Checklist for Cooking/Kitchen Skills

• Indicate whether the student can complete the skill independently or the level of prompt that is needed. Also indicate the frequency with which the student needs or would use the skill. Place an asterisk by those skills considered to be of the highest priority.

Scoring Guide

I = Independent
V = Verbal Prompt
M = with Model
P = Partial physical assistance
F = Hand-over-hand assistance
N = Never tried

Frequently = On a daily basis
Often = Weekly
Seldom = Monthly or less
Never = Is not appropriate or never taught

Task Analysis

1. Select correct measuring cup.
2. Grasp measuring cup in dominant hand.
4. Move measuring cup to canister.
5. Use measuring cup to dip dry ingredient into cup.
6. Hold measuring cup over canister.
7. Position straight edge of knife at rim of measuring cup.
8. Move knife across rim of cup pushing excess dry ingredient back into canister.

Related skills

- Identify measurements given picture prompt.
- Identify measurements given verbal prompt.
- Identify measurements given written prompt.
- Grasp measuring tools.
- Scoop dry/solid ingredients into measuring tools.
- Pour liquid ingredients from larger container into smaller container.
- Pour liquid ingredients from smaller container into larger container.
- Pour dry ingredients from smaller container into larger container.
- Identify numbers/fractions.
- Identify food products.
- Identify storage containers.
- Identify cooking/mixing containers.
Planning the assessment

- Assessor
- Setting
- Number of trials
- Date of assessment
- Time start
- Time stop

Materials

1 cup, 1/2 cup, 1/3 cup, 1/4 cup, 2 cup liquid measure, 1 T., 1t., 1/2 t., 1/4 t., 1/8 t., flour, salt, water, cream of tartar, flash cards with measures

**Definition of Correct Response**

Measure is level & full

**Definition of Incorrect Response**

Incorrect: Spills over, less than full, heaped.

Reinforcer(s) and schedule

Verbal praise VI 30 seconds as needed to stay on task. Can work with dough when finished.

Error correction procedure

None. If spill occurs, wipe up mess and proceed.
Cue: “We’re going to make salt dough. Here’s the ‘___’ (flour). (Show the card with measure.) “Measure out the right amount.”

Measure 1 cup flour.
Measure 1/4 cup flour.
Measure 1/2 cup flour.
Measure 1/3 cup salt.
Measure 1 cup water.
Measure 1 1/2 cup water.
Measure 1 T. salt
Measure 1 t. cream of tartar.
Measure 1/2 t. cream of tartar.
Measure 1/4 t. cream of tartar.
Measure 1/8 t. cream of tartar.

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**Trial 1**

<table>
<thead>
<tr>
<th>1 cup</th>
<th>1/2 cup</th>
<th>1/4 cup</th>
<th>1/3 cup</th>
<th>1 cup (L)</th>
<th>1 1/2 cup (L)</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

**Trial 2**

<table>
<thead>
<tr>
<th>1 cup</th>
<th>1/2 cup</th>
<th>1/4 cup</th>
<th>1/3 cup</th>
<th>1 cup (L)</th>
<th>1 1/2 cup (L)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Legend for Data Collection**

+ = correct
- = incorrect

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**Time start**
10:00 AM

**Time stop**
10:30 AM

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**Summary of results**

When Cathy got to the part where she needed measuring spoons, she could not level them correctly. I tried giving her a model and then partial physical assistance at the wrist. She could measure liquids, but was unable to get the right amount. She could measure dry ingredients into all sizes of cups. Her only problem was under filling the cup.

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**First Instructional Objective**

Given a model, measuring spoons of 1/2, 1/4, and 1/8 teaspoons, and assorted spices in boxes with a flip top lid, Cathy will fill the measuring spoons and scrape them off against the inner edge of the spice container for 4/5 trials for 3 consecutive days.