

# Skills To Practice In Cooking Job

## Communication

- make choices between tools to be used in the recipe (using picture or object choices for spoons, blender, bowls, measuring cups, etc.)
- make choices between ingredients (using pictures or object choices for flour, spices, water, baking powder, sugar, apples, butter, etc.)
- make choices about tasting (e.g., see Tasting Butter Photo)
- make choices about smelling different items (e.g., see smelling cinnamon photo or smelling apple photo)
- use the voice output device (e.g., Step by Step Communicator) to provide the next step to the recipe.

## Fine Motor & Participation

- stretch out arms and hands to use tools (e.g., bowls, spoons for mixing; see photo of pouring cut apples into pan)
- use a switch to run a blender, chopper or mix master with an AbleNet Powerlink
- where applicable, reach or point for the choice of activity using objects or pictures
- use hand over hand assistance to help measure and pour ingredients (e.g., see touching apples photo)
- assist the student with set up and putting away the materials, tools and ingredients, to practice functional hand skills
- use hands to wash up before cooking and clean up after cooking (e.g., see photos for both of these activities)

## Gross Motor Participation

- engage in activity, while standing in a standing frame or side-lying board as indicated by physiotherapist (e.g., see photo of student in stander helping to wash dishes after cooking)
- where possible, have the student move to gather tools and ingredients to bring to a table (mobility in wheelchair)

## Vision

- where appropriate, have the student work on vision skills as outlined by your vision teacher using the objects and/or pictures
- if the student can make choices with a recipe picture board, have him/her use this to indicate which items need to be added next