**Cooking**

\*Using a partial participation strategy is an effective way to include him in cooking.

- He can identify much of the equipment and many ingredients used in cooking everyday dishes. He also expresses interest in learning new vocabulary related to cooking.

- He has a good sense of sequence and after making a recipe a number of times, he can describe the steps with prompting questions such as "What comes next?"

- He can problem solve (e.g., check the plug on blender) and recognize absurdities (e.g., the entire box put in the bowl rather than the contents being poured in) during cooking scenarios.

- He can identify picture icons related to cooking if they are presented individually. If they are on a picture recipe, blocking of extraneous pictures is needed.

- Core skills that he will participate in with assist include: pouring, counting out a repeated measure, scooping, peeling, grating, cutting, stirring, shredding, sprinkling, operating a can opener, mixer, blender, food processor, clearing and wiping the table

- He is unable to measure exactly, but will assist in pouring ingredients into a measuring cup. He is then able to pour the ingredients into a large bowl unassisted. If several cups of flour are needed or a number of eggs, he will count as they are poured into the bowl.

- He can scoop ingredients into a container when an exact measure is not needed (e.g., approximately of tablespoon of margarine into a pot of rice)

- He is able to shred lettuce with verbal prompts to tear it into small pieces.

- He is able to use a rocker knife to cut items that remain stable on a cutting board (e.g., potato or apple quarters, mushrooms, celery). He uses a blunt hit rather than wrist rotation, but if he is encouraged to rock the knife, his cutting is more efficient.

-When stirring, it is helpful if there is a piece of dycem or a dampened dishcloth under the bowl. He needs to be reminded to stabilize the bowl with his right hand. If his movements become exaggerated, providing physical assist for a short time will help him slow down.

- Depending on the container, he is able to sprinkle ingredients on top of food with verbal or minimal physical assist.

- When using an electrical appliance, he needs hand over hand assist and verbal directions to remain calm. He often startles to the noise produced initially, but quickly habituates to it. He is able to place items in a blender and turn on the pulse independently.

- When an activity is finished, he likes the table to be cleared right away (in his mind,

preferably by someone else). He should be encouraged to wipe the section of the table in front of him while he is sitting down.