

## BASIC ADAPTIVE SKILLS

### V. EATING SKILLS AND TABLE MANNERS

#### 89.1 USE OF NAPKIN

- Client is shown a napkin and asked: "What is this?" (Napkin)
- Client is shown several table items including a napkin and asked: "Point to the napkin."

The purpose of this skill is for client to learn how to use a napkin appropriately regardless of the *specific* food or *type* of napkin used. However, in the interests of over-learning and of focusing primarily on use of napkin, only foods are recommended for use in this skill that are commonly consumed with the hands (i.e. consumed without use of eating utensils).

Client is presented with a difficult-to-manage hand-held food that obviously requires use of napkin but not eating utensils, and is asked to eat the food. In order to insure client is learning to adapt use of napkin to several types of napkins and to foods with different napkin usage requirements, it is suggested to use a variety of hand-held foods and types of napkins from one training session to the next. It is also suggested to consider sometimes placing client's napkin next to plate in which food is served, sometimes leaving napkin in napkin holder, and sometimes omitting napkin from table to insure client is learning that napkins are not always located in one place only and that at times one needs to request a napkin. Finally, it is recommended selection of foods client is to use be from among those agreed upon by client, instructor, and significant others to insure the foods are agreeable to client and accommodate any special dietary needs. An entry is provided below for instructor to indicate the foods agreed upon for use (e.g. hamburger), including specifics (e.g. with relish, mustard, and lettuce).

Examples of foods to consider: Hamburger, hot dog, pizza, taco, pocket sandwich, orange wedges, corn on the cob . . .

*Agreed upon foods from which to select (including specifics):*

- Client's hands are clean for eating
- Assures presence of napkin (e.g. if napkin not present, asks for or goes and obtains one on own initiative)
- Picks up napkin    ■ Unfolds napkin to extent indicated (e.g. halfway, completely):
- If paper napkin is used, unfolds paper napkin without tearing it
- Places napkin on lap    ■ Before beginning to eat
- Napkin on lap is appropriately placed    ■ And unfolded to extent indicated above
- Sits with chair and body appropriately positioned to table
- Assures plate with food is of appropriate proximity to edge of table    ■ Grasps food appropriately for eating
- Brings food to mouth    ■ Elbows are positioned appropriately throughout eating (e.g. down, at sides, not on table)
- Holds head in appropriate eating position: In relation to plate on table    ■ And in relation to food
- Food that falls falls only on plate (e.g. not on lap)    ■ Tongue remains inside mouth throughout eating
- Bites only reasonable portion of food    ■ Chews with mouth closed    ■ If talks, talks only while mouth is empty of food
- Rests food on plate only    ■ Cleans mouth area when necessary    ■ Cleans fingers when necessary
- Does not soil clothing when picking up napkin from lap    ■ Cleans mouth area completely    ■ Cleans fingers completely
- Uses only napkin to clean mouth area and fingers (e.g. does not lick fingers)    ■ Always uses same side of napkin for cleaning
- Returns napkin to lap after each mouth or finger cleaning    ■ Returned napkin is: Right side up    ■ Unfolded to extent indicated above    ■ And appropriately placed on lap
- Each use of napkin takes place in reasonable amount of time
- Obtains new paper napkin when necessary    ■ And appropriately disposes of used paper napkin
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating: Leaves napkin in appropriate place (e.g. next to plate)    ■ And in appropriate state (e.g. cloth napkin folded)
- Client's overall use of napkin and table manners would be appropriate in public (i.e. would not call attention)

#### 89.2 USE OF TEASPOON: Scooping Food

- Client is shown a teaspoon and asked: "What is this?" (Teaspoon, spoon . . .)
- Client is shown several different eating utensils including a teaspoon and asked: "Point to the teaspoon."

Client is presented with a teaspoon and a food that requires scooping with teaspoon, and is asked to eat the food. The food should be served in a dish similar to the type in which it is commonly served. It is suggested to use a variety of foods from one training session to the next in order to insure client is learning to adapt use of teaspoon to several types of food that require scooping. It is also suggested to consider presenting several types of eating utensils, including teaspoon, to determine if client knows to select the utensil appropriate for the food presented. Selection of foods to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. Finally, it is recommended to determine by similar agreement the hand in which client is to hold teaspoon, and the specific type of utensil grasp on which client is to receive training. Entries are provided below for instructor to indicate the *foods* (e.g. fruit cocktail) — including specifics (e.g. 3/4 cup, served in compote) — and the *handedness* and *utensil grasp* agreed upon for training.

Examples of foods to consider: Fruit cocktail, cottage cheese, ice cream, yogurt, pudding . . .

*Agreed upon foods from which to select (including specifics):*

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## USE OF TEASPOON: Scooping Food (Cont.)

*Hand in which client is to hold teaspoon:*

*Grasp client is to use when scooping with teaspoon:*

- Client appropriately unfolds and places napkin in lap before starting to eat (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
- Sits with chair and body appropriately positioned to table ■ Assures dish with food is of appropriate proximity to edge of table
- Picks up teaspoon appropriately (e.g. by handle) ■ Holds teaspoon in the hand indicated above ■ Holds teaspoon with grasp to use while scooping, as indicated above ■ Scoops food onto teaspoon, maintaining grasp indicated above
- Uses only teaspoon to scoop food (i.e. does not use fingers to help) ■ A reasonable amount of food is on teaspoon
- Scoops in reasonable amount of time ■ Scoops quietly ■ Brings teaspoon to mouth
- Elbows are positioned appropriately during scooping and throughout eating (e.g. down, at sides, not on table)
- Holds head in appropriate eating position: In relation to dish on table ■ And in relation to food on teaspoon
- Food remains on teaspoon until placed in mouth (i.e. does not fall from spoon) ■ Tongue remains inside mouth throughout eating
- Places teaspoon in mouth appropriately ■ Removes all food from teaspoon appropriately
- Handles teaspoon safely throughout eating (i.e. does not injure or risk injuring self or others) ■ Chews with mouth closed
- If talks, talks only while mouth is empty of food ■ If rests teaspoon during course of eating: Rests teaspoon on dish only ■ And rests teaspoon appropriately (e.g. handle on edge of dish) ■ Uses napkin appropriately to clean mouth, as necessary
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating: Leaves napkin in appropriate place and state ■ Rests teaspoon appropriately on dish
- Client's overall use of teaspoon and table manners would be appropriate in public (i.e. would not call attention)

## 90.1 USE OF TEASPOON: Cutting Food

- Client is shown a teaspoon and asked: "What is this?" (Teaspoon, spoon . . . )
- Client is shown several different eating utensils including a teaspoon and asked: "Point to the teaspoon."

Client is presented with a teaspoon and a food that requires cutting with teaspoon, and is asked to eat the food. The food should be served in a dish similar to the type in which it is commonly served. It is suggested to use a variety of foods from one training session to the next in order to insure client is learning to adapt use of teaspoon to several types of food that require cutting. It is also suggested to consider presenting several types of eating utensils, including teaspoon, to determine if client knows to select the utensil appropriate for the food presented. Selection of foods to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. Finally, it is recommended to determine by similar agreement the hand in which client is to hold teaspoon, and the specific type of utensil grasp on which client is to receive training. Entries are provided below for instructor to indicate the foods (e.g. canned peach) — including specifics (e.g. 2 halves, served in compote) — and the handedness and utensil grasp agreed upon for training.

Examples of foods to consider: Canned peaches, pears, and other canned fruit, baked apple, melon, frozen dessert, Jello, molded salad . . .

*Agreed upon foods from which to select (including specifics):*

*Hand in which client is to hold teaspoon:*

*Grasp client is to use when cutting with teaspoon:*

- Client appropriately unfolds and places napkin in lap before starting to eat (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
- Sits with chair and body appropriately positioned to table ■ Assures dish with food is of appropriate proximity to edge of table
- Picks up teaspoon appropriately (e.g. by handle) ■ Holds teaspoon in the hand indicated above ■ Holds teaspoon with grasp to use while cutting, as indicated above ■ Makes a complete cut of food with teaspoon, maintaining grasp indicated above
- Amount of food cut is reasonable ■ Makes cut in reasonable amount of time ■ Cuts quietly
- Uses only teaspoon to cut food (i.e. does not use fingers to help)
- Scoops food onto teaspoon (Use skill **USE OF TEASPOON: Scooping Food** if formal training on scooping food is necessary)
- Brings teaspoon to mouth
- Elbows are positioned appropriately during cutting and throughout eating (e.g. down, at sides, not on table)
- Holds head in appropriate eating position: In relation to dish on table ■ And in relation to food on teaspoon
- Food remains on teaspoon until placed in mouth (i.e. does not fall from spoon) ■ Tongue remains inside mouth throughout eating
- Places teaspoon in mouth appropriately ■ Removes all food from teaspoon appropriately
- Handles teaspoon safely throughout eating (i.e. does not injure or risk injuring self or others) ■ Chews with mouth closed
- If talks, talks only while mouth is empty of food ■ If rests teaspoon during course of eating: Rests teaspoon on dish only ■ And rests teaspoon appropriately (e.g. handle on edge of dish) ■ Uses napkin appropriately to clean mouth, as necessary
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating: Leaves napkin in appropriate place and state ■ Rests teaspoon appropriately on dish
- Client's overall use of teaspoon and table manners would be appropriate in public (i.e. would not call attention)

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#### 91.1 USE OF FORK: Scooping Food

- Client is shown a dinner fork and asked: "What is this?" (Dinner fork, fork . . . )    ■ Client is shown several different eating utensils including a dinner fork and asked: "Point to the dinner fork."
- Client is shown a salad/dessert fork and asked: "What is this?" (Salad/dessert fork, fork, fork for desserts . . . )    ■ Client is shown several different eating utensils including a salad/dessert fork and asked: "Point to the salad/dessert fork."

Client is presented with a fork and a food that requires scooping with fork, and is asked to eat the food. The food should be served in a dish similar to the type in which it is commonly served. It is suggested to use a variety of foods from one training session to the next in order to insure client is learning to adapt use of fork to several types of food that require scooping. It is also suggested to consider presenting several types of eating utensils, including dinner fork and salad/dessert fork, to determine if client knows to select the utensil appropriate for the food presented. Selection of foods to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. Finally, it is recommended to determine by similar agreement the hand in which client is to hold fork, and the specific type of utensil grasp on which client is to receive training. Entries are provided below for instructor to indicate the *foods* (e.g. peas and diced carrots) — including specifics (e.g. 3/4 cup, canned, warmed, served on dinner plate) — and the *handedness* and *utensil grasp* agreed upon for training.

Examples of foods to consider: Peas, mashed potatoes, squash, corn, rice, cole slaw, carrot/raisin salad, fruit salad, potato salad . . .

*Agreed upon foods from which to select (including specifics):*

*Hand in which client is to hold fork:*

*Grasp client is to use when scooping with fork:*

- Client appropriately unfolds and places napkin in lap before starting to eat (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
- Sits with chair and body appropriately positioned to table    ■ Assures dish with food is of appropriate proximity to edge of table
- Picks up any selected fork appropriately (e.g. by handle)    ■ Picks up *correct* fork appropriately (e.g. dinner fork by handle)
- Holds fork in the hand indicated above    ■ Holds fork with grasp to use while scooping, as indicated above    ■ Scoops food onto fork, maintaining grasp indicated above
- Uses only fork to scoop food (i.e. does not use fingers to help)    ■ A reasonable amount of food is on fork
- Scoops in reasonable amount of time    ■ Scoops quietly    ■ Brings fork to mouth
- Elbows are positioned appropriately during scooping and throughout eating (e.g. down, at sides, not on table)
- Holds head in appropriate eating position: In relation to dish on table    ■ And in relation to food on fork
- Food remains on fork until placed in mouth (i.e. does not fall from fork)    ■ Tongue remains inside mouth throughout eating
- Places fork in mouth appropriately    ■ Removes all food from fork appropriately
- Handles fork safely throughout eating (i.e. does not injure or risk injuring self or others)    ■ Chews with mouth closed
- If talks, talks only while mouth is empty of food    ■ If rests fork during course of eating: Rests fork on dish only    ■ And rests fork appropriately (e.g. handle on edge of dish, right side up)    ■ Uses napkin appropriately to clean mouth, as necessary
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating: Leaves napkin in appropriate place and state    ■ Rests fork appropriately on dish
- Client's overall use of fork and table manners would be appropriate in public (i.e. would not call attention)

#### 91.2 USE OF FORK: Spearing Food

- Client is shown a dinner fork and asked: "What is this?" (Dinner fork, fork . . . )    ■ Client is shown several different eating utensils including a dinner fork and asked: "Point to the dinner fork."
- Client is shown a salad/dessert fork and asked: "What is this?" (Salad/dessert fork, fork, fork for desserts . . . )    ■ Client is shown several different eating utensils including a salad/dessert fork and asked: "Point to the salad/dessert fork."

Client is presented with a fork and a food that requires spearing with fork, and is asked to eat the food. The food should be served in a dish similar to the type in which it is commonly served. It is suggested to use a variety of foods from one training session to the next in order to insure client is learning to adapt use of fork to several types of food that require spearing. It is also suggested to consider presenting several types of eating utensils, including dinner fork and salad/dessert fork, to determine if client knows to select the utensil appropriate for the food presented. Selection of foods to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. Finally, it is recommended to determine by similar agreement the hand in which client is to hold fork, and the specific type of utensil grasp on which client is to receive training. Entries are provided below for instructor to indicate the *foods* (e.g. tossed salad) — including specifics (e.g. lettuce, cut small, dressing, served on salad plate) — and the *handedness* and *utensil grasp* agreed upon for training.

