Teaching Work Training Skills through Salad Bar

Sarah Klee – MOCI Teacher Berrien Resa sarah.klee@berrienresa.org

Shopping Skills Addressed

Math

Reading

Communication

Daily Living Skills

Community Skills

Collaboration

Problem-Solving

Appropriate conversations/voice level

Parking Lot Safety

Seat Belt/Vehicle Safety

Crosswalk usage

Personal Space

Locating items

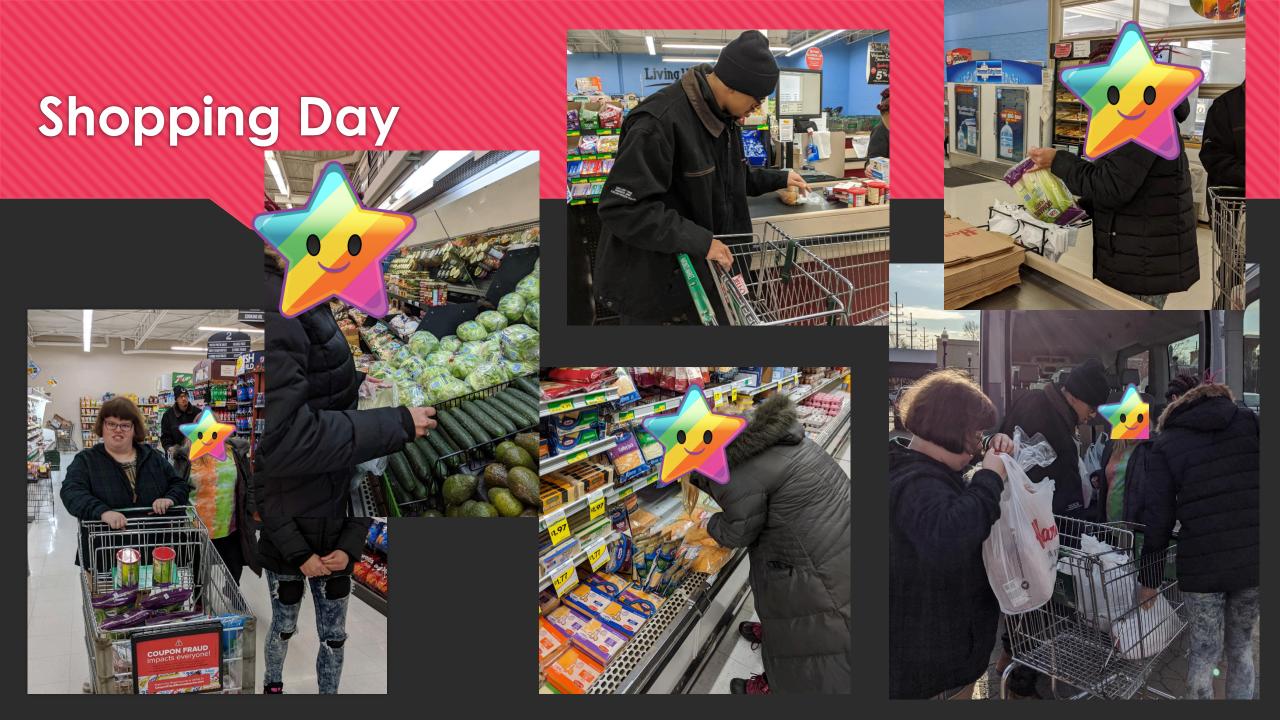
Price Comparison

Shopping cart etiquette

Loading a conveyor belt

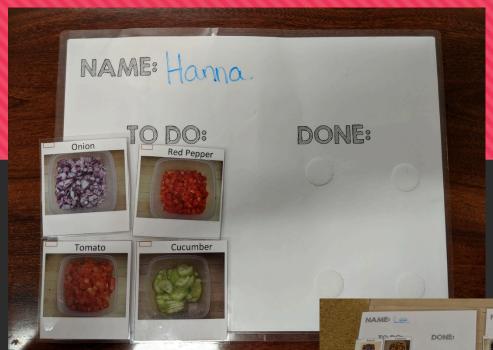
Bagging

Selecting quality produce



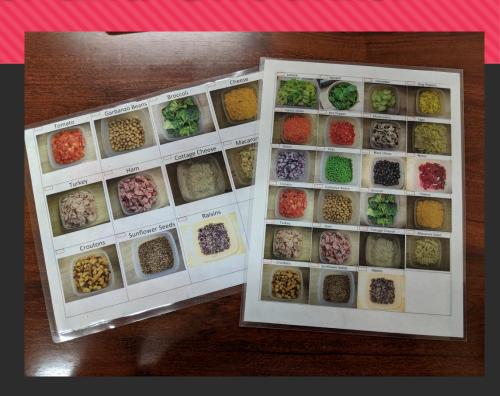
Salad Bar Prep

Each student is assigned jobs for salad bar. They are given a "To Do" list each day. Some students are use to their routine and are able to glance at it and go. Others require to look at it each step of the way. Repetition is a key learning tool. We switch jobs after the student has proven to be independent for a couple of months (approx. 8 salad bar sessions or longer) I have had some student to the same job for an entire school year and others can fill in the gaps when needed.



