

Cooking Skills

Objective: To teach cooking tasks to students using self-prompting

Setting and Materials

Setting: kitchen in the school, home, and/or community

Materials:

1. DVD player with at least a 7-inch screen and rechargeable battery pack
2. Digital video camera
3. DVD-RW 1.4 gigabyte, 30 minute discs
4. Markers (for indicating the pause and skip buttons on DVD player)
5. Hotpoint electric stove
6. Microwave with digital keypad
7. Cooking utensils (e.g., spatula, spoons, measuring cups, digital timer, pot holders, skillets, and plates)
8. Food items for three cooking tasks (i.e., Hamburger Helper microwavable singles, grilled cheese, ham salad)

Content Taught

Grilled Cheese Sandwich	Ham Salad	Hamburger Helper Microwave Singles
1. Get skillet and put on stove	1. Get ziploc bag of ham and put on counter	1. Get box of Hamburger Helper from cabinet and put on counter
2. Get plate and place on counter	2. Get mayonnaise from refrigerator and put on counter	2. Get $\frac{3}{4}$ measuring cup from drawer and put on counter
3. Get spatula and put on counter	3. Get relish from refrigerator and put on counter	3. Get spoon from drawer and put on counter
4. Get cooking spray and put on counter	4. Get tablespoon and put on counter	4. Get 2 potholders from drawer and put on counter
5. Get bread and put on counter	5. Get spoon and put on counter	5. Get bowl from cabinet and put on counter
6. Get 2 slices of cheese and put on counter	6. Get plastic bowl and put on counter	6. Open box and take out 1 packet
7. Take off lid of cooking spray and place on counter	7. Open bag and pour ham into bowl	7. Get scissors and cut open packet
8. Spray cooking spray to cover bottom of skillet and place on counter	8. Open mayonnaise and put lid on counter	8. Pour packet and contents into bowl
9. Open bread and place bread clip on counter	9. Put 1 tablespoon of mayonnaise in bowl	9. Take measuring cup to sink, turn on water, fill cup, turn off water
10. Remove 2 slices of bread and put in skillet	10. Open relish and put lid on counter	

<ol style="list-style-type: none"> 11. Unwrap 1 slice of cheese and place on bread slice 12. Unwrap 2nd slice of cheese and place on opposite bread slice 13. Get kitchen timer and place on counter 14. Press “0” 15. Press “3” 16. Press “Start/Stop” 17. Turn stove dial to “high” 18. Wait 3 minutes for timer to sound 19. Press “Start/Stop” on timer 20. Turn stove dial to “off” 21. Get spatula and spoon 22. Place one slice of bread/cheese on top of other using spatula and spoon (cheese touches) 23. Lift cheese sandwich from skillet with spatula, place on plate 24. Close bread with bread clip and put away 25. Place lid on cooking spray and put away 26. Put cheese wrappers in trash can 27. Put spatula and spoon in sink 28. Put timer in drawer 	<ol style="list-style-type: none"> 11. Put 1 spoonful of relish in bowl 12. Stir mixture 6 times 13. Put spoon in sink 14. Put tablespoon in sink 15. Put lid on mayonnaise and put in refrigerator 16. Put lid on relish and put in refrigerator 17. Put bag in trash can 	<ol style="list-style-type: none"> 10. Pour water into bowl, set measuring cup on counter 11. Stir mixture 8 times, put spoon on counter 12. Open door of microwave, put bowl in microwave, close door 13. Press “5” 14. Press “0” 15. Press “0” 16. Press “Start” 17. Wait 5 minutes for microwave to “ding” 18. Pick up 2 potholders, open door 19. Take bowl out of microwave, put on counter, put potholders on counter 20. Close microwave door 21. Stir mixture 8 times 22. Close box and put in cabinet 23. Put potholders away 24. Put measuring cup away 25. Put spoon in sink 26. Throw packet in trash 27. Put scissors away
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Teaching Procedures

1. Turn on the portable DVD player and show a photograph of the item to be cooked to the student.
2. Say “Cook the _____ using the DVD player.”
3. Have the student press the *Play* button and watch the first step of the task analysis and hear the verbal cue from the prerecorded video prompt.
4. After the student has listened to the first step of the task analysis, have them press the *Pause* button on the DVD player at the end of the video frame.

5. Have the student perform the step previously viewed on the DVD player from the task analysis.
6. Instruct the student to return to the DVD player and press the *Play* button for the next step of the task analysis.
7. This sequence should be repeated with students until all steps of the cooking task are complete.
8. Record the data for each step of the task analysis. There are three types of responses to record (a) student completes the step correctly, (b) student completes the step incorrectly, or (c) student does not respond.
9. If the student completes the step incorrectly, then prompt the student again by repeating the video frame necessary using the DVD player.
10. Three prompting levels are possible with the self-prompting using the DVD player (a) self-prompt, (b) verbal prompt, and (c) verbal and gesture prompt.
11. If the student does not complete the step correctly within 1 minute, complete the step for the student out of their view and have them press *Play* on the DVD player for the next step.
12. Give verbal praise to the student on every third step completed correctly.
13. Continue the self-prompting procedures with the DVD player until the student completes all steps of the task analysis with 100% accuracy for one session without the use of the *Skip* and *Replay* buttons on the DVD player.

Evaluation

1. Record the number of steps in the task analysis that are completed correctly (initiated response within 0-3 seconds and completed within 1 minute after the prompt is given).
2. An incorrect response can be recorded as (a) topographic- initiation within 3 seconds but incorrect performance of the step, (b) duration- initiation within 3 seconds but failure to complete the step within 1 minute of the previous step, and (c) no response- within 3 seconds after the previous step.

Lesson Plan Based on:

Mechling, L. C., Gast, D. L., & Field, E. A. (2008). Evaluation of a portable DVD player and system of least prompts to self-prompt cooking task completion by young adults with moderate intellectual disabilities. *The Journal of Special Education, 42*, 179-190.