Examples of foods to consider: Cooked and cut green beans, broccoli, carrots, asparagus; macaroni, tossed salad . . .

*Agreed upon foods from which to select (including specifics):*

*Hand in which client is to hold fork:*

*Grasp client is to use when spearing with fork:*

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## USE OF FORK: Spearing Food (Cont.)

- Client appropriately unfolds and places napkin in lap before starting to eat (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
- Sits with chair and body appropriately positioned to table ■ Assures dish with food is of appropriate proximity to edge of table
- Picks up any selected fork appropriately (e.g. by handle) ■ Picks up *correct* fork appropriately (e.g. dinner fork by handle)
- Holds fork in the hand indicated above ■ Holds fork with grasp to use while spearing, as indicated above ■ Securely spears piece(s) of food with fork, maintaining grasp indicated above ■ Uses only fork to spear food (i.e. does not use fingers to help)
- A reasonable amount of food is on fork ■ Spears in reasonable amount of time ■ Spears quietly ■ Brings fork to mouth
- Elbows are positioned appropriately during spearing and throughout eating (e.g. down, at sides, not on table)
- Holds head in appropriate eating position: In relation to dish on table ■ And in relation to food on fork
- Food remains on fork until placed in mouth (i.e. does not fall from fork) ■ Tongue remains inside mouth throughout eating
- Places fork in mouth appropriately ■ Removes all food from fork appropriately
- Handles fork safely throughout eating (i.e. does not injure or risk injuring self or others) ■ Chews with mouth closed
- If talks, talks only while mouth is empty of food ■ If rests fork during course of eating: Rests fork on dish only ■ And rests fork appropriately (e.g. handle on edge of dish, right side up) ■ Uses napkin appropriately to clean mouth, as necessary
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating: Leaves napkin in appropriate place and state ■ Rests fork appropriately on dish
- Client's overall use of fork and table manners would be appropriate in public (i.e. would not call attention)

## 92.1 USE OF FORK: Cutting Food

- Client is shown a dinner fork and asked: "What is this?" (Dinner fork, fork . . . ) ■ Client is shown several different eating utensils including a dinner fork and asked: "Point to the dinner fork."
- Client is shown a salad/dessert fork and asked: "What is this?" (Salad/dessert fork, fork, fork for desserts . . . ) ■ Client is shown several different eating utensils including a salad/dessert fork and asked: "Point to the salad/dessert fork."

Client is presented with a fork and a food that requires cutting with fork, and is asked to eat the food. The food should be served in a dish similar to the type in which it is commonly served. It is suggested to use a variety of foods from one training session to the next in order to insure client is learning to adapt use of fork to several types of food that require cutting. It is also suggested to consider presenting several types of eating utensils, including dinner fork and salad/dessert fork, to determine if client knows to select the utensil appropriate for the food presented. Selection of foods to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. Finally, it is recommended to determine by similar agreement the hand in which client is to hold fork, and the specific type of utensil grasp on which client is to receive training. Entries are provided below for instructor to indicate the *foods* (e.g. pancake) — including specifics (e.g. one, with syrup, served on dinner plate) — and the *handedness* and *utensil grasp* agreed upon for training.

Examples of foods to consider: Meat loaf, lasagna, lettuce, cooked vegetables, cake, pie, fried or scrambled egg, waffles, pancakes . . .

*Agreed upon foods from which to select (including specifics):*

*Hand in which client is to hold fork:*

*Grasp client is to use when cutting with fork:*

- Client appropriately unfolds and places napkin in lap before starting to eat (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
- Sits with chair and body appropriately positioned to table ■ Assures dish with food is of appropriate proximity to edge of table
- Picks up any selected fork appropriately (e.g. by handle) ■ Picks up *correct* fork appropriately (e.g. dinner fork by handle) (*Knife should not be available*)
- Holds fork in the hand indicated above ■ Holds fork with grasp to use while cutting, as indicated above ■ Makes a complete cut of food, maintaining grasp indicated above ■ Amount of food cut is reasonable ■ Makes cut in reasonable amount of time ■ Makes cut quietly ■ Uses only fork to cut food (i.e. does not use fingers to help)
- Scoops or spears cut food with fork (Use skills **USE OF FORK: Scooping Food** or **Spearing Food** if formal training is necessary)
- Brings fork to mouth ■ Elbows are positioned appropriately during cutting and throughout eating (e.g. down, at sides, not on table)
- Holds head in appropriate eating position: In relation to dish on table ■ And in relation to food on fork
- Food remains on fork until placed in mouth (i.e. does not fall from fork) ■ Tongue remains inside mouth throughout eating
- Places fork in mouth appropriately ■ Removes all food from fork appropriately
- Handles fork safely throughout eating (i.e. does not injure or risk injuring self or others) ■ Chews with mouth closed
- If talks, talks only while mouth is empty of food ■ If rests fork during course of eating: Rests fork on dish only ■ And rests fork appropriately (e.g. handle on edge of dish, right side up) ■ Uses napkin appropriately to clean mouth, as necessary
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating: Leaves napkin in appropriate place and state ■ Rests fork appropriately on dish
- Client's overall use of fork and table manners would be appropriate in public (i.e. would not call attention)



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#### 93.1 USE OF KNIFE: Spreading

- Client is shown a dinner knife and asked: "What is this?" (Dinner knife, knife . . . )    ■ Client is shown several different eating utensils including a dinner knife and asked: "Point to the dinner knife."
- Client is shown a butter knife and asked: "What is this?" (Butter knife, knife for spreading . . . )    ■ Client is shown several different eating utensils including a butter knife and asked: "Point to the butter knife."

Client is presented with a knife, a food that requires spreading with knife, a food on which to spread, and is asked to spread the one food on the other and to eat the food. Both foods should be presented on dishes or in containers as they would normally be served. It is suggested to use a variety of foods from one training session to the next in order to insure client is learning to adapt use of knife to several types of food that require spreading. It is also suggested to consider presenting several types of eating utensils, including dinner knife and butter knife, to determine if client knows to select the utensil appropriate for the food presented. Selection of foods to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. Finally, it is recommended to determine by similar agreement the hand in which client is to hold knife, and the specific type of utensil grasp on which client is to receive training. Entries are provided below for instructor to indicate the *foods* (e.g. cheese spread and crackers) — including specifics (e.g. containerized cheese spread, four crackers on salad plate, dinner knife) — and the *handedness and utensil grasp agreed upon for training*.

Examples of foods to consider: Cheese spread, peanut butter or other spreads on crackers or bread, butter on roll, butter & jam on toast . . .

*Agreed upon foods from which to select (including specifics):*

*Hand in which client is to hold knife:*

*Grasp client is to use when spreading with knife:*

- Container of spread is open (See **HOME ENVIRONMENT SKILLS PROGRAM, Section II**, for formal training on opening and closing containers)
- Lid of container is in appropriate place    ■ And position (e.g. right side up)
  - For type of muffin or roll appropriate to break with hands**
    - Breaks muffin or roll with hands, in preparation for spreading
    - Breaks muffin or roll appropriately (e.g. in half from top to bottom along natural breaks)
    - Breaks muffin or roll in pieces of appropriate size for spreading
    - Breaks muffin or roll gently (e.g. does not crush)    ■ Breaks neatly (e.g. over plate on which served)
- Picks up knife appropriately    ■ Holds knife in the hand indicated above    ■ Holds knife with grasp to use while spreading, as indicated above
- Appropriately inserts knife into spread    ■ Inserts knife at appropriate place on spread (e.g. at either end of cube of butter)
- Appropriately steadies container of spread with other hand    ■ Steadies without touching spread with fingers
- Inserts knife to an appropriate depth in spread    ■ Uses appropriate motions and grasp on knife for getting spread onto knife
- Removes knife from spread with a reasonable amount of spread on knife
- Uses only knife to obtain spread (i.e. does not use fingers to help)
- Food on which to spread is ready for spreading (e.g. slice of bread is appropriately positioned on plate, client is holding small cracker)
- Appropriately transfers spread from knife to food    ■ Spread remains on knife until transferred to food (i.e. does not fall from knife)
- Uses appropriate spreading motions    ■ Uses appropriate pressure on knife
- Steadies food with other hand as necessary    ■ Steadies food appropriately    ■ Covers a reasonable area of food with spread
- Fingers remain clean while spreading    ■ Elbows are positioned appropriately throughout spreading (e.g. down, not on table)
- If obtains additional spread, knife contains only *spread* residue (e.g. not crumbs) before it is reinserted into spread
- When finished spreading: Spread is distributed reasonably evenly on food    ■ Food is reasonably whole    ■ Food contains a reasonable amount of spread (e.g. not excessive amount)    ■ Knife is reasonably clean of spread (e.g. spread is not wasted on knife)    ■ Rests knife appropriately (e.g. balances knife on edge of plate with cutting edge facing in, puts knife in kitchen sink)
- Uses knife to spread food in reasonable amount of time    ■ Closes container of spread appropriately    ■ And completely
- Client's overall use of knife for spreading would be appropriate in public (i.e. would not call attention)

#### 93.2 USE OF KNIFE AND FORK: Cutting Vegetables And Other Non-Meat Food

- Client is shown a dinner knife and asked: "What is this?" (Dinner knife, knife . . . )    ■ Client is shown several different eating utensils including a dinner knife and asked: "Point to the dinner knife."
- Client is shown a dinner fork and asked: "What is this?" (Dinner fork, fork . . . )    ■ Client is shown several different eating utensils including a dinner fork and asked: "Point to the dinner fork."

Client is presented with a knife and fork, a vegetable or other non-meat food that requires cutting with knife and fork, and is asked to eat the food. The food should be served in a dish similar to the type in which it is commonly served. It is suggested to use a variety of non-meat foods from one training session to the next in order to insure client is learning to adapt use of knife and fork to several types of foods that require cutting. It is also suggested to consider presenting several types of eating utensils, including dinner knife and fork,

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## USE OF KNIFE AND FORK: Cutting Vegetables And Other Non-Meat Food (Cont.)

to determine if client knows to select the utensils appropriate for the food presented. Selection of foods to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. An entry is provided below for instructor to indicate the *foods* agreed upon for training (e.g. broccoli), including specifics (e.g. 3 spears, cooked fresh, served on dinner plate). Finally, it is recommended to determine also by agreement the *hand* in which client is to hold knife while cutting, the *grasp* client is to use on knife and fork while cutting, the *placement relationship* of knife to fork while client is cutting (e.g. knife immediately behind tines of fork), and the *general etiquette procedure* client is to use for cutting and eating (e.g. to cut one piece of food at a time and eat it immediately by resting knife, shifting fork to other hand, and bringing food to mouth with fork right side up; eating European style upon cutting). Entries are provided below for instructor to indicate this information as well.

Examples of foods to consider: Various cooked vegetables requiring cutting with knife and fork (e.g. asparagus), pancakes . . .

*Agreed upon foods from which to select (including specifics):*

*Hand in which client is to hold knife while cutting:*

*Grasp client is to use on knife while cutting: Grasp client is to use on fork while cutting:*

*Placement relationship of knife to fork client is to use while cutting:*

*General etiquette procedure client is to use for cutting and eating:*

- Client appropriately unfolds and places napkin in lap before starting to eat (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
- Sits with chair and body appropriately positioned to table      ■ Assures dish with food is of appropriate proximity to edge of table

#### Initial utensil grasp

- Picks up dinner knife appropriately (e.g. by handle) with right hand only, and holds knife in right hand      ■ Picks up dinner fork appropriately (e.g. by handle) with left hand only, and holds fork in left hand
- Picks up dinner knife appropriately (e.g. by handle) with right hand, and transfers knife to left hand      ■ Picks up dinner fork appropriately (e.g. by handle) with left hand, and transfers fork to right hand
- Holds dinner knife with grasp to use while cutting, as indicated above
- Holds dinner fork with grasp to use while cutting, as indicated above

#### Fork placement

- Inserts fork into food to be cut      ■ Inserts fork securely into food
- Inserts fork at appropriate place on food (e.g. carrot — at end of carrot, widthwise, and at distance from end to insure one bite-size portion upon cutting)
- Inserts fork at appropriate angle to food      ■ Throughout fork placement, maintains fork grasp for cutting, as indicated above

#### Knife placement

- Places knife on food to be cut      ■ Places knife right side up      ■ Places knife in relationship to fork, as indicated above
- Places knife at appropriate cutting angle
- Throughout knife placement, maintains knife grasp for cutting, as indicated above

#### Cutting one bite-size portion

- Applies downward pressure to fork sufficient to hold food in place      ■ Applies downward pressure to knife sufficient for cutting      ■ Moves knife back and forth      ■ Until piece of food is completely cut
- Stops cutting as soon as piece of food is cut      ■ Cuts piece of food in reasonable amount of time
- Throughout cutting: Maintains *cutting grasp* on knife and fork, as indicated above      ■ And *placement relationship* of knife to fork
- For more cutting(s) to obtain one bite-size food portion (e.g. as for pancakes): Removes fork from food while anchoring food appropriately with knife      ■ And makes the necessary additional cut(s) to obtain one bite-size portion
- Obtains one bite-size portion of food

