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| Cooking the meal- *breakfast, lunch,   dinner, and snacks to be taught* | “do” | Model  with   verbal instruction | Model; reserving verbal instruction to connect to   core subjects, management of behaviors beyond Chef Robin’s instructional   ability, etc.) |
| Planning, Prep, and Clean-up*-including good time   management skills (getting multiple items from frig at same time, logical   organizing, etc.)*   | “do” | 1. Teach the necessity   of reading directions (i.e. pre-heating oven when you begin class, etc.)
2. Creating a balanced   meal (planning)
3. Correct altering of   recipe (i.e. doubling)
4. Clean hands,   organized working area, and clean-up when finished

  | Model and support Chef Robin helping \_\_\_\_\_ (as needed—limit intervention so that Chef Robin is clearly the instructor of this class) |
| Student Expectations | Good behavior, attentive, bring water bottle and binder   to gather recipes, and note taking | Chef Robin with provide an appropriate positive   “reinforcer” per session(i.e. chef apron, other kitchen tools, etc.) | Create a check list for \_\_\_\_\_\_so he knows what to   bring to cooking class(binder and water bottle) |
| Skills | Learn and master “how to use” skills for   independent living (kitchen, proper eating, etc.) | Introduce, model, and teach safety techniques in  the use of **kitchen tools**   and meal planning, prep, and clean-up | Support \_\_\_\_\_\_\_to generalize skills (core subjects)   for life skills working toward independence (and independent living);   reinforce and generalize to home |
| Environment | Respect Chef Robin’s kitchen. | Classroom/Instructional(Chef to be patient and kind but instructing with a purpose of accomplishing skills to help \_\_\_\_\_\_\_ make meaningful progress) | Support Chef Robin in communicating with \_\_\_\_\_ in   a manner she/ he will understand (tone of voice, “chunking”, shared expectations,   etc.) |
| Healthy eating | Consider balanced meals/snacks for the whole day | Discuss Pyramid, healthy portion size, proper eating (chewing, cutting, etc.) | Model |
| Social | 1. Practice good manners   (i.e. if you don’t like something, respond kindly)
2. Socialize during food   prep and meal. Encourage \_\_\_\_ to   converse while working and during meal.
3. \_\_\_\_\_\_, this is   something you can make for yourself, on your own!”
 |   | Model |
| Kitchen Equipment |   | Teach how to use safely:  Microwave (no metal), stove top, oven,   dishwasher, blender, chopper, etc. | Model |
| Foods | 1. Try new things at   least once (even a small bite)
2. Preference: pizza,   pasta, chips, sweets, no lunch meats, chicken ok but prefers beef, no tomato   sauce or ketchup, etc.)
3. When appropriate, allow for a variety of   taste testing to help her/him find his preference (i.e. plain sauce, spicy sauce,   etc.).
4. Encourage to try new things but don’t force beyond a taste test
 |   | Model |
| Professional |   | 1. When appropriate,   including \_\_\_\_ in menu plan
2. Communicate the MAIN goal for the class, so \_\_\_\_ knows what she/he is learning that session (i.e. using   a bread knife, learning to cook pasta, etc.)
3. Be “\_\_\_\_\_ready” so   \_\_\_\_\_\_ can begin when she/he arrives
4. Provide a “reinforcer”   for each session (i.e. chef apron, spatula, etc.)
5. Utilize travel time   to prepare for class and review what she/he did in class, and address any   questions on his mind.
6. Maintain a record log   of the “class goal/s”, \_\_\_\_\_ participation level, behaviors and   performance, and\_\_\_\_preferences so she/he can start to create her/his own meal planner.
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**Kitchen Tools:** basic cooking/baking tools (i.e. spatulas, dry and wet measuring cups, strainers, pots, pans, baking sheets, tin foil/saran wrap, bowls for mixing, knives, etc.); apron, oven mitt, etc.

Additional Notes:

* Teacher/Therapist will be responsible to collaborate and communicate the details of class on her monthly report (no reporting will come from Chef Robin on student’s Progress monitoring).
* Teacher/Therapist--primarily modeling, but will provide physical/verbal/gestural prompting when appropriate; Teacher/Therapist will limit her intervention so that Chef Robin is clearly the instructor of his class. Teacher/Therapist may find it beneficial, at times, to be a “negative model” so student sees the difference between good choices and poor choices. (Example: she may take a huge bite and say nothing with the hopes that student would recognize the inappropriateness of that kind of social eating.)
* Chef Robin and Teacher/Therapist will collaborate on menus, target for each class, and teaching strategies to help Teacher/Therapist work towards independence in the kitchen.
* Class will be one hour per week (may extend to 1.25hrs without additional cost), typically scheduled from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Teacher/Therapist, parent, or when appropriate ABA therapist, will accompany student as a support for behaviors and modeling.
* Chef Robin requires payment for class prior to first class of each session. Each class cost \_\_\_\_\_\_ which includes food for all participating, instruction, and session reinforcer.