

Self-Care & Healthy Habits: A Healthy Plate

Student will gain an understanding of making food choices in relation to the basic food groups.

Suggested Materials

- ★ LB1 Language Builder: Picture Nouns Cards
 - LB1 106-160
- ★ LB4 Language Builder: Picture Nouns 2 Cards
 - LB4 108-127
- ★ LB15 Language Builder: Phonics & Sight Reading Cards
 - Food Group Word Cards
- ★ Copied or printed worksheets from the Reproducible Activities Book or www.stageslearning.com/ABA-Nutrition-Lesson
- ★ Choose My Plate Activity Sheet
- ★ Fruit Tokens
- ★ Vegetable Tokens
- ★ Protein Tokens
- ★ Dairy Tokens
- ★ Grain Tokens



Student:

Projected activities for: ___/___/___ to ___/___/___

Monday	Tuesday	Wednesday	Thursday	Friday

IEP Goals

1. When handed cards 1 at a time depicting foods from each of the 5 food groups, [Student] will identify and sort the cards into piles according to their food group, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
2. When presented with a plate template and a set of pictures of different foods, [Student] will build a balanced meal with all 5 food groups, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

Notes

Self-Care & Healthy Habits: A Healthy Plate

Lesson Focus

Student will gain an understanding of making food choices in relation to the basic food groups.

Lesson Format

The primary lesson is for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor activity that requires the teacher and student to be seated across from each other at a table or on the floor. Eventually, this lesson will transition into school lunch and snack settings.

Preparation

Phase I

Pull food cards from LB1 Language Builder: Picture Nouns Cards and LB4 Language Builder: Picture Nouns 2 Cards, and food group words from LB15 Language Builder: Phonics & Sight Reading Cards. Make copies of the food tokens from the Reproducible Activities Book or print them from www.stageslearning.com/ABA-Nutrition-Lesson.

Phase II

Make copies of the *Choose My Plate Activity Sheet with Words* (or the blank version) and the food tokens. Or you can print them from www.stageslearning.com/ABA-Nutrition-Lesson. Cut the tokens into individual squares. You can have the student color the tokens first if you like.

Procedures

Phase I

1. Place the 5 food group word flashcards on the table (fruits, vegetables, protein, dairy, grains).
2. Hold up a food card, and ask the student to identify the food and the category.
3. Reinforce the student, and place the card on the corresponding word.
4. Hold up another food card from the same category, and ask the student to identify the food and category.
5. This time, hand the student the card to match with the corresponding pile.
6. Prompt if necessary.
7. Wait for the student to place the card on the correct pile.
8. Reinforce appropriately.
9. Repeat with food cards from all categories.

Phase II

1. Place the *Choose My Plate Activity Sheet* and several food tokens in front of the student.
2. Give the instruction: "Let's make a balanced meal. Choose food to put on the plate."
3. The student should pick up a food token and put it on the plate.
4. Wait for student to respond correctly and reinforce accordingly.
5. Give the instruction: "Choose a different food to put on the plate."
6. Prompt if necessary.
7. Wait for student to respond and reinforce appropriately.

Prerequisites

The prerequisites to *A Healthy Plate* include:

- ★ Lesson 77: *Snack Time*
- ★ Lesson 114: *Expressive Labeling - Classification*

Standards

Head Start

- ★ IT-ATL 2

Common Core

- ★ N/A

ABLLS-R

- ★ V1-V15

VB MAPP

- ★ N/A

Record Keeping

Data Sheet

- ★ *Skills-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



Teacher Tip

Since ideas of healthy food may differ from family to family, it may be helpful to let parents and caretakers know that this is a skill you are working on with the student, so they can offer examples of healthy food the student is eating at home.

At this stage, don't worry about discussing portion sizes or ratios of one food type to another. For now, you can just focus on selecting foods from each category.

Why Do We Teach This?