#### Etiquette procedure

- If more than one food portion is to be cut before eating: Removes fork from food while anchoring food appropriately with knife      ■ Cuts specified number of food portions indicated above

#### Eating style 1

- Removes fork from food while anchoring food appropriately with knife
- Rests knife effectively and appropriately on edge of plate, using only the hand that is holding knife
- Fork is in dominant hand:      ■ Changes grasp on fork from cutting grasp to scooping or spearing grasp
- Scoops or spears cut food with fork (Use skills **USE OF FORK: Scooping Food** or **Spearing Food** if formal training is necessary)

#### Eating style 2

- Removes fork from food while anchoring food appropriately with knife      ■ Spears cut food with fork upside down
- Continues holding knife in hand used for cutting, or rests knife effectively and appropriately on edge of plate using only the hand that is holding knife

## BASIC ADAPTIVE SKILLS

### V. EATING SKILLS AND TABLE MANNERS

#### USE OF KNIFE AND FORK: Cutting Vegetables And Other Non-Meat Food (Cont.)

- Brings fork to mouth    ■ Elbows are positioned appropriately during cutting and throughout eating (e.g. down, at sides, not on table)
- Holds head in appropriate eating position: In relation to dish on table    ■ And in relation to food on fork
- Food remains on fork until placed in mouth (i.e. does not fall from fork)    ■ Tongue remains inside mouth throughout eating
- Places fork in mouth appropriately    ■ Removes all food from fork appropriately
- Handles knife and fork safely throughout eating (i.e. does not injure or risk injuring self or others)    ■ Chews with mouth closed
- If talks, talks only while mouth is empty of food    ■ If rests knife and fork during course of eating: Rests knife and fork on dish only    ■ And rests knife and fork appropriately (e.g. knife balanced on rim of dish, handle of fork on rim)
- Uses napkin appropriately to clean mouth, as necessary
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating: Leaves napkin in appropriate place and state    ■ Rests knife and fork appropriately on dish
- Client's overall use of knife and fork and table manners would be appropriate in public (i.e. would not call attention)

#### 95.1 USE OF KNIFE AND FORK: Cutting Meat

- Client is shown a dinner knife and asked: "What is this?" (Dinner knife, knife . . . )    ■ Client is shown several different eating utensils including a dinner knife and asked: "Point to the dinner knife."
- Client is shown a steak knife and asked: "What is this?" (Steak knife, knife . . . )    ■ Client is shown several different eating utensils including a steak knife and asked: "Point to the steak knife."
- Client is shown a dinner fork and asked: "What is this?" (Dinner fork, fork . . . )    ■ Client is shown several different eating utensils including a dinner fork and asked: "Point to the dinner fork."

Client is presented with a knife and fork, a meat (with bone or boneless) that requires cutting with knife and fork, and is asked to eat the meat. The meat should be served in a dish similar to the type in which it is commonly served. It is suggested to use a variety of meat cuts and textures from one training session to the next in order to insure client is learning to adapt use of knife and fork to several types of meat that require cutting. It is also suggested to consider presenting several types of eating utensils, including dinner knife and fork and steak knife, to determine if client knows to select the utensils appropriate for the meat presented. Selection of meats to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. An entry is provided below for instructor to indicate the *meats* agreed upon for training (e.g. roast beef), including specifics (e.g. 1/4 inch slice, served on dinner plate). Finally, it is recommended to determine also by agreement the *hand* in which client is to hold knife while cutting, the *grasps* client is to use on knife and fork while cutting, the *placement relationship* of knife to fork while client is cutting (e.g. knife immediately behind tines of fork), and the *general etiquette procedure* client is to use for cutting and eating (e.g. to cut one piece of meat at a time and eat it immediately by resting knife, shifting fork to other hand, and bringing meat to mouth with fork right side up; eating European style upon cutting). Entries are provided below for instructor to indicate this information as well.

Examples of meats to consider: Various cuts of beef, poultry, and pork including various degrees of texture; meat with bone & boneless . . .

*Agreed upon meats from which to select (including specifics):*

*Hand in which client is to hold knife while cutting:*

*Grasp client is to use on knife while cutting: Grasp client is to use on fork while cutting:*

*Placement relationship of knife to fork client is to use while cutting:*

*General etiquette procedure client is to use for cutting and eating:*

- Client appropriately unfolds and places napkin in lap before starting to eat (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
  - Sits with chair and body appropriately positioned to table    ■ Assures dish with meat is of appropriate proximity to edge of table
- Initial utensil grasp**
- Picks up knife appropriately (e.g. by handle) with right hand only, and holds knife in right hand    ■ Picks up dinner fork appropriately (e.g. by handle) with left hand only, and holds fork in left hand
  - Picks up knife appropriately (e.g. by handle) with right hand, and transfers knife to left hand    ■ Picks up dinner fork appropriately (e.g. by handle) with left hand, and transfers fork to right hand
  - Holds knife with grasp to use while cutting, as indicated above
  - Holds dinner fork with grasp to use while cutting, as indicated above
- Fork placement**
- Inserts fork into meat to be cut    ■ Inserts fork securely into meat
  - Inserts fork at appropriate place on meat (e.g. at end of meat, not on bone, allowing space for knife placement between fork and bone)
  - Inserts fork at appropriate angle to meat    ■ Throughout fork placement, maintains fork grasp for cutting, as indicated above

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## USE OF KNIFE AND FORK: Cutting Meat (Cont.)

**Knife placement**

- Places knife on meat to be cut (includes not on bone)    ■ Places knife right side up
- Places knife in relationship to fork, as indicated above    ■ Places knife at appropriate cutting angle
- Throughout knife placement, maintains knife grasp for cutting, as indicated above

**Cutting one bite-size portion**

- Applies downward pressure to fork sufficient to hold meat in place    ■ Applies downward pressure to knife sufficient for cutting    ■ Moves knife back and forth    ■ Until piece of meat is completely cut
- Cuts without cutting into bone(s) of meat (e.g. ribs of chicken breast)
- Stops cutting as soon as piece of meat is cut    ■ Cuts piece of meat in reasonable amount of time
- Throughout cutting: Maintains *cutting grasp* on knife and fork, as indicated above    ■ And *placement relationship* of knife to fork
- For more cutting(s) to obtain one bite-size portion, or to remove fat: Removes fork from meat while anchoring meat appropriately with knife    ■ And makes the necessary additional cut(s) to obtain one bite-size portion, or to remove fat
- Obtains one bite-size portion    ■ If portion needs trimming: Trims fat    ■ And trims only fat (i.e. does not waste meat)

**Etiquette procedure**

- If more than one meat portion is to be cut before eating: Removes fork from meat while anchoring meat appropriately with knife    ■ Cuts specified number of meat portions indicated above

**Eating style 1**

- Removes fork from meat while anchoring meat appropriately with knife
- Rests knife effectively and appropriately on edge of plate, using only the hand that is holding knife
- Fork is in dominant hand:    ■ Changes grasp on fork from cutting grasp to scooping or spearing grasp
- Scoops or spears cut meat with fork (Use skills **USE OF FORK: Scooping Food** or **Spearing Food** if formal training is necessary)

**Eating style 2**

- Removes fork from meat while anchoring meat appropriately with knife    ■ Spears cut meat with fork upside down
- Continues holding knife in hand used for cutting, or rests knife effectively and appropriately on edge of plate using only the hand that is holding knife

- Brings fork to mouth    ■ Elbows are positioned appropriately during cutting and throughout eating (e.g. down, at sides, not on table)
- Holds head in appropriate eating position: In relation to dish on table    ■ And in relation to meat on fork
- Meat remains on fork until placed in mouth (i.e. does not fall from fork)    ■ Tongue remains inside mouth throughout eating
- Places fork in mouth appropriately    ■ Removes all meat from fork appropriately
- Handles knife and fork safely throughout eating (i.e. does not injure or risk injuring self or others)    ■ Chews with mouth closed
- If talks, talks only while mouth is empty of food    ■ If rests knife and fork during course of eating: Rests knife and fork on dish only    ■ And rests knife and fork appropriately (e.g. knife balanced on rim of dish, handle of fork on rim)
- Uses napkin appropriately to clean mouth, as necessary
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- Cuts meat away from bone(s) without leaving unreasonable amount of meat attached to bone(s)    ■ Removes meat from bone(s) with knife and fork only (e.g. does not pick up bone with fingers)
- When finished eating: Leaves napkin in appropriate place and state    ■ Rests knife and fork appropriately on dish
- Client's overall use of knife and fork and table manners would be appropriate in public (i.e. would not call attention)

## 96.1 USE OF SOUP SPOON

- Client is shown a soup spoon and asked: "What is this?" (Soup spoon, spoon for soup . . . )
- Client is shown several different eating utensils including a soup spoon and asked: "Point to the soup spoon."

Client is presented with a soup spoon and soup, and is asked to eat the soup. The soup should be served in a soup bowl or other container similar to the type in which it is commonly served. It is suggested to use a variety of types of soups (e.g. broth, thick soup, soup with noodles) from one training session to the next in order to insure client is learning to adapt use of soup spoon to several types of soup. It is also suggested to consider presenting several types of eating utensils, including soup spoon, to determine if client knows to select a soup spoon for soup. Selection of soups to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. Finally, it is recommended to determine by similar agreement the hand in which client is to hold soup spoon, and the specific type of utensil grasp on which client is to receive training. Entries are provided below for instructor to indicate the soups (e.g. chicken noodle) — including specifics (e.g. Campbell's canned, 2 cups, served in soup bowl) — and the handedness and utensil grasp agreed upon for training.

Examples of soups to consider: Canned soup, Cup-a-Soup, Top Ramen, broth, thick soup, soup with noodles, cream soup . . .

*Agreed upon soups from which to select (including specifics):*

## BASIC ADAPTIVE SKILLS

### V. EATING SKILLS AND TABLE MANNERS

#### USE OF SOUP SPOON (Cont.)

*Hand in which client is to hold soup spoon:*

*Grasp client is to use on soup spoon:*

- Client appropriately unfolds and places napkin in lap before starting to eat (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
- Sits with chair and body appropriately positioned to table
- Assures bowl or container with soup is of appropriate proximity to edge of table ■ If moving bowl is necessary, moves bowl without spilling soup
- Picks up soup spoon appropriately (e.g. by handle) ■ Holds soup spoon in the hand indicated above ■ Holds soup spoon with grasp to use while eating, as indicated above ■ Dips spoon into soup, maintaining grasp indicated above
- Dips spoon an appropriate depth into soup (i.e. not past base of spoon handle) ■ A reasonable amount of soup is on spoon
- Obtains a spoonful of soup in reasonable amount of time ■ And quietly
- Does not blow on soup in bowl or on spoon throughout eating ■ Manages bowl or container of soup appropriately throughout eating (e.g. does not lift bowl from table, touches bowl without getting soup on fingers)
- Brings spoon to mouth ■ Elbows are positioned appropriately while obtaining soup and throughout eating (e.g. down, not on table)
- Holds head in appropriate eating position: In relation to bowl or container of soup ■ And in relation to soup on spoon
- Soup remains on spoon until placed in mouth (only drops may fall that have gathered on bottom of spoon, and drops may fall only into bowl or container of soup)
- Tongue remains inside mouth throughout eating ■ Places spoon in mouth appropriately
- Removes all soup from spoon appropriately (e.g. does not lick spoon or slurp)
- Handles spoon safely throughout eating (i.e. does not injure or risk injuring self or others) ■ Eats soup with mouth closed
- If talks, talks only while mouth is empty of food ■ If rests spoon during course of eating, rests spoon appropriately (e.g. in soup bowl with handle of spoon against rim of bowl)
- Uses napkin appropriately to clean mouth, as necessary
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating: Leaves napkin in appropriate place and state ■ Rests spoon appropriately
- Client's overall use of soup spoon and table manners would be appropriate in public (i.e. would not call attention)

#### 97.1 DRINKING BEVERAGES: From Glasses

- Client is shown a glass and asked: "What is this?" (Glass)
- Client is shown several different tableware pieces including a glass and asked: "Point to the glass."

Client is presented with a beverage served in a glass and is asked to drink the beverage. In order to insure client is learning to generalize the skill of drinking beverages from glasses, it is suggested to use, from one training session to the next, a variety of *glass materials* (e.g. glass, breakable and non-breakable plastic, insulated foam), *glass sizes and shapes* (e.g. short and tall glasses, stemmed glasses), *beverage consistencies* (e.g. juice, milk, milk shake), *beverage temperatures* (e.g. hot in insulated foam; chilled), and to consider including use of *ice cubes and crushed ice*. Selection of beverages to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. It is recommended to determine by similar agreement the hand in which client is to hold glass, and the grasp client is to be trained to use on glass. Entries are provided below for instructor to indicate the beverages agreed upon for training (e.g. Coke) — including specifics (e.g. served in tall full glass with crushed ice) — and the handedness and grasp on glass agreed upon for training.

Examples of beverages to consider: Water, fruit or vegetable juice, milk, soft drink (carbonated & not), beverage with ice, hot beverage . . .

