

## What do you get when you mix and OT and an SLP in the kitchen?

A collaborative approach to  
supporting the whole child

## Agenda

1. Our Why
2. What
3. Who
4. How
5. Results
6. What's Next
7. Reception
8. Resources

## Why: Grounding skills in life experience

## Goals and skills

Focus on executive functioning, social skills, life skills, functional communication and self-advocacy

**Independence** in activity of daily living skills

IEP Goals Around:

Profile: Two groups

- 1) Primary ( K-2)
- 2) Secondary ( 5th)

## Application in education

- Math
- Sequencing
- Reading
- Collaboration
- Writing
- Social skills - turn-taking, sharing, advocacy (self and other)
- Peer relationships
- Fine motor
- Making and following a plan
- Sensory exploration: touching and tasting new things
- Generalizing into the classroom

## Who: OT and SLP scope of practice

## International Classification of Functioning, Disability, and Health

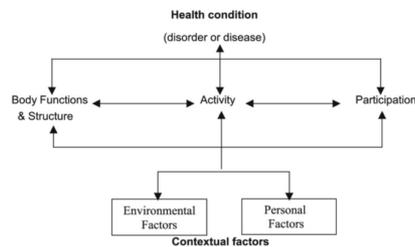
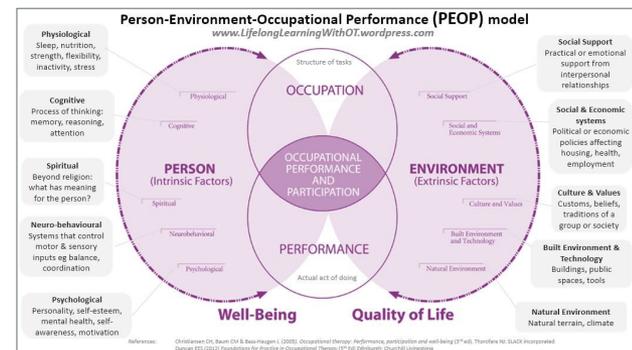


Diagram of the International Classification of Functioning, Disability and Health (ICF) model of function. Reproduced by permission of World Health Organization (WHO), from ICF [3], p18

## OT: PEOP by Christiansen and Baum (2015)



# How: Our collaborative process

## How it all began

Wishful Thinking



## How: Our collaborative process

Met with our school principal

Completed a PST ( professional study team) application with our district

Planned lessons till the end of December 2021

Another PST

Planned lessons through the end of the school year

## How?: Our collaborative process

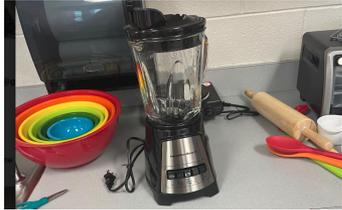
**Funding and Supplies**

Our principle bought.....

We thrifted.....

We paid.....

## Main Supplies We Use



## Main Supplies We Use



## Results

### Results to date: Primary

- Joy
- Impulsive student demonstrating self-control for safety (sitting on hands)
- Students reminding each other about safety and health
- Fine motor: bilateral hand skills, grading force, eye hand coordination
- Focus on safety
- Asking peers/teacher to help with task, following a visual
- Participating in discussions about the task and the food
- Communicating with important adults about their cooking experience and the food they made
- Life skills: washing hands, washing dishes, how to share and take turns

## Results to date: Intermediate

- Student with a goal to follow a plan encouraging group to refer to the recipe
- Student who does not collaborate or advocate asking to do a task
- Lots of stepping back to allow another student to do preferred tasks.
- Students stepping (willingly or otherwise) into leadership
- Daily living skills: knife skills, set up/clean up, measuring, following a plan
- Students using communication to establish a plan, delegate, negotiate, solve social problems
- Problem solving around following the recipe (measuring, omissions in recipe, etc)
- Pride

What's next

## What's next?: What we want to change

Change:

- Silliness, side conversations
- Passiveness
- Lost time

Mechanism:

- Provide a graphic organizer for students to create a team plan
- Timers
- Teach students to refer to the plan

Resources

## Article links

[https://www.researchgate.net/publication/51668912\\_Whats\\_Cooking\\_Cognitive\\_Training\\_of\\_Executive\\_Function\\_in\\_the\\_Elderly](https://www.researchgate.net/publication/51668912_Whats_Cooking_Cognitive_Training_of_Executive_Function_in_the_Elderly)

<https://www.playwithfood.com.au/the-5-other-skills-kids-learn-in-the-kitchen/>

<https://leader.pubs.asha.org/doi/10.1044/leader.scm.24092019.36>

<https://pubs.asha.org/doi/full/10.1044/lle21.2.72>

<https://smarts-ef.org/blog/cooking-a-turkey-with-executive-function/>

## Thank you!

Amy Moore MA, CCC-SLP: moore\_amy@svvsd.org

Chelsea Berthold MS OTR/L: berthold\_chelsea@svvsd.org