



Use Cooking Activities to Address:

Sensory Aversions-

Slowly bring textures usually avoided by an individual closer.

Use utensils to increase comfort and work up to using clean, bare hands to manipulate food. When they are ready for it, let them taste the end product.

Identifying, and Naming Vocab -

Incorporate pictures of items needed to create a visual recipe.

Identify items by pointing.

Use sabotage to elicit the correct object name/label verbally or with a communication device.

Talk about texture, consistency, size, shape, color, temperature of the ingredients and utensils.

Responding to WH and Yes/No -
Questions

Give choices and use sabotage to elicit responses to What Where, and Yes or No questions ("Where is the spoon?", "What is this?", "Is this an apple?", " Is this milk or sugar?" "Where is the blue cup?")

Following Directions-

Create developmentally appropriate directions to have the participant name next steps ("Should I cut the bread or toast it first? What does our recipe say?") and, if they are able to , state amounts to be used (1 cup of sugar, 2 cups of milk). Create opportunities to name spatial concepts ("Pour it **in** the bowl or pour it **next to** the bowl?")

Cleaning up!-

This is an important life skill. Use good judgement and only allow your family member to handle developmentally appropriate materials (If a glass bowl was used and it broke, a 3 year old can't safely help you pick up the pieces but, if juice spills on the counter, a 3 year old can safely help wipe it up).

Most importantly, *HAVE FUN!*