*Agreed upon beverages from which to select (including specifics):*

*Hand in which client is to hold glass:*

*Grasp client is to use on glass:*

- Client picks up glass with the same hand in which it is to be held while drinking, as indicated above
- Beverage remains completely in glass during pickup (e.g. client does not knock glass over)
- Holds glass with grasp to use while drinking, as indicated above ■ Accomplishes grasp using only the hand in which glass is being held (i.e. does not use other hand to help) ■ Beverage remains completely in glass during grasping
- Pressure of grasp is sufficient to *maintain* grasp (i.e. does not drop or risk dropping glass) ■ Pressure of grasp is sufficient to maintain *use of glass* (i.e. does not damage or risk damaging glass — especially a glass of Styrofoam or thin plastic)
- Brings glass *directly* to mouth (e.g. does not wave glass around, rotate glass)
- Beverage remains completely in glass while glass is brought to mouth ■ Touches outside rim area of glass to lower lip ■ Touches rim to lip at approximate center of lip
- Tongue remains inside mouth throughout drinking process ■ Pressure of lower lip against rim of glass is sufficient to prevent spilling
- Tilts back head, and glass toward self, sufficiently to allow beverage to flow
- Maintains above coordination of lip, glass, and tongue while drinking

## BASIC ADAPTIVE SKILLS

### V. EATING SKILLS AND TABLE MANNERS

#### DRINKING BEVERAGES: From Glasses (Cont.)

##### **Hot beverage**

- If beverage is hot, tests own heat tolerance by sipping the first taste
- If beverage is too hot, returns glass to table or holds glass upright to cool beverage to personal temperature preference
- Does not blow on beverage throughout drinking
- Beverage enters mouth only (i.e. does not spill)    ■ Places upper lip against inside rim of glass to stop flow of beverage    ■ Pressure of upper lip against glass is sufficient to stop flow of beverage
- Slips rim of glass out from between lips    ■ Keeps lips together while removing glass
- Returns glass to upright and stable position as soon as flow of beverage is stopped (e.g. does not maintain drinking posture if not drinking)
- Amount of beverage taken is reasonable (i.e. not too much in one mouthful; does not consume entire beverage in one drinking, or sip entire drink)
- Swallows effectively (e.g. does not choke; part of beverage does not exit mouth while swallowing)    ■ Swallows all of beverage that entered mouth (e.g. does not return any of beverage to glass once ingested)
- Drinks without leaving traces of beverage above upper lip    ■ Drinks quietly (e.g. does not slurp, does not smack lips)

##### **Managing ice cubes**

- Ice cube(s) does (do) not enter mouth
- Appropriately prevents ice cube(s) from entering mouth (e.g. lowers upper lip, does not use fingers)
- Ice cube(s) does (do) not strike upper teeth

##### **Managing crushed ice**

- If allows crushed ice into mouth, allows only what can be chewed or melted without causing discomfort
- Does not return crushed ice to glass once ingested    ■ Does not swallow crushed ice    ■ If chews crushed ice, chews with mouth closed
- Appropriately prevents or manages a sudden release of crushed ice in glass while drinking (e.g. shakes glass appropriately before taking a drink)
- Takes a drink in reasonable amount of time
- Removes, appropriately and without cue, traces of beverage on lips and/or corners of mouth by socially acceptable means only (e.g. discrete use of tongue)
- If talks, talks only while mouth is empty of beverage, including ice
- Handles glass safely throughout drinking (i.e. does not injure self or risk injury)
- Elbows are positioned appropriately throughout drinking (e.g. down, not on table)
- General body posture is appropriate throughout drinking
- Whenever sets glass down: Sets glass down on appropriate surface only (e.g. flat, water resistant)    ■ Sets glass upright (i.e. glass does not fall)    ■ Sets glass quietly    ■ And gently (i.e. does not damage or risk damaging glass or supporting surface)
- Sets glass down at end when finished drinking
- Client's overall use of glass and drinking manners would be appropriate in public (i.e. would not call attention)

#### 98.1 DRINKING BEVERAGES: From Cups With Handle

- Client is shown a cup with handle and asked: "What is this?" (Cup)
- Client is shown several different tableware pieces including a cup with handle and asked: "Point to the cup."

Client is presented with a beverage served in a cup with handle and is asked to drink the beverage. In order to insure client is learning to generalize the skill of drinking beverages from cups, it is suggested to use, from one training session to the next, a variety of *cup materials* (e.g. china, plastic, paper, ceramic), *cup and handle sizes and shapes* (e.g. large and small cups, light and heavy cups; mugs, soup mugs, wide and narrow bottomed cups, handles that allow for inserting one finger and several fingers), *beverage consistencies* (e.g. tea, punch, hot cocoa), *beverage temperatures*, and to include use of *saucers*. Selection of beverages to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. It is recommended to determine by similar agreement the hand in which client is to hold cup, and the grasp client is to be trained to use on cup. Entries are provided below for instructor to indicate the beverages agreed upon for training (e.g. coffee) — including specifics (e.g. black, served in cup and saucer) — and the handedness and grasp on cup agreed upon for training.

Examples of beverages to consider: Coffee, tea, hot cocoa, punch, soup appropriate for soup mug . . .

*Agreed upon beverages from which to select (including specifics):*

*Hand in which client is to hold cup:*

*Grasp client is to use on cup:*

- Client picks up cup with the same hand in which it is to be held while drinking, as indicated above
- Beverage remains completely in cup during pickup (e.g. client does not spill beverage)    ■ Saucer remains in place
- Holds cup with grasp to use while drinking, as indicated above    ■ Accomplishes grasp using only the hand in which cup is being held (i.e. does not use other hand to help)    ■ Beverage remains completely in cup during grasping



## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## DRINKING BEVERAGES: From Cups With Handle (Cont.)

- Pressure of grasp is sufficient to *maintain* grasp (i.e. does not drop or risk dropping cup) ■ Pressure of grasp is sufficient to maintain *use of cup* (i.e. does not damage or risk damaging cup — especially handle of paper cup)
- Brings cup *directly* to mouth (e.g. does not wave cup around or rotate cup)
- Beverage remains completely in cup while cup is brought to mouth
- Touches outside rim area of cup to lower lip ■ Touches rim to lip at approximate center of lip
- Tongue remains inside mouth throughout drinking process ■ Pressure of lower lip against rim of cup is sufficient to prevent spilling
- Tilts back head, and cup toward self, sufficiently to allow beverage to flow
- Maintains above coordination of lip, cup, and tongue while drinking
- Hot beverage**
  - If beverage is hot, tests own heat tolerance by sipping the first taste
  - If beverage is too hot, returns cup to table or holds cup upright to cool beverage to personal temperature preference
  - Does not blow on beverage throughout drinking
- Beverage enters mouth only (i.e. does not spill) ■ Places upper lip against inside rim of cup to stop flow of beverage
- Pressure of upper lip against cup is sufficient to stop flow of beverage ■ Slips rim of cup out from between lips ■ Keeps lips together while removing cup
- Returns cup to upright and stable position as soon as flow of beverage is stopped (e.g. does not maintain drinking posture if not drinking)
- Amount of beverage taken is reasonable (i.e. not too much in one mouthful; does not consume entire beverage in one drinking, or sip entire drink)
- Swallows effectively (e.g. does not choke; part of beverage does not exit mouth while swallowing) ■ Swallows all of beverage that entered mouth (e.g. does not return any of beverage to cup once ingested)
- Drinks without leaving traces of beverage above upper lip ■ Drinks quietly (e.g. does not slurp, does not smack lips)
- Takes a drink in reasonable amount of time
- Removes, appropriately and without cue, traces of beverage on lips and/or corners of mouth by socially acceptable means only (e.g. discrete use of tongue)
- If talks, talks only while mouth is empty of beverage
- Handles cup safely throughout drinking (i.e. does not injure self or risk injury)
- Elbows are positioned appropriately throughout drinking (e.g. down, not on table)
- General body posture is appropriate throughout drinking
- Whenever sets cup down: If saucer is provided, sets cup down on saucer only ■ Without spilling ■ And with bottom of cup completely within indentation of saucer
- Whenever sets cup down: If saucer is *not* provided, sets cup down on appropriate surface only (e.g. flat, water resistant) ■ And without spilling
- Whenever sets cup down: Sets cup down upright (i.e. cup does not fall) ■ Sets cup down quietly ■ And gently (i.e. does not damage or risk damaging cup, saucer or other supporting surface)
- Sets cup down at end when finished drinking
- Client's overall use of cup, saucer, and drinking manners would be appropriate in public (i.e. would not call attention)

## 99.1 DRINKING BEVERAGES: From Bottles

- Client is shown a bottled beverage and asked: "Name the type of container this (*instructor names beverage*) is in." (Bottle)
  - Client is shown several different beverage containers including bottle, can, glass, and cup and is asked: "Point to the bottle."
- Client is presented with a bottled beverage and is asked to drink the beverage from the bottle. Selection of bottled beverages to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. It is recommended to determine by similar agreement whether and what type of bottle cap is to be removed by client, whether and how client is to clean mouth of bottle, the hand in which client is to hold bottle while drinking, and the grasp client is to be trained to use on bottle while drinking. Entries are provided below for instructor to indicate this information.
- Agreed upon bottled beverages from which to select:*
- Bottle cap is to be removed by client:* \_\_\_\_ Yes \_\_\_\_ No *Type of bottle cap:* \_\_\_\_ Cap requiring bottle opener \_\_\_\_ Twist cap
- Client is to clean mouth of bottle:* \_\_\_\_ Yes \_\_\_\_ May but need not *Method client is to use to clean mouth of bottle:*
- Hand in which client is to hold bottle while drinking:*
- Grasp client is to use on bottle while drinking:*
- Client does not shake carbonated beverage before opening
  - Shakes *non-carbonated* beverage before opening, if indicated on bottle (e.g. fruit juice)
  - Removes bottle cap with bottle opener (See **HOME ENVIRONMENT SKILLS PROGRAM, Section II**, for formal training on use of bottle opener) ■ Removes twist-type bottle cap by hand

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## DRINKING BEVERAGES: From Bottles (Cont.)

- Beverage remains completely in bottle during cap removal (e.g. client does not drop bottle)
- Cleans mouth of bottle ■ According to method indicated above ■ And before picking up bottle to begin drinking
- Picks up bottle with the same hand in which it is to be held while drinking, as indicated above ■ Beverage remains completely in bottle during pickup (e.g. client does not knock bottle over)
- Holds bottle with grasp to use while drinking, as indicated above ■ Accomplishes grasp using only the hand in which bottle is being held (i.e. does not use other hand to help) ■ Beverage remains completely in bottle during grasping
- Pressure of grasp is sufficient to *maintain* grasp (i.e. does not drop or risk dropping bottle)
- Brings bottle *directly* to mouth (e.g. does not wave bottle around or rotate bottle)
- Beverage remains completely in bottle while bottle is brought to mouth
- Puts lips (ajar) around rim of bottle ■ Constricts lips sufficiently around rim of bottle forming an effective exterior seal
- Inserts tip of tongue into mouth of bottle forming an effective *interior* seal
- Tilts back head, and bottle toward self, sufficiently to allow beverage to fill neck of bottle
- Flow of beverage is stopped until client is ready to drink
- Removes tip of tongue from mouth of bottle allowing beverage to flow into client's mouth
- Maintains above coordination of lips, bottle, and tongue while drinking ■ Beverage enters client's mouth only (i.e. does not spill)
- Swallows effectively (e.g. does not choke; part of beverage does not exit mouth while swallowing)
- Re-inserts tip of tongue into mouth of bottle to stop flow of beverage ■ Stops flow of beverage ■ As necessary
- Returns bottle to upright position when flow of beverage is stopped (e.g. does not maintain drinking posture if not drinking)
- Swallows all of beverage that entered mouth (i.e. does not return any of beverage to bottle once ingested, or spill beverage while removing mouth from bottle)
- Removes mouth from around rim of bottle ■ Reasonably quietly (regarding the possible vacuum created)
- Amount of beverage taken is reasonable (e.g. not too much in one mouthful; does not consume entire beverage in one drinking)
- Takes a drink in reasonable amount of time
- Removes, appropriately and without cue, traces of beverage on lips and/or corners of mouth by socially acceptable means only (e.g. discrete use of tongue)
- If talks, talks only while mouth is empty of beverage
- Handles bottle safely throughout drinking (i.e. does not injure self or risk injury)
- Elbows are positioned appropriately throughout drinking (e.g. down, not on table)
- General body posture is appropriate throughout drinking
- Whenever sets bottle down: Sets bottle down on appropriate surface only (e.g. flat, water resistant) ■ Sets bottle down upright (i.e. bottle does not fall) ■ Sets bottle down quietly ■ And gently (e.g. does not damage or risk damaging supporting surface)
- Sets bottle down at end when finished drinking
- Client's overall use of bottle and drinking manners would be appropriate in public (i.e. would not call attention)

## 100.1 DRINKING BEVERAGES: From Cans

- Client is shown a canned beverage and asked: "Name the type of container this (*instructor names beverage*) is in." (Can)
  - Client is shown several different beverage containers including can, bottle, glass, and cup and is asked: "Point to the can."
- Client is presented with a canned beverage and is asked to drink the beverage from the can. Selection of canned beverages to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. It is recommended to determine by similar agreement whether beverage can is to be opened by client, which type or types of can(s) client is to open (e.g. pull-tab, punch-type), whether and how client is to clean the drinking surface of can, the hand in which client is to hold can while drinking, and the grasp client is to be trained to use on beverage can while drinking. Entries are provided below for instructor to indicate this information.

