**Goal:** Given a first/then schedule card with single picture cards with single word pair, Miranda will point to what she is going to do first and what she is going to do second when asked “What do you do first?” or “What do you do next?”

Step 1: Observation to determine necessary skills and skill deficits (Task Analysis)

|  |  |  |
| --- | --- | --- |
| **Skills** | **+** | **-** |
| Look at the schedule |  |  |
| When asked “What do you do first?” point to first picture |  |  |
| When asked “What do you do next?” point to next picture |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Step 2: Observe and define sub-skills

|  |  |  |
| --- | --- | --- |
| **Sub-Skills** | **+** | **-** |
| Recognize I have been asked a question |  |  |
| Point to a picture |  |  |
| Point to the correct position given the question (first/next) |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Step 3: Break down sub-skills

|  |  |  |
| --- | --- | --- |
| Sub-Skill | + | - |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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