It's helpful to start conversations about nutrition early. While you don't want every meal to become a laborious reminder about health, getting the student started with basic principles of healthy eating is essential for building healthy routines and making independent choices.

Lesson Progression

Phase I

Place the 5 food group word flashcards on the table (fruits, vegetables, protein, dairy, grains).

- Hold up a food card and ask the student:
 - » “What is this?” — “It’s **Cheese**.”
 - » “That’s right! And, what kind of food is **Cheese**?” — “**Cheese** is a **Dairy** food.”
 - » “You’re right. **Cheese** is a **Dairy** food! Let’s put the **Dairy** here.”
- Place the card on the corresponding word. It’s ok if the student can’t read, since you placed the first card for them.
- Repeat until you have a picture card on each word.
- Hold up a food card and ask the student:
 - » “What is this?” — “**Cherries**.”
 - » “That’s right! And, what kind of food are **Cherries**?” — “**Cherries** are **Fruits**.”
 - » “You’re right, **Cherries** are **Fruits**! Can you put the **Cherries** in the **Fruit** pile?”
- Hand the student the card to match with the corresponding pile.
- Prompt if necessary.
- Wait for the student to respond correctly.
- Reinforce appropriately.

Phase II

Place the *Choose My Plate Activity Sheet* and several food tokens in front of the student. If the student can read, you can use the version that has words. If not, use the blank version.

- Give the instruction: “Let’s make a balanced meal. Choose food to put on the plate.”
- The student should pick up a food token and put it on the plate.
 - » If you are using the version with words on the sheet, they can place the item in the correct space.
 - » If you are using the blank version, they can simply place the item in one of the quadrants or in the cup spot.
- Wait for the student to respond correctly and reinforce accordingly.
- Give the instruction: “Choose a different food to put on the plate.”
 - » If necessary, prompt the student to choose a food from a different category.
 - » Wait for the student to respond correctly.
- Continue until the student has added a food from each category, and reinforce by citing how important it is to eat all the different kinds of food:
 - » “That’s a great job! You chose one of every kind of food for your meal!”

Generalization

- Incorporate balanced food choices into snack time, lunch time, and other school meals.
- Bring healthy plate concepts into various pretend play activities such as play kitchen or grocery store.
- Discuss the various food groups in books and videos.
- Use the *Emerging & Maintaining Skills Home Communication Sheet* to communicate to parents and home staff the student’s understanding of selecting a balance of foods, so families can encourage students to use this skill at home during meal times.

Whole-Child Lesson Ideas

Coupon Plate Sort

Collect grocery store circulars and coupons and on a paper plate, draw lines to show the rough proportion of each food group that makes up a healthy meal. You can also add a paper cup if you would like. Scatter 10-15 clipped coupons, representing foods from each learned food group. Ask the student to sort the coupons onto the plate. Offer reinforcement when they make the correct choice. You can also laminate the cards for repeated use.

Prompting

Phase I prompting will be similar to any other labeling and sorting activities:

1. Provide a partial or full verbal prompt for the student to label the food group.
2. To help the student match to the correct pile:
 - a. Point to each pile and ask the student to tell you what it is. Then once the student has named every food group pile, ask them again: “What kind of food is this? Where does it go?”
 - b. Glance at the correct pile.
 - c. Point to the correct pile.
 - d. Hand over hand guide the student to place the card in the correct pile.

Phase II prompting will focus on selecting *different* foods to complete the plate:

1. If the student tries to choose 2 foods from the same group, remind them: “Look, you already chose a food from that group. Can you pick a food from a different group?”
2. If the student has trouble choosing a different food group, you can have them sort the foods into piles first so it is easier to distinguish between the groups.

Next Steps

A Healthy Plate is the final lesson in the Functional Routines subsection of Self-Care & Healthy Habits. Work food selection knowledge into games, classroom discussions, snack time, and other school meals. Revisit any of the Self-Care & Healthy Habits lessons if you sense the student is forgetting the concepts or could use a little extra practice.





Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										