Agreed upon canned beverages from which to select:

Can is to be opened by client: \_\_\_\_ Yes \_\_\_\_ No Type(s) of can(s) client is to open:

Client is to clean drinking surface of can: \_\_\_\_ Yes \_\_\_\_ May but need not Method client is to use to clean drinking surface of can:

Hand in which client is to hold can while drinking:

Grasp client is to use on beverage can while drinking:

- Client does not shake carbonated beverage before opening
- Shakes *non-carbonated* beverage before opening, if indicated on can (e.g. vegetable juice)
- Opens can for drinking (See HOME ENVIRONMENT SKILLS PROGRAM, Section II, for formal training on use of punch-type can opener) ■ Beverage remains completely in can during opening (e.g. client does not knock can over)
- Cleans drinking surface of can ■ According to method indicated above ■ And before picking up can to begin drinking
- Picks up can with the same hand in which it is to be held while drinking, as indicated above ■ Beverage remains completely in can during pickup (e.g. client does not tilt can allowing some of beverage to spill)

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## DRINKING BEVERAGES: From Cans (Cont.)

- Opening of can is appropriately positioned for drinking (i.e. the part of opening closest to rim of can is also closest to client)
- Holds can with grasp to use while drinking, as indicated above ■ Accomplishes grasp using only the hand in which can is being held (i.e. does not use other hand to help) ■ Beverage remains completely in can during grasping
- Pressure of grasp is sufficient to *maintain* grasp (i.e. does not drop or risk dropping can)
- Brings can *directly* to mouth (e.g. does not wave can around or rotate can)
- Beverage remains completely in can while can is brought to mouth
- Touches outside rim area of can to lower lip ■ Touches rim area to lip at approximate center of lip
- Opening of can is appropriately positioned for drinking (i.e. the part of opening closest to rim of can is also closest to client's lip)
- Tongue remains inside mouth throughout drinking process ■ Pressure of lower lip against rim of can is sufficient to prevent spilling
- Tilts back head, and can toward self, sufficiently to allow beverage to flow
- Maintains above coordination of lip, can, and tongue while drinking ■ Beverage enters mouth only (i.e. does not spill)
- Places upper lip against opening of can to stop flow of beverage ■ Pressure of upper lip against opening of can is sufficient to stop flow of beverage
- Returns can to upright position as soon as flow of beverage is stopped, and before releasing above position of lips
- Slips rim of can out from between lips ■ Keeps lips together while removing can
- Amount of beverage taken is reasonable (i.e. not too much in one mouthful; does not consume entire beverage in one drinking)
- Swallows effectively (e.g. does not choke; part of beverage does not exit mouth while swallowing) ■ Swallows all of beverage that entered mouth (i.e. beverage does not exit mouth while removing mouth from can)
- Drinks without leaving traces of beverage above upper lip ■ Drinks quietly (e.g. does not slurp, does not smack lips)
- Takes a drink in reasonable amount of time
- Removes, appropriately and without cue, traces of beverage on lips and/or corners of mouth by socially acceptable means only (e.g. discrete use of tongue)
- If talks, talks only while mouth is empty of beverage
- Handles can safely throughout drinking (i.e. does not injure self or risk injury)
- Elbows are positioned appropriately throughout drinking (e.g. down, not on table)
- General body posture is appropriate throughout drinking
- Whenever sets can down: Sets can down on appropriate surface only (e.g. flat, water resistant) ■ Sets can down without spilling beverage ■ Sets can down upright (i.e. can does not fall) ■ Sets can down quietly ■ And gently (i.e. does not damage or risk damaging supporting surface)
- Sets can down at end when finished drinking
- Client's overall use of can and drinking manners would be appropriate in public (i.e. would not call attention)

## 101.1 DRINKING BEVERAGES: Through Straws

- Client is shown a drinking straw and asked: "What is this?" (Straw)
  - Client is shown several different tableware pieces including a drinking straw and asked: "Point to the straw."
- Client is presented with a drinking straw and a beverage to drink and is asked to drink the beverage using the straw. In order to insure client is learning to generalize the skill of using straws to drink beverages, it is suggested to use, from one training session to the next, beverage containers with a variety of size openings for straw and degrees of beverage visibility (i.e. glasses, cans, bottles), a variety of beverage consistencies (e.g. juice, milk, milk shakes), and to consider including use of ice cubes and crushed ice. Selection of beverages to use should be from among those agreed upon by client, instructor, and significant others to insure they are agreeable to client and accommodate any special dietary needs. It is recommended to determine by similar agreement whether can or bottle is to be opened by client; which type(s) of can(s) and/or bottle(s) client is to open (e.g. pull-tab can, punch-type can, cap requiring bottle opener, twist cap); the hand in which client is to hold beverage container while drinking; the hand with which client is to manage straw(s); the grasp client is to be trained to use on beverage container and straw(s); and the type and number of straws client is to use (e.g. plastic or paper, one or two). Entries are provided below for instructor to indicate this information.

Agreed upon beverages from which to select:

Can is to be opened by client: \_\_\_\_ Yes \_\_\_\_ No    Bottle is to be opened by client: \_\_\_\_ Yes \_\_\_\_ No

Type(s) of can(s) and/or bottle(s) client is to open:

Hand in which client is to hold beverage container while drinking:    Grasp client is to use on beverage container while drinking:

Hand with which client is to manage straw(s):    Grasp client is to use on straw(s) while drinking:

Type of straw(s) client is to use:    Number of straws client is to use:

- Client does not shake carbonated beverage before opening
- Shakes *non-carbonated* beverage before opening, if indicated on can or bottle (e.g. vegetable or fruit juice)
- Opens can for drinking (See HOME ENVIRONMENT SKILLS PROGRAM, Section II, for formal training on use of punch-type can opener)

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## DRINKING BEVERAGES: Through Straws (Cont.)

- Opens *bottle* for drinking (See **HOME ENVIRONMENT SKILLS PROGRAM, Section II**, for formal training on use of bottle opener)
- Beverage remains completely in can or bottle during opening (e.g. client does not knock can or bottle over)
  - Removing straw from protective wrapper**
    - Picks up wrapped straw and holds it with one hand
    - Grasps straw a sufficient distance from end of wrapper to be torn
    - With other hand, pinches end of wrapper only (i.e. does not pinch part of straw)
    - Tears off end of wrapper pinched
    - While maintaining straw in place
    - Slides torn end of wrapper toward hand that is grasping straw
    - While maintaining straw in place
    - Slides end of wrapper until straw is exposed sufficiently for grasping
    - Grasps exposed end of straw sufficiently firmly for pulling
    - Pulls straw out of wrapper
    - Completely
    - Straw remains undamaged throughout removal of protective wrapper
    - Puts wrapper in appropriate place (e.g. on table)
    - Removes both straws from protective wrappers
    - Removes straw(s) from protective wrapper(s) in reasonable amount of time:
- Inserts end of straw in opening of beverage container without damaging straw
- Inserts correct end of straw when applicable (e.g. non-flexible end of flexible straw)
- Inserts end of straw into beverage until straw is stable in container when grasp is released (i.e. straw does not or will not fall out)
- Inserts end of straw until it touches bottom of beverage container
- Inserts both straws
- Beverage remains completely in beverage container during insertion of straw(s) (e.g. client does not tilt container allowing some of beverage to spill)
- If picks up beverage container for drinking: Picks up container with the same hand in which it is to be held while drinking, as indicated above
- Beverage remains completely in container during pickup (e.g. client does not drop container or otherwise spill beverage)
- If leaves beverage container on table for drinking: Assures container is of appropriate proximity to edge of table
- Moves container closer if necessary and without spilling beverage
- Holds beverage container with grasp to use while drinking, as indicated above
- Accomplishes grasp using only the hand in which container is being held (i.e. does not use other hand to help)
- Beverage remains completely in container during grasping
- If picks up beverage container for drinking, pressure of grasp is sufficient to *maintain* grasp (i.e. does not drop container)
- Grasps straw(s) with grasp indicated above
- And with hand indicated above
- Straw(s) is (are) pointing toward client
- Puts lips around end(s) of straw(s)
- To an appropriate depth on straw(s)
- Straw(s) is (are) an appropriate depth into beverage
- Tongue remains inside mouth throughout drinking process
- Sucks on straw(s) drawing beverage up into straw(s)
- Draws beverage into mouth
- Draws reasonable amount of beverage into mouth
- Maintains above coordination of lips, straw(s), and tongue while drinking
  - Discontinuing drinking**
    - If has already swallowed: Releases straw(s) from mouth appropriately
    - And raises head to non-drinking posture
    - If has not yet swallowed: Maintains appropriate pressure of lips around straw(s)
    - Moves mouth away from contact with straw(s)
    - While holding straw(s) in place
    - And raises head to non-drinking posture
- Swallows effectively (e.g. does not choke; part of beverage does not exit mouth while swallowing)
- Swallows all of beverage that entered mouth (i.e. does not return any of beverage to container through straw)
- Takes a drink in reasonable amount of time
- Does not blow air into straw(s)
- Effectively manages: Ice cubes
- Crushed ice
- Keeps straw(s) useable throughout drinking (e.g. does not damage straw by grasp or with teeth or by striking straw against bottom of beverage container)
- Adjusts angle of beverage container as necessary, and placement of straw(s) on bottom of container, to draw last remaining portion of beverage
- Stops using straw(s) when beverage can no longer be fully drawn (i.e. when no more useable beverage remains)
- Drinks quietly throughout drinking (e.g. does not slurp, does not smack lips)
- Removes, appropriately and without cue, traces of beverage on lips and/or corners of mouth by socially acceptable means only (e.g. discrete use of tongue)
- If talks, talks only while mouth is empty of beverage
- Elbows are positioned appropriately throughout drinking (e.g. down)
- General body posture is appropriate throughout drinking
- Whenever sets beverage container down: Sets container down on appropriate surface only (e.g. flat, water resistant)
- Sets container down without spilling beverage
- Sets container down upright (i.e. container does not fall)
- Sets container down quietly
- And gently (i.e. does not damage or risk damaging supporting surface)
- Sets container down at end when finished drinking
- Leaves straw(s) in container
- Client's overall use of straw(s) and drinking manners would be appropriate in public (i.e. would not call attention)

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## 103.1 USE OF DRINKING FOUNTAIN

- Client is shown a drinking fountain and asked: "What is this?" (Drinking fountain)
- Client is asked to locate a drinking fountain in the habilitation facility or in another building (e.g. department store) (Client locates drinking fountain)

**Client is asked to demonstrate getting a drink of water from drinking fountain. Entries are provided below for instructor to indicate the location(s) of drinking fountain(s) on which client is to receive training, and the method(s) by which client is to be trained to control release of water (e.g. by depressing a button with thumb, by rotating a handle or lever with hand, by depressing a foot pedal).**

*Location(s) of drinking fountain(s) to use:*

*Method(s) by which client is to be trained to control release of water:*

- Client stands in front of drinking fountain    ■ If wearing hat, assures hat will not obstruct drinking process (e.g. removes hat)
- Hand-operated mechanism**
  - Locates hand-operated water-release mechanism (e.g. handle)    ■ Grasps water-release mechanism
  - Uses appropriate hand for grasping (e.g. right hand if water-release mechanism is on right side of fountain)
  - Grasp is appropriate for activating mechanism
- Finger-operated mechanism**
  - Locates finger-operated water-release mechanism (e.g. button)
  - Places bottom of thumb or other appropriate finger on mechanism
  - Thumb is on mechanism appropriately for activating mechanism (e.g. centered)
- Foot-operated mechanism**
  - Locates foot-operated water-release mechanism (e.g. pedal)
  - Places one foot on mechanism    ■ Appropriately for activating mechanism
- Activates water-release mechanism (e.g. by rotating handle, depressing button, depressing pedal)
- Adjusts pressure on mechanism so resulting spout of water is of appropriate force: For efficient drinking    ■ And for appropriate drainage
- Maintains water-release mechanism activated throughout drinking, except when not intending to drink
- Maintains adjusted pressure on water-release mechanism whenever it is activated
- Long hair is appropriately prevented from contacting fountain    ■ And from getting wet
- Parts of client's attire that hang (e.g. tie, necklace, neck scarf) are appropriately prevented from contacting fountain    ■ And from getting wet
- Water is on    ■ Client bends at waist    ■ Lowering head to appropriate preliminary drinking posture
- Opens mouth sufficiently wide for water to enter mouth    ■ Positions opened mouth in direct alignment with stream of water
- Tongue remains inside mouth throughout drinking    ■ Directs opened mouth toward stream of water until water enters mouth
- Stream of water enters opened mouth (e.g. water does not strike client's chin or area above upper lip)
- Swallows effectively (e.g. does not choke)    ■ Swallows in same body position used for drinking (i.e. does not stand upright just to swallow)    ■ Swallows all of water that entered mouth (i.e. does not return to basin any water once ingested)    ■ While mouth is closed for swallowing, water strikes lips only    ■ Mouth is an appropriate distance from spout (i.e. water bounced off lips while swallowing falls only into drainage basin — not on spout and/or floor)
- Does not touch lips or tongue to spout throughout drinking    ■ Drinks quietly (i.e. does not slurp)
- Stops stream of water by completely releasing hand or foot pressure on water-release mechanism    ■ Stops stream of water whenever not drinking — intermittent swallowing excepted (i.e. does not waste water)
- If touches parts of fountain with free hand(s) while drinking, touches appropriate parts only (e.g. does not touch spout or put hand into drainage basin)
- Uses fountain with regard for others (e.g. does not spit or rinse out mouth into basin)
- Removes, appropriately and without cue, traces of water on lips and/or corners of mouth by socially acceptable means only (e.g. discrete use of tongue)
- If talks, talks only while mouth is empty of water, and stream of water is stopped or otherwise not in contact with mouth
- General body posture is appropriate throughout drinking
- Floor around fountain is dry (i.e. if water is present, presence was not caused by client)
- Client's overall use of drinking fountain and drinking manners are appropriate (i.e. do not or would not call attention)

## 103.2 EATING ORANGE

**This skill is designed for use with only whole and unpeeled oranges (as opposed, for example, to orange wedges or peeled orange segments), and is intended to be taught as a survival skill as well as an everyday eating skill. Thus, it is recommended to consider training client to peel an orange whose end has *not* been removed, as well as one whose end has been removed to facilitate peeling. In order to insure client is learning to generalize the skill of eating oranges, it is suggested to consider using, from one training session to the next,**

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## EATING ORANGE (Cont.)

a variety of orange types (e.g. oranges with thick and relatively easy-to-peel skins, oranges with thin and relatively difficult-to-peel skins tangerines, mandarines). Entries are provided below for instructor to indicate whether or not orange is to be presented to client with its end removed; the protective material client is to use to rest orange on and collect drippings while eating (e.g. paper napkin, paper towel, plate); and the hand client is to use for peeling.

