

Sample Skills (IEP Objectives)

For Cooking Class & Teacher

The following is a list of sample skills or IEP objectives with applications to a foods class or cooking class. This list provides examples and applications for the classroom teacher. It simplifies the IEP for the teacher of electives.

1. The Student Will Point To Make Choices Between Pecs And/Or Objects To Indicate Her Needs, Wants And Make Conversation With Others.

As the cooking teacher, I can hold up two objects and ask the student to pick the one to be added to the recipe.

2. The Student Will Use A Voice Output Device To Initiate Interactions With Peers And Adults.

As the cooking teacher, I can arrange for the student to provide directions for a recipe to one of the cooking groups.

3. The Student Will Use Her Existing Hand Skills To Actively Participate In More Activities With Less Prompting .

As the cooking teacher, I can encourage the student to get utensils and materials out with her peers and help put them away.

4. The Student Will Move Through Her Routines And Jobs ...

- **With increased accuracy in her use of the walker with less prompting for specific destinations.**
- **by moving from one hand walking to more independent walking for short distances.**
- **with increased independence and less prompting in transitions such as moving from floor to sitting or standing.**

As cooking teacher, I can provide (ahead of time) information about recipes to the assistant to help create communication boards to be paired with portions of her routine (e.g., clean up, getting materials, etc.), to decrease her need for verbal prompting.

5. The Student Will Greet Others By Making Eye Contact With Them When They Are Face To Face With Her And Say Hello.

As cooking teacher, I can crouch down in front of her walker and say hello to the student. When she makes eye contact with me, I will comment "Good looking at me. You said hello".