Using Least to Most Prompting to Teach Meal Planning

Objective: To teach students how to plan a meal and make nutritional food choices.

Setting and Materials:

Settings: Instruction was conducted at home.

Materials: Recommended Daily Allowance (RDA) found on almost every food product and/or in many cookbooks. A meal chart (consisting of five vertical columns and four horizontal columns; the vertical columns represent five food groups: vegetable and fruit, meat, dairy, bread, and cereal, and candy/chips and the horizontal columns represent the meals of the day: breakfast, lunch, snack, and dinner). Each column of the food groups chart represents servings from that group per meal.

Content Taught

1. To make healthy food choices
2. To identify examples of items that could be included in one of the four food groups.
3. To plan meals for 3 days that met the requirements of the RDAs (using a meal chart) and including the vitamins and minerals included in the RDAs which are protein, vitamin A, vitamin C, thiamine, riboflavin, niacin, calcium, iron, and vitamin D.

Teaching Procedures

1. Teacher will state the objective and purpose to students: "In order to make nutritional food choices that will keep your energy up and make you feel good, there must be a set of rules. The rules we are going to use are on a chart that I am about to give you. By following the rules of the chart, we will be able to make healthy food choices."
2. Teacher will define the four food groups and provide examples of each.
3. Teacher will then ask students to provide their own examples of items included in these groups.
   a. If the student demonstrates knowledge of a minimum of seven foods from each corresponding food group, the session will end.
   b. If not, the teacher and the student will again discuss the definition of the four food groups and the teacher will provide more examples.
   c. The teacher will include a minimum of 10 examples within each session.

4. Once the students have consistently demonstrated increased rates of food identification, begin teaching students how to plan meals for 3 days that meet the requirements of the RDAs.
5. Teacher introduces the meal chart to the students.
6. Teacher will use a system of least prompts in training students to fill out the meal planning chart (In other words, students will choose their meal item and record it on the chart).
   a. Initially, a student will be given a verbal command (i.e., "Complete the meal planning chart.")
   b. If no response or an incorrect response occurs after 5 seconds, a verbal cue is provided.
   c. If no response or an incorrect response occurs within 5 seconds of the verbal cue, the correct response will be modeled by the teacher.
   d. If the modeling prompt is not followed by a correct response within 5 seconds, a physical prompt is provided.
7. After the students fill out the chart with the appropriate menu items, the teacher will instruct them to compile a shopping list.
   a. The teacher will verbally state the following: "In order to produce a reliable list, food items and the amounts of these food items readily available in the house must be recorded."
8. The teacher will model how to systematically go through all food storage areas and complete an accurate list of menu items.
9. Students will then proceed to systematically list and eliminate the necessary items by going through food storage areas.
   a. Students may verbally state the list or write the list.
10. Students will determine which of the items are present and the amount of servings that the item contains.
    a. Teacher may have to provide students with concrete examples of how many servings are left.
11. Students will separate the item into servings, count the number of servings, and restore the item.
12. After the students successfully complete an accurate list of the necessary meal items, the students will be taken to the grocery store so that they can identify and select planned meal items.
13. Students will bring the items back to the home where they will label the food items with their names.
14. Students will then be instructed to put the items away on their own individually designated shelves.

Evaluation

To collect student performance data calculate and graph the percent of RDAs and calories consumed each day by each student. In order to do this, the teacher will check the items on the meal chart that each student consumes during each day. Any substitutions that occur will be written on the chart. If meal items are not eaten, they will be crossed off the chart. Nutritional content of the foods will be checked using labels on the food container.

Lesson Plan Based on:

Arnold-Reid, G. S., Schloss, P. J., & Alper, S. (1997). Teaching meal planning to youth with mental retardation in natural settings. *Remedial and Special Education*, *18*, 166-173.