*Orange is to be presented to client with its end removed (to facilitate peeling):* \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ Client is to learn both ways

*Material client is to use to rest orange on and collect drippings while eating:*

*Hand client is to use for peeling:*

**Client is presented with a whole, unpeeled orange and is asked to peel and eat the orange.**

- Client collects protective material on which to rest orange and collect drippings while eating, as indicated above
- Collects napkin to clean mouth and hands while eating
- Appropriately arranges protective material on table    ■ And napkin in lap (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
- Orange is clean    ■ Hands are clean

## PEELING ORANGE

**If end of orange is not already removed: method 1**

- Grasps orange in place, or picks up orange and holds it, with the opposite hand to be used for peeling
- Supports orange on or over protective material
- Places cutting edge of thumbnail or other appropriate fingernail on orange, using hand indicated above
- Places nail on orange anywhere except at center of either end
- Nail is at appropriate angle for effective insertion into peel
- Exerts sufficient inward pressure on orange to make an initial and complete cut into peel
- Stops inward pressure as soon as initial cut is made (i.e. does not cut into pulp of orange)
- Pressure exerted on orange by supporting hand is sufficient only to hold orange in place (i.e. pressure does not crush orange)

**If end of orange is not already removed: method 2**

- Picks up orange and supports it over protective material    ■ Leans over protective material appropriately
- Brings orange to mouth    ■ Head is an appropriate distance from table (i.e. not too close)
- Opens mouth and places upper and lower front teeth on orange    ■ In an effective biting position
- Bites into peel    ■ Carefully    ■ Until teeth have cut into peel
- Stops biting as soon as a cut is made into peel (i.e. does not bite into pulp)
- Pressure exerted on orange by supporting hand(s) is sufficient only to hold orange in place (i.e. pressure does not crush orange)
- Orange is being held over protective material
- Supports orange with the opposite hand that is to be used for peeling
- Inserts thumbnail or other appropriate fingernail between peel and pulp, at cut    ■ Nail used is on hand indicated above
- Slides nail along underside of peel causing portion of peel to lift    ■ Nail is upside down to peel
- Does not insert nail into pulp while sliding nail
- Pressure used is outward toward peel rather than inward toward pulp (i.e. does not crush orange)
- Continues sliding nail along underside of peel and causing peel to lift    ■ Until entire orange peel is removed
- Removes stem of orange by pulling it out    ■ Peels orange in reasonable amount of time:

## EATING ORANGE

- Holds orange with both hands, stem end up
- Heads thumbs together, over stem end    ■ And places other fingers at other end of orange
- Presses down on thumbs slightly    ■ And pulls thumbs away from each other while maintaining grasp at bottom of orange    ■ Until orange is pulled open
- Grasps one side of orange with one hand and other side of orange with other hand    ■ And pulls orange completely apart
- Uses appropriate pressure throughout breaking orange apart (i.e. does not crush orange)    ■ Detaches entire remains of core
- With both hands, holds half of orange    ■ Inside up    ■ And so segments are oriented to left-right directionality
- Places left thumb on left-hand segment and right thumb on right-hand segment    ■ Presses down on thumbs slightly
- Pulls thumbs away from each other    ■ Until one segment detaches from an adjacent segment sufficiently to be pulled apart from it
- Grasps detached segment with one hand while restraining other segments with other hand    ■ And completely removes segment
- Uses appropriate pressure throughout segmentation of orange (i.e. does not crush segments)
- All parts of orange, except those held, are on protective material throughout eating
- Brings segment to mouth    ■ Holds head in appropriate eating position in relation to segment



## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## EATING ORANGE (Cont.)

- Tongue remains inside mouth throughout eating    ■ Places segment in mouth
- If segment is too large: Bites segment in half (i.e. does not pull in half with lips)    ■ Bites segment over protective material
- Elbows are positioned appropriately throughout eating (e.g. down, not on table)    ■ Chews with mouth closed
- Detaches all segments    ■ Detaches segments in reasonable amount of time    ■ Eats segments
- If talks, talks only while mouth is empty of orange
- Uses napkin appropriately to clean, as necessary: Mouth    ■ And hands
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating, appropriately disposes of: Orange peel    ■ Protective material    ■ And napkin
- Client's overall management of orange, and use of table manners, would be appropriate in public (i.e. would not call attention)

## 105.1 EATING BANANA

This skill is designed for use with only *whole and unpeeled bananas*, and is intended to be taught as a survival skill as well as an everyday eating skill. Thus, it is recommended to consider training client to peel a banana whose stem has *not* been detached, as well as one whose stem has been detached to facilitate peeling. Entries are provided below for instructor to indicate whether or not banana is to be presented to client with its stem detached; the hand client is to use for detaching stem and for peeling; and the eating method client is to use (i.e. break off and eat bite-size portions of banana as it is peeled, or bring entire banana to mouth for eating).

*Banana is to be presented to client with stem detached (to facilitate peeling):*    \_\_\_\_ Yes    \_\_\_\_ No    \_\_\_\_ Client is to learn both ways  
*Hand client is to use for detaching stem and for peeling:*

*Eating method client is to use:*

**Client is presented with a whole, unpeeled banana and is asked to peel and eat the banana.**

- Client collects napkin    ■ And appropriately arranges napkin in lap (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
- Hands are clean

## PEELING BANANA

**If stem of banana is not already detached**

- Picks up and holds banana with the opposite hand that is to be used for detaching stem
- Holds banana, stem end up
- Holds banana an appropriate distance from stem for effective detaching of stem (e.g. 1-2 inches)
- Banana is positioned in hand appropriately for effective detaching of stem
- Grasps stem of banana with hand client is to use for detaching stem, as indicated above
- Direction of grasp is toward banana
- Stem grasp is appropriate for effective stem detachment (e.g. thumb flat on concave side of banana and index finger on its side on convex side of banana)    ■ Stem grasp is firm
- Snaps stem toward convex side of banana    ■ Snaps quickly and firmly    ■ Maintaining grasp on banana
- Snaps stem off completely
- Pressure exerted on banana by supporting hand is sufficient only to hold banana in place (i.e. pressure does not crush banana)    ■ Pressure exerted on banana by *stem-breaking hand* is sufficient only to break off stem (i.e. pressure does not crush banana)
- Leaves detached stem attached to peel (i.e. does not attempt to pull stem off peel)
- Banana is in the opposite hand that is to be used for peeling banana

**If stem of banana is already detached**

- Picks up and holds banana with the opposite hand that is to be used for peeling    ■ Holds banana, stem end up
- Hand holding banana for peeling is appropriate distance from top of banana (i.e. hand will not be in the way during peeling)
- Grasps banana stem for peeling, with hand indicated above (or grasps cut part of peel if stem end was removed with knife)
- Pulls the peel down banana    ■ Pulls peel an appropriate distance (e.g. few inches — amount of exposed banana is sufficient to *break off* bite-size portion or to *bite off* neatly)
- Appropriately grasps 2nd portion of peel at stem end    ■ And pulls the peel down banana    ■ To same distance as first pull
- Appropriately grasps 3rd (and final) portion of peel at stem end    ■ And pulls the peel down banana    ■ To same distance as first and second pulls

## EATING BANANA

**Eating method 1**

- Grasps bite-size portion of peeled banana    ■ Grasps appropriately (i.e. banana is right side up, grasp is appropriate)
- Applies sufficient pressure to grasp for breaking off only the portion intended
- Completely breaks off bite-size portion    ■ Without crushing portion
- Remaining part of banana stays in peel (i.e. does not fall out of peel)

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## EATING BANANA (Cont.)

- Brings broken off portion of banana to mouth
- Holds head in appropriate eating position in relation to banana portion
- Holds banana appropriately while eating the portion (e.g. right side up)
- Tongue remains inside mouth throughout eating ■ Places banana portion in mouth
- Eating method 2**
  - Brings entire banana to mouth ■ Holds head and banana in appropriate eating positions
  - Tongue remains inside mouth throughout eating
  - Places end of banana in mouth to an appropriate depth (i.e. sufficient for one bite-size portion)
  - Bites off bite-size portion (i.e. does not "cut" portion with lips)
- Elbows are positioned appropriately throughout eating (e.g. down, not on table) ■ Chews with mouth closed
- Peels entire banana ■ Eats banana
- Regarding *Eating method 2*: Appropriately **grasps last** bite-size portion that remains at base of banana ■ Appropriately removes portion from base of banana ■ Without crushing portion ■ And places portion in mouth
- If talks, talks only while mouth is empty of banana
- Uses napkin appropriately to clean, as necessary: Mouth ■ And hands
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating, appropriately disposes of: Banana peel ■ And napkin
- Client's overall management of banana, and use of table manners, would be appropriate in public (i.e. would not call attention)

## 106.1 EATING HARD BOILED EGG

This skill is designed for use with only *whole and unpeeled* hard boiled eggs, and is included as a survival skill as well as an everyday eating skill. Entries are provided below for instructor to indicate method client is to use to crack eggshell in preparation for peeling (e.g. crack at the end that has the air pocket, crack on egg's side and then roll egg to finely crack the shell all around it); the hand client is to use for peeling; and the material on or over which client is to peel egg (e.g. paper towel, plate).

*Method client is to use to crack eggshell in preparation for peeling:*

*Hand client is to use for peeling egg:*

*Material on or over which client is to peel egg:*

**Client is presented with a whole, unpeeled hard boiled egg and is asked to peel and eat the egg.**

- Client collects the material on or over which egg is to be peeled, as indicated above
- Collects napkin to clean mouth and hands while eating
- Appropriately arranges the protective material on table ■ And napkin in lap (Use skill **USE OF NAPKIN** if formal training on use of napkin is necessary)
- Hands are clean
- Cracks eggshell according to method indicated above ■ Cracks eggshell over material indicated above
- Uses appropriate pressure on egg while cracking shell (i.e. does not crush egg)
- Appropriately supports egg with the hand that is not to be used for peeling ■ Keeps egg on or over material throughout egg peeling
- Inserts end of thumbnail or other appropriate fingernail in a crack on egg, using hand for peeling indicated above
- Inserts nail between shell and egg ■ Slides nail along underside of shell causing portion of shell to lift
- Does not insert nail into egg while sliding nail
- Pressure used is outward toward shell rather than inward toward egg (i.e. does not break into actual egg)
- Removes portion of shell lifted ■ Places portion of shell removed on material on or over which egg is being peeled
- Continues sliding nail along underside of shell causing portions of shell to lift ■ And removing portions lifted ■ Until entire eggshell is removed
- Throughout peeling, pressure exerted on egg by the hand that supports is sufficient only to hold egg in place (i.e. pressure does not cause break in egg) ■ Throughout peeling, pressure exerted on egg *by the hand that peels* is sufficient only to peel egg (i.e. pressure does not cause break in egg)
- Checks egg for bits of shell remaining ■ And removes them
- Membrane between egg and shell is removed ■ Peels egg in reasonable amount of time:
- Brings end of egg to mouth ■ Holds head in appropriate eating position in relation to egg
- Tongue remains inside mouth throughout eating ■ Bites off bite-size portion of egg
- Elbows are positioned appropriately throughout eating (e.g. down, not on table) ■ Chews with mouth closed ■ Eats entire egg
- If talks, talks only while mouth is empty of food ■ Uses napkin appropriately to clean, as necessary: Mouth ■ And hands
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- When finished eating, appropriately disposes of: Eggshell ■ Protective material used ■ And napkin
- Client's overall management of hard boiled egg, and use of table manners, would be appropriate in public (i.e. would not call attention)

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## 107.1 POURING BEVERAGES

The purpose of this skill is for client to learn how to pour beverages appropriately regardless of the specific type of beverage storage container used, the beverage itself, or the receiving container into which beverage is poured. Client is presented with a filled beverage storage container (e.g. pitcher of water, large can of juice), a receiving container (e.g. glass, pitcher), and is asked to fill the receiving container. In order to insure client is learning to generalize the skill of pouring beverages, it is suggested to use, from one training session to the next, a variety of *beverage storage containers* (e.g. with handles vs. without handles; large and relatively heavy vs. small and relatively light; different flow-control characteristics: pitchers, decanters, cartons, bottles, cans, coffeepot, teakettle). It is also suggested to use a variety of *receiving containers* (e.g. tall and narrow-mouthed glasses vs. short and wide-mouthed glasses; glasses vs. pitchers vs. cups; cups with straight sides vs. cups with tapered sides), and to consider including use of ice. Finally, it is suggested to determine whether client is to prepare beverage storage container for pouring (e.g. open can, adjust lid of pitcher to open position), and which hand (if not both hands) client is to use to support beverage storage container while pouring. Entries are provided below for instructor to indicate this information.