To Do List and Checklist







Examples of labeled cupboards with pictures for easy location!





Finding Adapted Tools

We use many "adaptive" tools but you can buy them almost anywhere and even our parents are buying them to use at home!







Using one of the adaptive choppers





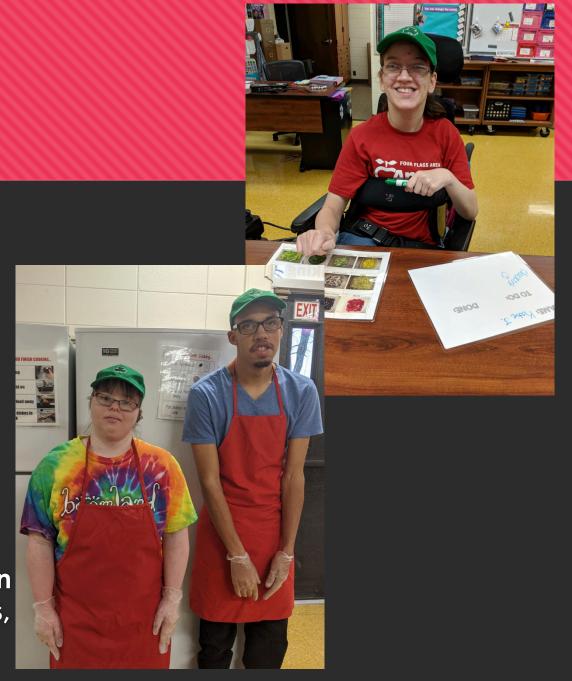


Workplace hygiene

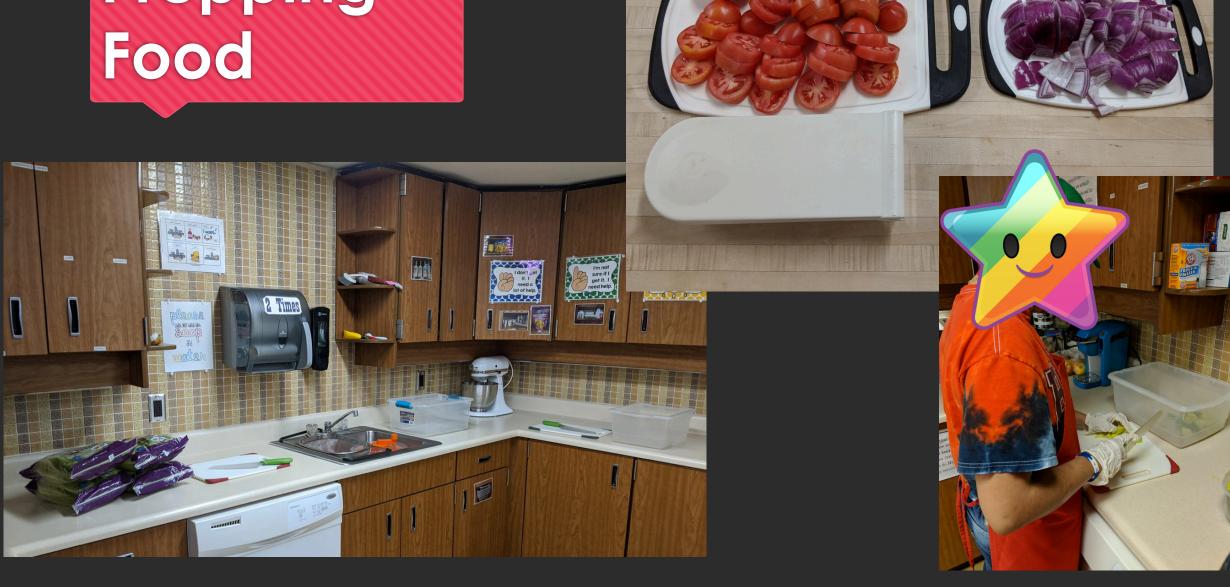




Hair Pulled back, Apron on, hat on, wash hands, put on gloves.



Prepping Food



Using "To Do" Sheets and prompting















Salad Bar Clean Up Jobs

Jocylyn: Tip Jar, Scale, Forks and Book

Lee: Register

Katie W.: To Go Containers

Warren: Tongs

Meg: Croutons, Raisins, Sunflower Seeds

Hanna: Lids

Zaria: Dressings

Stephen: Containers in Fridge Jontay & Adden: Ice Buckets

Lee: Clean off Table

Grandpa: Dishwasher w/students

Katie J.: Clean Up Checklist



Salad Bar Set Up! Almost ready!!!

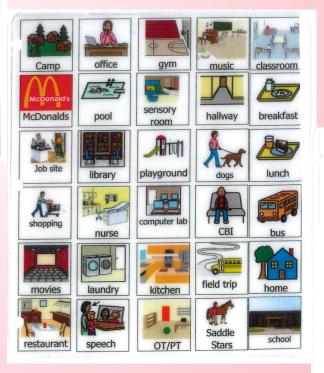
What it all looks like!



Core Vocabulary Fringe

We use Core **Vocabulary for** communication. These are examples of our primary core board, our school location board and a specific board for our salad bar foods.







Marzano

We use a Marzano rating scale to help our students assess their progress and helps staff with being consistent on the students abilities being shown.

- **4**0-No Demonstration
- 1-Direct Prompting
- 2-Indirect Prompting
- 3-Independent
- 4-Role Model

Shopping Checklist

This is our evaluation tool we use after our CBI shopping trip.

Shopping Checklist						
Prepared for activity.						
Demonstrates parking lot safety.						
Holds door open for next person.						
Stays together with team.						
Walks on the right side (out of the way of other shoppers).						
Looks for other shoppers before crossing an aisle.						
Pushes a grocery cart safely.						
Locates correct aisle/section for item from a list.						
Locates item once in correct aisle.						
Locates price tag.						
Reads price.						
Tells price using dollar over.						
Chooses lowest price.						
Checks expiration date.						
Demonstrates safety (listens to directions the first time).						
Positive attitude/willing to help.						
Demonstrates respect by interacting with community members and peers appropriately.						
Checkout: Waits in line appropriately.						
<u>Checkout:</u> Unloads items on belt.						
<u>Checkout:</u> Greets cashier.						
<u>Checkout:</u> Responds to questions from cashier.						
Checkout: Waits for total to pay.						
<u>Checkout:</u> Counts correct bills for clerk.						
Checkout: Takes change and receipt.						

Salad Bar Checklist

This is an evaluation tool specifically to evaluate our students progress on salad bar skills.

Salad Bar Skills Checklist						
Demonstrates hand washing skills						
Demonstrates putting on gloves and selecting correct size						
Gets apron and asks for assistance with tying						
Can peel Eggs						
Can use chopper for Eggs/Tomatoes (easier)						
Can use chopper for Red Peppers/Onions (harder)						
Can use lettuce knife to chop lettuce						
Locates correct item in refrigerator						
Checks expiration date.						
Can thoroughl y w ash lettuce						
Can use can opener						
Can drain canned food to prepare						
Can transfer food into container (chopped)						
Can transfer food into container (spooned)						
Can use knife to cut hard food						
Can close lid on container						
Knows proper place for food storage						
States completed food for checklist						
Identifies food that is completed						
Demonstrates safety (listens to directions the first time).						
Positive attitude/willing to help.						
Demonstrates respect by interacting with community members and peers appropriately.						

Transition Skills Scale

Here is an evaluation tool our classroom and programs use. It has been connected to the ESTR-III. I will this scale for other jobs of ours, however, I find that the Salad Bar Checklist is more detailed for tracking our progress.

<u>Transition Skill Scale</u>											
_	Date										
Info.	Location										
	Scoring	Cirde: + Role Model 3-Independent 2-Indirect Prompting 1-Direct Prompting 0-Not at All									
Preparation	Punctual/reports on time. E9	+3210	+3210	+3210	+3210	+3210	+3210	+ 3 2 1 0	+3210	+3210	+3210
	Prepared for work (materials). E24	+3210	+3210	+3210	+ 3 2 1 0	+3210	+3210	+ 3 2 1 0	+3210	+3210	+3210
	Appropriate hygiene and grooming. E6	+3210	+3210	+3210	+ 3 2 1 0	+3210	+ 3 2 1 0	+ 3 2 1 0	+3210	+3210	+3210
Mobility &	Stops to look both ways in parking lot.	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
	Walks out of way of traffic/aware.	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
	Quiet and calm in vehicle.	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
Work Habits	Initiates tasks. E10	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
	Follows directions. E12	+3210	+3210	+3210	+3210	+3210	+ 3 2 1 0	+ 3 2 1 0	+3210	+3210	+3210
	Quality work (no inspection need). E19	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
	Works at a productive work rate. E21,26	+3210	+3210	+3210	+ 3 2 1 0	+3210	+3210	+ 3 2 1 0	+3210	+3210	+3210
	Continues assigned task when supervisor is not directly present. <i>E23</i>	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
	Completes tasks in a logical order. E25	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
Behavior	Responds appropriately to authority. E12	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
	Positive attitude/willing. E22, 19	+3210	+3210	+3210	+ 3 2 1 0	+3210	+3210	+3210	+3210	+3210	+3210
	Appropriate interactions. E20, RL18	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210	+3210
	Total/60										
	·										
	Notes:										

Questions?

Contact Information: email: sarah.klee@berrienresa.org