help him wait	Carry materials independently Conversational turn-taking	Carry, dirty, wash, clean, bowl, cup, tray	Needs lot of help carrying



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7. Ray takes the cookies from the oven and carries them to the table to eat.	Provide co-active support in carrying tray and removing from cookies sheet	Comment on cookies	Eat, cookie, hot	Signed "hot" when he tasted cookie