Client is to prepare beverage storage container for pouring: \_\_\_\_ Yes \_\_\_\_ No

Hand(s) client is to use to support beverage storage container while pouring: \_\_\_\_ Right hand \_\_\_\_ Left hand \_\_\_\_ Both hands

## PREPARING BEVERAGE STORAGE CONTAINER FOR POURING

## Bottle or can storage container

- Client does not shake carbonated beverage bottle or can before opening
- Shakes *non-carbonated* beverage before opening, if indicated on bottle or can (e.g. fruit or vegetable juice)
- Removes *bottle cap with bottle opener* (See HOME ENVIRONMENT SKILLS PROGRAM, Section II, for formal training on use of bottle opener)
- Removes *bottle cap or lid by hand*: Twist-type cap    ■ Lift-off cap    ■ Screw-type lid
- Opens *punch-type can* appropriately for pouring (See HOME ENVIRONMENT SKILLS PROGRAM, Section II, for formal training on use of punch-type opener)
- Opens *non punch-type can* appropriately for pouring (e.g. lift-and-pull-tab type, remove-sealer-tape type)
- Beverage remains completely in bottle or can during opening (e.g. client does not knock bottle or can over)

## Pitcher, decanter, or other similar storage container

## Lid or other protective cover needs to be removed

- Removes lid or other cover
- Sets down lid or cover on appropriate surface (e.g. water resistant)

## Lid or spout cover needs to be flipped back

- Flips back lid or spout cover to pouring position
- Maintains lid or spout cover flipped back throughout pouring (e.g. by holding thumb-lever in open position)

## Lid needs to be raised

- Raises lid (e.g. by use of suction-release mechanism, by partially unscrewing lid)    ■ To an appropriate pouring position

## Lid needs to be rotated

- Rotates lid: To unobstructed pouring position    ■ To *filtered* pouring position (e.g. to stop ice from exiting with beverage)

## Paper spout needs to be lifted out

- Lifts out paper spout to pouring position    ■ Completely    ■ And without damaging spout
- Beverage remains completely in pitcher, decanter, or other similar storage container while preparing it for pouring (e.g. container is not knocked over)

## If beverage in pitcher, decanter, or other similar storage container needs mixing

- Mixes beverage    ■ Before pouring
- Pitcher or other similar storage container is in correct state for mixing (e.g. lid on or off, lid in closed position, spout closed)
- Mixes beverage thoroughly    ■ And appropriately (e.g. shakes appropriately, stirs with appropriate utensil)
- Beverage remains completely in pitcher, decanter, or other similar storage container while being mixed

## POURING BEVERAGE

- Grasps beverage storage container with hand(s) indicated above
- Grasps storage container appropriately for lifting (e.g. securely by handle; fingers securely around container; flip-back lid secured)
- Spout, or hole punched in can, is centered frontward in relation to client's grasp (i.e. is in ready position for pouring when lifted)
- Lifts storage container without spilling contents
- Pressure of grasp is sufficient to *maintain* grasp (i.e. does not drop or risk dropping container while holding it)
- If only one hand is being used to pour, effectively supports the receiving container with other hand

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## POURING BEVERAGES (Cont.)

- Brings storage container to receiving container
- Spout of storage container (or rim of container if no spout) is of appropriate *height proximity* to receiving container
- If storage container has a spout and surrounding open rim, uses only spout to pour
- If storage container is a can with hole punched in top, aligns hole appropriately for pouring into receiving container
- Pours beverage into receiving container ■ Receiving container remains upright throughout pouring (i.e. does not fall)
- Aim of beverage into receiving container is exact (i.e. beverage enters receiving container only)
- Pours beverage into receiving container with appropriate force (e.g. beverage does not splash out of receiving container)
- Removeable lid of coffeepot, teapot, or other similar container is securely closed while pouring
- Maintains spout frontward throughout pouring (e.g. does not turn spout sideways)
- Fills receiving container with appropriate amount of beverage
- Slows flow of beverage: As necessary ■ By increasing verticality of storage container sufficiently ■ While exit area of storage container is still over receiving container
- Stops flow of beverage as soon as receiving container is appropriately filled, or sooner if necessary ■ Stops flow of beverage by increasing verticality of storage container to a sufficient degree ■ And with sufficient speed ■ And while exit area of storage container is still over receiving container
- Effectively manages ice in storage container (e.g. ice cubes do not splash into receiving container, crushed ice suddenly released does not gush out)
- Beverage dripped (e.g. on table, floor, container) is wiped up
- Sets down storage container when finished pouring ■ Sets down storage container on appropriate surface only (e.g. flat, water resistant, heat resistant) ■ Sets down storage container upright (i.e. container does not fall) ■ And without spilling any of beverage in the process ■ Sets down storage container quietly ■ And gently (i.e. does not damage or risk damaging container or supporting surface)
- Pours beverage in reasonable amount of time
- If useable amount of beverage remains in storage container when finished: Closes storage container ■ Securely
- Client's overall management of pouring would be appropriate in public (i.e. would not call attention)

## 108.1 EATING SKILLS AND TABLE MANNERS SYNTHESIS: Complete Meal

This skill is intended for use as a synthesis of eating skills and table manners applied to meals other than sack lunch (e.g. hot lunch at habilitation facility, supper at client's home). See next skill for training on eating skills and table manners synthesis related to sack lunch. Many of the tasks below appear as *formally analyzed skills* in the preceding pages (e.g. use of knife and fork to cut meat, use of soup spoon). Because of this, the tasks are included here primarily in the interest of a complete synthesis, and are intended to be dealt with here only if the training they require is minimal. These tasks are identified within the skill by the parenthetical references that accompany them and indicate their formal skill titles as they appear in the preceding pages. Finally, in order to have occasion to train all the tasks selected in the present skill, it may be necessary for instructor to participate in the planning of certain meals client will eat, or to train only during those meals that accommodate the tasks on which training is needed.

- Client's hands are clean for eating
- Assures presence of napkin (e.g. if napkin not present, asks for or goes and obtains one on own initiative) ■ Uses napkin effectively ■ Appropriately ■ And whenever necessary (Use skill **USE OF NAPKIN** if formal training is necessary)
- Sits with chair and body appropriately positioned to table
- Assures eating dish(es) is (are) of appropriate proximity to edge of table

## PASSING FOOD WHEN REQUESTED

- Appropriately acknowledges person's request
  - If food requested is within appropriate reach
    - Reaches for food (i.e. does not ask another person to pass it)
    - Reaches effectively (e.g. without displacing objects on table) ■ And appropriately (e.g. excuses self if gets in another person's way)
    - Picks up requested container of food and holds it securely
  - If food requested is *not* within appropriate reach
    - Asks to have the food passed (i.e. does not attempt to reach food) ■ Asks appropriate person to pass food to client ■ Asks appropriately ■ And appropriately thanks person when food is passed
    - Takes container of food and holds it securely
- Passes food to person who requested it ■ And appropriately acknowledges person's thanks
- Releases grasp on food container only after person has secure hold on it

## BASIC ADAPTIVE SKILLS

### V. EATING SKILLS AND TABLE MANNERS

#### EATING SKILLS AND TABLE MANNERS SYNTHESIS: Complete Meal (Cont.)

##### Throughout passing food requested

- Maintains grasp on food container (i.e. container does not fall)
- Holds container level (i.e. food or serving utensil does not fall from container)
- Maintains handle of serving utensil in container *clean* (i.e. handle does not fall into food)
- Fingers remain away from food (i.e. does not get fingers in food)
- Maintains food container at appropriate height (i.e. high enough only to stay clear of objects on table)
- Objects on table remain in place (i.e. does not knock objects over or unintentionally displace them)

##### REQUESTING FOOD TO BE PASSED FOR SERVING

- Requests to have food passed *only when necessary* (i.e. when food is not within appropriate reach)
- Requests to have food passed *always when necessary* (i.e. does not attempt to reach food that is not within appropriate reach)
- Requests of appropriate person    ■ And appropriately (e.g. includes "please" in request, identifies food requested)
- Thanks person appropriately    ■ At appropriate time
- Takes container of food passed and holds it securely for serving
- If container of food has two serving utensils, sets container on table for serving
- If sets container of food on table for serving: Sets container down at appropriate place on table    ■ And assures container is positioned appropriately (e.g. not overlapping another dish)

##### Throughout managing passed food

- Maintains grasp on food container (i.e. container does not fall)
- Holds container level (i.e. food or serving utensil does not fall from container)
- Maintains handle of serving utensil in container *clean* (i.e. handle does not fall into food)
- Fingers remain away from food (i.e. does not get fingers in food)
- Maintains food container at appropriate height (i.e. high enough only to stay clear of objects on table)
- Objects on table remain in place (i.e. does not knock objects over or otherwise displace them)

##### SERVING FOOD: *From Serving Dishes*

- Holds serving utensil(s) appropriately for serving (e.g. right side up)
- If two serving utensils are present (e.g. salad fork and spoon), uses both utensils
- Collects a portion of food with utensil(s)    ■ Portion of food collected is reasonable (i.e. not too much or too little)
- Food collected is secure on utensil (or between utensils)
- Brings collected food from serving dish to eating dish    ■ Without spilling
- Places food in appropriate place on dish (e.g. salad next to meat rather than on it)
- If obtains another portion from serving dish, does so only if appropriate (e.g. sufficient food remains for others, client does not appear gluttonous)
- Returns serving utensil(s) to serving dish when finished serving self
- Serving utensil(s) rests appropriately in serving dish (e.g. handles rest against edge of dish conveniently for next person's use)
- If serving dish is held while serving, sets dish at appropriate place on table when finished
- Appropriately positions dish set down (e.g. not overlapping another dish)

##### Throughout serving food from serving dish

- Maintains grasp on serving dish if held (i.e. dish does not fall)
- Holds dish level if held (i.e. food or serving utensil does not fall from dish)
- Maintains *handle(s)* of serving utensil(s) clean (i.e. handle does not fall into food or is not inserted too deeply into food)
- Maintains *food-gathering part* of serving utensil(s) clean (i.e. does not get other food from eating dish on serving utensil)
- Fingers remain away from food (i.e. does not get fingers in food)
- Objects on table remain in place (i.e. does not knock over objects or unintentionally displace them)

##### SERVING FOOD: *From Pour, Squeeze, And Pump Containers*

###### If container has cap or other protective top to remove for use

- Removes cap or top    ■ Appropriately
- Sets down cap or top, or holds it, appropriately (e.g. finger does not go inside cap, sets cap upside down on table)

###### If container has release-mechanism to adjust for use (e.g. pump container, container with rotating top)

- Adjusts mechanism for use    ■ Adjusts mechanism appropriately
- Top that is only for filling purposes remains in place (e.g. client does not remove top on salt shaker or squeeze bottle)
- Holds container appropriately for use (e.g. upside down)
- Pours or otherwise causes exit of contents    ■ Appropriately    ■ And without spilling
- Container does not touch food (e.g. tip of squeeze bottle)
- Contents are reasonably placed (e.g. bottled salad dressing on salad rather than on steak)

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## EATING SKILLS AND TABLE MANNERS SYNTHESIS: Complete Meal (Cont.)

- Amount of contents used is reasonable (e.g. not too much, sufficient contents remain for others, client does not appear gluttonous to others)
- When finished using container: Replaces cap or other protective top if removed ■ Sets container at appropriate place on table ■ Container is right side up ■ And rests flat on table (i.e. bottom rests on table only)

## EATING

- Manages food that does not require use of eating utensils (e.g. hamburger, pizza): Effectively ■ And appropriately
- Selects correct eating utensil for each food
- When *scooping with teaspoon*: Scoops effectively ■ And appropriately (Use skill **USE OF TEASPOON: Scooping Food** if formal training is necessary)
- When *cutting with teaspoon*: Cuts effectively ■ And appropriately (Use skill **USE OF TEASPOON: Cutting Food** if formal training is necessary)
- When *scooping with fork*: Scoops effectively ■ And appropriately (Use skill **USE OF FORK: Scooping Food** if formal training is necessary)
- When *spearing with fork*: Spears effectively ■ And appropriately (Use skill **USE OF FORK: Spearing Food** if formal training is necessary)
- When *cutting with fork*: Cuts effectively ■ And appropriately (Use skill **USE OF FORK: Cutting Food** if formal training is necessary)
- When *spreading with knife*: Spreads effectively ■ And appropriately (Use skill **USE OF KNIFE: Spreading** if formal training is necessary)
- When *cutting vegetables and other non-meat food with knife and fork*: Cuts effectively ■ And appropriately (Use skill **USE OF KNIFE AND FORK: Cutting Vegetables And Other Non-Meat Food** if formal training is necessary)
- When *cutting meat with knife and fork*: Cuts effectively ■ And appropriately (Use skill **USE OF KNIFE AND FORK: Cutting Meat** if formal training is necessary)
- When *using soup spoon*: Uses soup spoon effectively ■ And appropriately (Use skill **USE OF SOUP SPOON** if formal training is necessary)
- When *drinking from glasses*: Drinks effectively ■ And appropriately (Use skill **DRINKING BEVERAGES: From Glasses** if formal training is necessary)
- When *drinking from cups with handle*: Drinks effectively ■ And appropriately (Use skill **DRINKING BEVERAGES: From Cups With Handle** if formal training is necessary)
- When *drinking from bottles*: Drinks effectively ■ And appropriately (Use skill **DRINKING BEVERAGES: From Bottles** if formal training is necessary)
- When *drinking from cans*: Drinks effectively ■ And appropriately (Use skill **DRINKING BEVERAGES: From Cans** if formal training is necessary)
- When *drinking through straws*: Drinks effectively ■ And appropriately (Use skill **DRINKING BEVERAGES: Through Straws** if formal training is necessary)
- When *pouring beverages*: Pours effectively ■ And appropriately (Use skill **POURING BEVERAGES** if formal training is necessary)
- Fingers touch food only when appropriate (e.g. while eating bread or finger food; not to help food onto eating utensil)
- Holds head in appropriate eating position: In relation to plate on table ■ And in relation to food brought to mouth
- Food that falls falls only on plate (e.g. not on table or client's lap) ■ Elbows are positioned appropriately throughout eating (e.g. down, at sides, not on table) ■ Tongue remains inside mouth throughout eating ■ Chews with mouth closed
- If talks, talks only while mouth is empty of food and beverage
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)
- Client's overall use of *eating skills* would be appropriate in public (i.e. would not call attention)
- Client's overall use of *table manners* would be appropriate in public (i.e. would not call attention)

## 110.1 EATING SKILLS AND TABLE MANNERS SYNTHESIS: Sack Lunch

This skill is intended for use as a synthesis of eating skills and table manners applied to sack or box lunches. See previous skill for training on eating skills and table manners synthesis related to all other meals. Many of the tasks below appear as *formally analyzed skills* in the preceding pages (e.g. use of napkin, eating orange). Because of this, the tasks are included here primarily in the interest of a complete synthesis, and are intended to be dealt with here only if the training they require is minimal. These tasks are identified within the skill by the parenthetical references that accompany them and indicate their formal skill titles as they appear in the preceding pages. Finally, in order to have occasion to train all the tasks selected in the present skill, it may be necessary for instructor to participate in the planning of certain sack or box lunches client will eat, or to train only during those lunches that accommodate the tasks on which training is needed.



## BASIC ADAPTIVE SKILLS

### V. EATING SKILLS AND TABLE MANNERS

#### EATING SKILLS AND TABLE MANNERS SYNTHESIS: Sack Lunch (Cont.)

- Client independently obtains lunch from designated storage area (e.g. locker) ■ And takes lunch to unoccupied place at table in eating area (e.g. cafeteria)
- Client's hands are clean for eating
- Lunch storage container is in appropriate place for opening (e.g. on table; out of others' way)

#### OPENING LUNCH STORAGE CONTAINER

##### If lunch is in paper bag

- Unfolds bag closure completely ■ And appropriately (e.g. does not tear bag)

##### If lunch is in locked metal box: type 1

- Flips back release-lever(s) ■ Until release-lever(s) are in open position
- Grasps handle on lid of box ■ And opens lid ■ Completely

##### If lunch is in locked metal box: type 2

- Grasps handle on lid of box with one hand ■ And spring-release lever with other hand
- Slides spring-release to open position ■ Then lifts lid open with other hand ■ Before releasing grasp on spring-release
- Opens lid completely

##### If lunch is in zipped bag

- Unzips top of bag completely ■ And carefully (i.e. does not damage or risk damaging zipper)
- Flips open lid of bag completely

#### USE OF NAPKIN

- Removes napkin from lunch storage container, to use on hands and mouth while eating
- If napkin is not present in lunch storage container, goes and obtains one on own initiative
- Uses napkin effectively ■ Appropriately ■ And whenever necessary (Use skill **USE OF NAPKIN** if formal training is necessary)

#### USE OF THERMOS BOTTLE

- Lifts or otherwise releases thermos bottle restrainer in lunch storage container so thermos can be removed
- Releases restrainer gently (i.e. does not damage or risk damaging it) ■ And holds restrainer open while removing thermos, if holding restrainer open is necessary
- Removes thermos bottle from lunch storage container ■ Without dropping thermos or otherwise risking damage to it
- Does not shake thermos bottle ■ Places thermos upright on table
- Grasps body of thermos firmly with one hand ■ And grasps cup-top firmly with other hand
- Unscrews cup-top appropriately ■ And completely ■ And places cup-top on table right side up
- Grasps body of thermos firmly with one hand ■ And grasps thermos stopper firmly with other hand
- Unscrews stopper appropriately (unsnaps if snap-type) ■ And completely ■ Without spilling contents
- Holds stopper while pouring ■ Or places stopper on table ■ Upside down
- Pours from thermos into cup-top: Effectively ■ And appropriately (Use skill **POURING BEVERAGES** if formal training is necessary)
- Replaces thermos stopper

#### MISCELLANEOUS 1

- Removes food from lunch storage container (e.g. all food or what will eat first)
- Lunch storage container is appropriately placed throughout eating (e.g. not in others' way)
- Eating space taken up by client at table is appropriate (i.e. is within appropriate limits)
- Client adjusts (i.e. restricts) eating space as necessary to accommodate others ■ Adjusts eating space without cue
- Sits with chair and body appropriately positioned to table ■ Selects foods to eat in reasonably appropriate sequence (e.g. sandwich before dessert; soft drink *with* meal rather than before all eating)

#### BOTTLED AND CANNED BEVERAGES

##### Opening beverages

- Does not shake carbonated beverage bottle or can before opening
- Shakes *non-carbonated* beverage before opening, if indicated on bottle or can (e.g. fruit or vegetable juice)
- Removes *bottle cap with bottle opener* (See **HOME ENVIRONMENT SKILLS PROGRAM, Section II**, if formal training is necessary)
- Removes *bottle cap or lid by hand*: Twist-type cap ■ Lift-off cap ■ Screw-type lid
- Opens *punch-type can* appropriately for drinking (See **HOME ENVIRONMENT SKILLS PROGRAM, Section II**, if formal training is necessary)
- Opens *non punch-type can* appropriately for drinking (e.g. lift-and-pull-tab type, remove-sealer-tape type)
- Beverage remains completely in bottle or can during opening (e.g. client does not knock bottle or can over)

## BASIC ADAPTIVE SKILLS

## V. EATING SKILLS AND TABLE MANNERS

## EATING SKILLS AND TABLE MANNERS SYNTHESIS: Sack Lunch (Cont.)

**Pouring beverages**

- When *pouring bottled or canned beverages*: Pours effectively ■ And appropriately (Use skill **POURING BEVERAGES** if formal training is necessary)

**Drinking beverages**

- When *drinking from glasses*: Drinks effectively ■ And appropriately (Use skill **DRINKING BEVERAGES: From Glasses** if formal training is necessary)
- When *drinking from cups with handle*: Drinks effectively ■ And appropriately (Use skill **DRINKING BEVERAGES: From Cups With Handle** if formal training is necessary)
- When *drinking from bottles*: Drinks effectively ■ And appropriately (Use skill **DRINKING BEVERAGES: From Bottles** if formal training is necessary)
- When *drinking from cans*: Drinks effectively ■ And appropriately (Use skill **DRINKING BEVERAGES: From Cans** if formal training is necessary)
- When *drinking through straws*: Drinks effectively ■ And appropriately (Use skill **DRINKING BEVERAGES: Through Straws** if formal training is necessary)

**PREPARING FOOD FOR EATING****Foods home-wrapped in bags**

- Unwraps foods home-wrapped in bags (e.g. sandwich bags): Effectively ■ And appropriately
- Removes home-wrapped foods from bags: Effectively ■ And appropriately

**Foods home-wrapped in plastic wrap**

- Unwraps foods home-wrapped in plastic wrap: Effectively ■ And appropriately

**Foods home-wrapped in waxed paper**

- Unwraps foods home-wrapped in waxed paper: Effectively ■ And appropriately

**Foods home-wrapped in tin foil**

- Unwraps foods home-wrapped in tin foil: Effectively ■ And appropriately

**Home-sealed containers**

- Opens home-sealed containers (e.g. snap-on tops): Effectively ■ And appropriately (See **HOME ENVIRONMENT SKILLS PROGRAM, Section II**, if formal training is necessary)
- Removes food to be eaten with hands (e.g. sandwich) from home-sealed containers: Effectively ■ And appropriately

**Commercially sealed containers and packages**

- Opens commercially sealed containers and packages: Effectively ■ And appropriately (See **HOME ENVIRONMENT SKILLS PROGRAM, Section II**, if formal training is necessary)
- Removes food to be eaten with hands (e.g. potato chips, cupcakes) from commercially sealed containers and packages: Effectively ■ And appropriately

**FOODS EATEN WITH HANDS**

- Eats foods to be eaten with hands (i.e. foods that do not require eating utensils): Effectively ■ And appropriately
- Eats orange: Effectively ■ And appropriately (Use skill **EATING ORANGE** if formal training is necessary)
- Eats banana: Effectively ■ And appropriately (Use skill **EATING BANANA** if formal training is necessary)
- Eats hard boiled egg: Effectively ■ And appropriately (Use skill **EATING HARD BOILED EGG** if formal training is necessary)

**USE OF EATING UTENSILS**

- Selects correct eating utensil for each food to be eaten with utensil
- When *scooping with teaspoon*: Scoops effectively ■ And appropriately (Use skill **USE OF TEASPOON: Scooping Food** if formal training is necessary)
- When *cutting with teaspoon*: Cuts effectively ■ And appropriately (Use skill **USE OF TEASPOON: Cutting Food** if formal training is necessary)
- When *scooping with fork*: Scoops effectively ■ And appropriately (Use skill **USE OF FORK: Scooping Food** if formal training is necessary)
- When *spearing with fork*: Spears effectively ■ And appropriately (Use skill **USE OF FORK: Spearing Food** if formal training is necessary)
- When *cutting with fork*: Cuts effectively ■ And appropriately (Use skill **USE OF FORK: Cutting Food** if formal training is necessary)
- When *spreading with knife*: Spreads effectively ■ And appropriately (Use skill **USE OF KNIFE: Spreading** if formal training is necessary)
- When *using soup spoon*: Uses soup spoon effectively ■ And appropriately (Use skill **USE OF SOUP SPOON** if formal training is necessary)

## BASIC ADAPTIVE SKILLS

### V. EATING SKILLS AND TABLE MANNERS

#### EATING SKILLS AND TABLE MANNERS SYNTHESIS: Sack Lunch (Cont.)

##### MISCELLANEOUS 2

- Assures food is of appropriate proximity to edge of table
- Fingers touch food only when appropriate (e.g. while eating sandwich and other finger food; not to help food onto utensil)
- Holds head in appropriate eating position: In relation to container(s) on table ■ And in relation to food brought to mouth
- Rests food on protective surface only (i.e. does not rest exposed food directly on bare table) ■ Protective surface is clean
- Food that falls falls only in food container or on protective surface (e.g. spread-out wrapping; not on table or client's lap)
- Elbows are positioned appropriately throughout eating (e.g. down, at sides, not on table)
- Tongue remains inside mouth throughout eating ■ Chews with mouth closed
- If talks, talks only while mouth is empty of food and beverage
- General body posture is appropriate throughout eating (e.g. feet on floor or legs crossed appropriately, torso reasonably erect)

##### WHEN FINISHED EATING

- Closes all containers: Effectively ■ And appropriately
- Effectively and appropriately: Fastens stopper on thermos ■ Fastens cup-top on thermos ■ And returns thermos to lunch storage container
- Returns re-useable food containers to lunch storage container
- Closes, and locks or zips, lunch storage container: Effectively ■ And appropriately
- Appropriately folds paper lunch bag if re-useable
- Appropriately disposes of all wrappings and other throw-aways in garbage
- Eating area is reasonably as clean as found ■ Chair is appropriately positioned to table (after client has left the table)
- Returns lunch storage container to designated storage area (e.g. locker)
- Eats lunch in reasonable amount of time (e.g. before end of lunch period at habilitation facility)
- Client's overall use of *eating skills* is appropriate (i.e. does not call attention)
- Client's overall use of *table manners* is appropriate (i.e. does not call attention)

Notes: