

HOME ENVIRONMENT SKILLS

V. KITCHEN EQUIPMENT SKILLS

169.1 COOKING UTENSILS RECOGNITION

Client is shown the utensils selected for training, and asked for each: "What is this?"

- | | | | |
|---|---------------------|--------------------|-------------------|
| ■ Liquid measuring cup | ■ Peeler | ■ Cooking fork | ■ Pot holder |
| ■ Dry measuring cup | ■ Hand can opener | ■ Potato masher | ■ Oven mit |
| ■ Measuring spoons | ■ Bottle opener | ■ Mixing spoon | ■ Mixing bowls |
| ■ Paring knife | ■ Punch-type opener | ■ Cheese slicer | ■ Ice cream scoop |
| ■ Cutting knives (small, medium, large) | ■ Egg beater | ■ Grater | ■ Strainer |
| ■ Rubber spatula | ■ Rolling pin | ■ Ladle | ■ Colander |
| ■ Pancake turner | ■ Pastry blender | ■ Grapefruit knife | ■ Cutting board |
| | ■ Flour sifter | ■ Hand timer | ■ Whisk |

Client is shown several items including the utensils selected for training, and asked for each: "Point to _____."

- | | | | |
|---|---------------------|--------------------|-------------------|
| ■ Liquid measuring cup | ■ Peeler | ■ Cooking fork | ■ Pot holder |
| ■ Dry measuring cup | ■ Hand can opener | ■ Potato masher | ■ Oven mit |
| ■ Measuring spoons | ■ Bottle opener | ■ Mixing spoon | ■ Mixing bowls |
| ■ Paring knife | ■ Punch-type opener | ■ Cheese slicer | ■ Ice cream scoop |
| ■ Cutting knives (small, medium, large) | ■ Egg beater | ■ Grater | ■ Strainer |
| ■ Rubber spatula | ■ Rolling pin | ■ Ladle | ■ Colander |
| ■ Pancake turner | ■ Pastry blender | ■ Grapefruit knife | ■ Cutting board |
| | ■ Flour sifter | ■ Hand timer | ■ Whisk |

Client reasonably explains purpose of each utensil selected for training.

- | | | | |
|---|---------------------|--------------------|-------------------|
| ■ Liquid measuring cup | ■ Peeler | ■ Cooking fork | ■ Pot holder |
| ■ Dry measuring cup | ■ Hand can opener | ■ Potato masher | ■ Oven mit |
| ■ Measuring spoons | ■ Bottle opener | ■ Mixing spoon | ■ Mixing bowls |
| ■ Paring knife | ■ Punch-type opener | ■ Cheese slicer | ■ Ice cream scoop |
| ■ Cutting knives (small, medium, large) | ■ Egg beater | ■ Grater | ■ Strainer |
| ■ Rubber spatula | ■ Rolling pin | ■ Ladle | ■ Colander |
| ■ Pancake turner | ■ Pastry blender | ■ Grapefruit knife | ■ Cutting board |
| | ■ Flour sifter | ■ Hand timer | ■ Whisk |

169.2 POTS AND PANS RECOGNITION

Client is shown the items selected for training, and asked for each: "What is this?"

- | | | | |
|--------------|------------------|---------------------|---------------------|
| ■ Skillet | ■ Broiling pan | ■ Sheet cake pan | ■ Muffin pan |
| ■ Sauce pan | ■ Casserole dish | ■ Glass baking dish | ■ Pie pan |
| ■ Griddle | ■ Cookie sheet | ■ Teakettle | ■ Vegetable steamer |
| ■ Dutch oven | ■ Layer cake pan | | |

Client is shown several items including the items selected for training, and asked for each: "Point to _____."

- | | | | |
|--------------|------------------|---------------------|---------------------|
| ■ Skillet | ■ Broiling pan | ■ Sheet cake pan | ■ Muffin pan |
| ■ Sauce pan | ■ Casserole dish | ■ Glass baking dish | ■ Pie pan |
| ■ Griddle | ■ Cookie sheet | ■ Teakettle | ■ Vegetable steamer |
| ■ Dutch oven | ■ Layer cake pan | | |

Client reasonably explains purpose of each item selected for training.

- | | | | |
|--------------|------------------|---------------------|---------------------|
| ■ Skillet | ■ Broiling pan | ■ Sheet cake pan | ■ Muffin pan |
| ■ Sauce pan | ■ Casserole dish | ■ Glass baking dish | ■ Pie pan |
| ■ Griddle | ■ Cookie sheet | ■ Teakettle | ■ Vegetable steamer |
| ■ Dutch oven | ■ Layer cake pan | | |

169.3 ELECTRIC APPLIANCES RECOGNITION

Client is shown the appliances selected for training, and asked for each: "What is this?"

- | | | | |
|-------------------------------------|-------------------------|--------------------|------------------|
| ■ Stove top | ■ Dishwasher | ■ Electric fry pan | ■ Slow cooker |
| ■ Refrigerator | ■ Toaster | ■ Popcorn popper | ■ Blender |
| ■ Freezer (section of refrigerator) | ■ Electric can opener | ■ Oven | ■ Waffle iron |
| ■ Freezer | ■ Electric mixer | ■ Toaster oven | ■ Deep fryer |
| ■ Garbage disposal | ■ Electric coffee maker | ■ Microwave oven | ■ Food processor |

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ELECTRIC APPLIANCES RECOGNITION (Cont.)

Client is shown several items including the appliances selected for training, and asked for each: "Point to _____."

- | | | | |
|-------------------------------------|-------------------------|--------------------|------------------|
| ■ Stove top | ■ Dishwasher | ■ Electric fry pan | ■ Slow cooker |
| ■ Refrigerator | ■ Toaster | ■ Popcorn popper | ■ Blender |
| ■ Freezer (section of refrigerator) | ■ Electric can opener | ■ Oven | ■ Waffle iron |
| ■ Freezer | ■ Electric mixer | ■ Toaster oven | ■ Deep fryer |
| ■ Garbage disposal | ■ Electric coffee maker | ■ Microwave oven | ■ Food processor |

Client reasonably explains purpose of each appliance selected for training.

- | | | | |
|-------------------------------------|-------------------------|--------------------|------------------|
| ■ Stove top | ■ Dishwasher | ■ Electric fry pan | ■ Slow cooker |
| ■ Refrigerator | ■ Toaster | ■ Popcorn popper | ■ Blender |
| ■ Freezer (section of refrigerator) | ■ Electric can opener | ■ Oven | ■ Waffle iron |
| ■ Freezer | ■ Electric mixer | ■ Toaster oven | ■ Deep fryer |
| ■ Garbage disposal | ■ Electric coffee maker | ■ Microwave oven | ■ Food processor |

170.1 MISCELLANEOUS KITCHEN EQUIPMENT RECOGNITION

Client is shown the items selected for training, and asked for each: "What is this?"

- | | | | |
|----------------|------------------|---------------------|-------------------------|
| ■ Paper cup | ■ Aluminum foil | ■ Furniture polish | ■ Disinfectant |
| ■ Paper plate | ■ Paper towel | ■ Drain opener | ■ Dishwashing detergent |
| ■ Paper napkin | ■ Sandwich bag | ■ Scouring pad | ■ Dishwasher detergent |
| ■ Plastic wrap | ■ Garbage bag | ■ Scouring cleanser | ■ All-purpose cleaner |
| ■ Waxed paper | ■ Window cleaner | | |

Client is shown several items including the items selected for training, and asked for each: "Point to _____."

- | | | | |
|----------------|------------------|---------------------|-------------------------|
| ■ Paper cup | ■ Aluminum foil | ■ Furniture polish | ■ Disinfectant |
| ■ Paper plate | ■ Paper towel | ■ Drain opener | ■ Dishwashing detergent |
| ■ Paper napkin | ■ Sandwich bag | ■ Scouring pad | ■ Dishwasher detergent |
| ■ Plastic wrap | ■ Garbage bag | ■ Scouring cleanser | ■ All-purpose cleaner |
| ■ Waxed paper | ■ Window cleaner | | |

Client reasonably explains purpose of each item selected for training.

- | | | | |
|----------------|------------------|---------------------|-------------------------|
| ■ Paper cup | ■ Aluminum foil | ■ Furniture polish | ■ Disinfectant |
| ■ Paper plate | ■ Paper towel | ■ Drain opener | ■ Dishwashing detergent |
| ■ Paper napkin | ■ Sandwich bag | ■ Scouring pad | ■ Dishwasher detergent |
| ■ Plastic wrap | ■ Garbage bag | ■ Scouring cleanser | ■ All-purpose cleaner |
| ■ Waxed paper | ■ Window cleaner | | |

170.2 USE OF STOVE TOP: Reading Temperatures

It is recommended training on this skill be limited either to using the stove top in client's home environment (preferable), or to using the same type of stove top at the habilitation facility — particularly as relates to how the temperature control devices read and operate. Depending on how temperature readings appear on the burner controls, instructor may need to include additional tasks.

Client is shown on a burner control the temperature readings selected for training, and asked for each: "What does this say?" In the case of numbers, it is suggested instructor ask instead what temperature each number represents.

- OFF
- WARM ■ WM
- SIMMER ■ SIM
- LOW ■ LO
- MEDIUM ■ MED
- MEDIUM HIGH ■ MED HI
- HIGH ■ HI
- 1 ■ 2 ■ 3 ■ 4 ■ 5

Instructor states, in random order, the temperature readings selected for training and asks client to point to each temperature on a burner control. It is suggested temperatures appearing as numbers (e.g. 1) be stated as actual temperatures (e.g. high).

- OFF ■ WARM ■ SIMMER ■ LOW ■ MEDIUM ■ MEDIUM HIGH ■ HIGH

Instructor states three pairs of temperatures and asks client which temperature in each pair is hotter. It is suggested to vary the combination of temperatures used each training session.

- Client correctly indicates the hotter temperature in each of the three pairs of temperatures

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171.1 USE OF STOVE TOP: Turning On Burner To Specified Temperature

*Client must be given 100% supervision, and instructor must be prepared to intervene.
It is recommended this skill be trained in conjunction with KITCHEN SAFETY skills 136.1 and 136.2.*

It is recommended training on this skill be limited either to using the stove top in client's home environment (preferable), or to using the same type of stove top at the habilitation facility — particularly as relates to how the temperature control devices read and operate. Instructor states the temperatures selected for training and asks client to turn on any burner to each temperature stated. While client may use more than one burner, only *one* burner at a time may be on, and client must turn off each burner immediately after use and without cue. In addition, client must follow safety precautions including body posture and position, appropriate clothing, and assuring flammable materials are not on or around stove top.

- Client turns on burner to: Warm ■ Simmer ■ Low ■ Medium low ■ Medium ■ Medium high ■ High
- Only one burner at a time is on
- Turns off each burner immediately after use ■ And without cue
- Follows safety precautions without cue (e.g. does not burn self; instructor does not need to intervene due to risk of client burning self)

171.2 USE OF STOVE TOP: Matching Burner Controls And Burners

It is recommended training on this skill be limited either to using the stove top in client's home environment (preferable), or to using the same type of stove top at the habilitation facility — particularly as relates to organization of burners and burner controls. Instructor points to the burners selected for training, and asks for each: "Point to the control for this burner."

- Client locates the *control* for: Left front burner ■ Left rear burner ■ Right front burner ■ Right rear burner
- Instructor points to the burner controls selected for training, and asks for each: "Point to the burner this control operates."
- Client locates the *burner* for: Left front control ■ Left rear control ■ Right front control ■ Right rear control

171.3 USE OF STOVE TOP: Synthesis

*Client must be given 100% supervision, and instructor must be prepared to intervene.
It is recommended this skill be trained in conjunction with KITCHEN SAFETY skills 136.1 and 136.2.*

It is recommended training on this skill be limited either to using the stove top in client's home environment (preferable), or to using the same type of stove top at the habilitation facility.

Instructor points to the *burners* selected for training and asks client, for each burner individually, to turn the burner on to each *temperature* selected for training. It is suggested instructor state the temperatures in random order. Client may turn on only *one* burner at a time, and must turn off each burner immediately after use and without cue. In addition, client must follow safety precautions without cue including body posture and position, appropriate clothing, and assuring flammable materials are not on or around stove top.

Left front burner

- Client turns on left front burner to: Warm ■ Simmer ■ Low ■ Medium low ■ Medium ■ Medium high ■ High

Left rear burner

- Client turns on left rear burner to: Warm ■ Simmer ■ Low ■ Medium low ■ Medium ■ Medium high ■ High

Right front burner

- Client turns on right front burner to: Warm ■ Simmer ■ Low ■ Medium low ■ Medium ■ Medium high ■ High

Right rear burner

- Client turns on right rear burner to: Warm ■ Simmer ■ Low ■ Medium low ■ Medium ■ Medium high ■ High

- Only one burner at a time is on
- Turns off each burner immediately after use ■ And without cue
- Follows safety precautions without cue (e.g. does not burn self; instructor does not need to intervene due to risk of client burning self)

171.4 USE OF OVEN: Reading Oven Controls

It is recommended training on this skill be limited either to using the oven in client's home environment (preferable), or to using an oven with the very same type of oven control(s) at the habilitation facility.

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USE OF OVEN: Reading Oven Controls (Cont.)

OVEN TEMPERATURE CONTROL

Since temperature designations may vary from oven to oven (e.g. 225 degrees: 225, 200 . . . 300, 200 . 250), an entry is provided below for instructor to indicate the temperature designation format client is to be trained to use.

Temperature designation format client is to be trained to use:

Client is shown on the oven temperature control the temperature readings selected for training, and asked for each: "What does this say?" In the case of increment markings (e.g. where 225 degrees is displayed as 200 . 250), it is suggested instructor ask instead what temperature each marking represents. It is also suggested to encourage rather than require client to say "degrees" in answer.

- Warm
- 200° ■ 225° ■ 250° ■ 275°
- 300° ■ 325° ■ 350° ■ 375°
- 400° ■ 425° ■ 450° ■ 475°
- 500°

Instructor states in random order the temperature readings selected for training, and asks client to point to each temperature on the oven temperature control.

- Warm
- 200° ■ 225° ■ 250° ■ 275°
- 300° ■ 325° ■ 350° ■ 375°
- 400° ■ 425° ■ 450° ■ 475°
- 500°

Instructor states three pairs of temperatures and asks client which temperature in each pair is hotter. It is suggested to vary the combination of temperatures used each training session.

- Client correctly indicates the hotter temperature in each of the three pairs of temperatures

OVEN SETTING CONTROL

Client is shown on the oven setting control the oven settings selected for training, and asked for each: "What does this say?"

- Off ■ Warm ■ Preheat ■ Bake ■ Broil

Instructor states in random order the oven settings selected for training, and asks client to point to each setting on the oven setting control.

- Off ■ Warm ■ Preheat ■ Bake ■ Broil

Client reasonably explains purpose of each oven setting selected for training.

- Off ■ Warm ■ Preheat ■ Bake ■ Broil

172.1 USE OF OVEN: Setting Oven Controls

Client must be given 100% supervision, and instructor must be prepared to intervene.

It is recommended this skill be trained in conjunction with KITCHEN SAFETY skills 136.1 and 136.2.

It is recommended training on this skill be limited either to using the oven in client's home environment (preferable), or to using an oven with the very same type of oven control(s) at the habilitation facility. Client must turn off the oven immediately after use and without cue. In addition, client must follow safety precautions including assuring flammable materials are not in or dangerously near oven.

WARM

Client is asked to turn on the oven to warm.

- Oven setting is at bake ■ Turns oven temperature to warm

BAKE

Client is asked to turn on the oven for baking at each temperature selected for training. It is suggested instructor state the temperatures in random order.

- Oven setting is at bake for each temperature set
- Turns oven temperature to: 200° ■ 225° ■ 250° ■ 275°
- Turns oven temperature to: 300° ■ 325° ■ 350° ■ 375°
- Turns oven temperature to: 400° ■ 425° ■ 450° ■ 475°
- Turns oven temperature to 500°

PREHEAT

Client is asked to preheat the oven to any temperature selected for training above.

- Sets oven setting at preheat ■ Turns oven to specified temperature

BROIL

Client is asked to set the oven for broiling. Since a temperature other than 500° may be more desirable to train for general broiling,

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USE OF OVEN: Setting Oven Controls (Cont.)

an entry is provided below for instructor to indicate the specific temperature client is to be trained to set for broiling.

Specific temperature client is to be trained to set for broiling:

- Sets oven setting at broil ■ Turns oven to temperature specified above
- Turns oven off immediately after use ■ And without cue
- Follows safety precautions without cue (e.g. assures no flammable material is in or dangerously near oven; instructor does not need to intervene due to risk of client burning self)

173.1 USE OF HAND TIMER

Client is given a hand timer. Instructor states each time selected for training and asks client to set the timer for the time. No visual cues are provided, and it is suggested instructor state the times in random order.

- | | | | |
|--------------|--------------|--------------|--------------|
| ■ 5 minutes | ■ 25 minutes | ■ 45 minutes | ■ 60 minutes |
| ■ 10 minutes | ■ 30 minutes | ■ 50 minutes | ■ Half hour |
| ■ 15 minutes | ■ 35 minutes | ■ 55 minutes | ■ Hour |
| ■ 20 minutes | ■ 40 minutes | | |

Client is given a hand timer. For each time selected for training, client is shown a card with the time written on it and is asked to set the timer for the amount of time specified on the card. It is suggested instructor present the cards in random order.

- | | | | |
|--------------|--------------|--------------|--------------|
| ■ 5 minutes | ■ 25 minutes | ■ 45 minutes | ■ 60 minutes |
| ■ 10 minutes | ■ 30 minutes | ■ 50 minutes | ■ Half hour |
| ■ 15 minutes | ■ 35 minutes | ■ 55 minutes | ■ Hour |
| ■ 20 minutes | ■ 40 minutes | | |

173.2 MEASUREMENTS: Liquid Measure

Client is shown a set of liquid measuring cups (1-cup, 2-cup, 4-cup sizes). Instructor points, on appropriate size measuring cup, to each measurement selected for training, and asks client: "How much is this?" Client must say "cup(s)" in answer, without cue.

- | | | | |
|-----------|--------------|--------------|--------------|
| ■ 1/4 cup | ■ 1-1/4 cups | ■ 2-1/4 cups | ■ 3-1/4 cups |
| ■ 1/2 cup | ■ 1-1/2 cups | ■ 2-1/2 cups | ■ 3-1/2 cups |
| ■ 3/4 cup | ■ 1-3/4 cups | ■ 2-3/4 cups | ■ 3-3/4 cups |
| ■ 1/3 cup | ■ 1-1/3 cups | ■ 2-1/3 cups | ■ 3-1/3 cups |
| ■ 2/3 cup | ■ 1-2/3 cups | ■ 2-2/3 cups | ■ 3-2/3 cups |
| ■ 1 cup | ■ 2 cups | ■ 3 cups | ■ 4 cups |

Client is shown a set of liquid measuring cups (1-cup, 2-cup, 4-cup sizes). Instructor states each measurement selected for training, and asks client to point to the measurement using one of the cups. No visual cues are provided.

- | | | | |
|-----------|--------------|--------------|--------------|
| ■ 1/4 cup | ■ 1-1/4 cups | ■ 2-1/4 cups | ■ 3-1/4 cups |
| ■ 1/2 cup | ■ 1-1/2 cups | ■ 2-1/2 cups | ■ 3-1/2 cups |
| ■ 3/4 cup | ■ 1-3/4 cups | ■ 2-3/4 cups | ■ 3-3/4 cups |
| ■ 1/3 cup | ■ 1-1/3 cups | ■ 2-1/3 cups | ■ 3-1/3 cups |
| ■ 2/3 cup | ■ 1-2/3 cups | ■ 2-2/3 cups | ■ 3-2/3 cups |
| ■ 1 cup | ■ 2 cups | ■ 3 cups | ■ 4 cups |

Client is given a set of liquid measuring cups (1-cup, 2-cup, 4-cup sizes), and a card with the written measurement for each measurement selected for training, and is asked to measure the amount (of liquid – e.g. water) specified on the card. An entry is provided below for instructor to indicate whether client is to be trained to obtain any given measurement by using only one measuring cup and one pouring (e.g. obtain 1-1/3 cups by using 2-cup or 4-cup size and filling it to the 1-1/3 cup mark), by using any of the three measuring cups effectively (e.g. obtain 1-1/3 cups by using 1-cup size and filling it once to the 1-cup mark and a second time to the 1/3-cup mark), or by using one specific measuring cup exclusively (e.g. 1-cup size, 4-cup size).

Client is to be trained to obtain any given measurement by:

_____ *Using any of the three measuring cups effectively*

- | | |
|---------------------|--------------|
| ■ Measures: 1/4 cup | ■ 1-1/4 cups |
| ■ Measures: 1/2 cup | ■ 1-1/2 cups |
| ■ Measures: 3/4 cup | ■ 1-3/4 cups |
| ■ Measures: 1/3 cup | ■ 1-1/3 cups |
| ■ Measures: 2/3 cup | ■ 1-2/3 cups |
| ■ Measures: 1 cup | ■ 2 cups |

- Obtains measurement by using only the method indicated above

_____ *Using only one measuring cup and one pouring*

_____ *Using one specific measuring cup exclusively:*

- | | |
|--------------|--------------|
| ■ 2-1/4 cups | ■ 3-1/4 cups |
| ■ 2-1/2 cups | ■ 3-1/2 cups |
| ■ 2-3/4 cups | ■ 3-3/4 cups |
| ■ 2-1/3 cups | ■ 3-1/3 cups |
| ■ 2-2/3 cups | ■ 3-2/3 cups |
| ■ 3 cups | ■ 4 cups |

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174.1 MEASUREMENTS: Dry Measure

Client is shown a set of dry measuring cups (1/4-cup, 1/3-cup, 1/2-cup, 1-cup sizes). Instructor points to each measuring cup selected for training and asks client: "How much is this?" Client must say "cup" in answer, without cue.

- 1/4 cup ■ 1/3 cup ■ 1/2 cup ■ 1 cup

Client is shown a set of dry measuring cups (1/4-cup, 1/3-cup, 1/2-cup, 1-cup sizes). Instructor states the measurement for each measuring cup selected for training and asks client to point to the corresponding cup. No visual cues are provided.

- 1/4 cup ■ 1/3 cup ■ 1/2 cup ■ 1 cup

Client is given a set of dry measuring cups (1/4-cup, 1/3-cup, 1/2-cup, 1-cup sizes), a table knife for leveling, and a container of suitable dry substance for measuring (e.g. flour, sugar). Client is shown a card with the written measurement for each measurement selected for training, and is asked to measure the amount (of dry substance) specified on the card.

- Measures 1/4 cup ■ Using same size measuring cup
- Measures 1/3 cup ■ Using same size measuring cup
- Measures 1/2 cup ■ Using same size measuring cup ■ Or using 1/4 cup twice
- Measures 1 cup ■ Using same size measuring cup ■ Or using another size cup the correct number of times
- Measures 2/3 cup ■ Using 1/3 cup twice
- Measures 3/4 cup ■ Using 1/4 cup three times
- Measures 2 cups ■ Using 1 cup twice ■ Or using another size cup the correct number of times
- Measures 3 cups ■ Using 1 cup three times ■ Or using another size cup the correct number of times
- Measures 4 cups ■ Using 1 cup four times ■ Or using another size cup the correct number of times

174.2 MEASUREMENTS: Use Of Measuring Spoons

Client is shown a set of measuring spoons (1/8-teaspoon, 1/4-teaspoon, 1/2-teaspoon, 1-teaspoon, 1/2-tablespoon, 1-tablespoon sizes). Instructor points to each measuring spoon selected for training and asks client: "How much is this?" Client must say "teaspoon" or "tablespoon" in answer, without cue.

- 1/8 teaspoon ■ 1/4 teaspoon ■ 1/2 teaspoon ■ 1 teaspoon ■ 1/2 tablespoon ■ 1 tablespoon

Client is shown a set of measuring spoons (1/8-teaspoon, 1/4-teaspoon, 1/2-teaspoon, 1-teaspoon, 1/2-tablespoon, 1-tablespoon sizes). Instructor states the measurement for each measuring spoon selected for training and asks client to point to the corresponding spoon. No visual cues are provided.

- 1/8 teaspoon ■ 1/4 teaspoon ■ 1/2 teaspoon ■ 1 teaspoon ■ 1/2 tablespoon ■ 1 tablespoon

MEASURING DRY SUBSTANCE

Client is given a set of measuring spoons (1/8-teaspoon, 1/4-teaspoon, 1/2-teaspoon, 1-teaspoon, 1/2-tablespoon, 1-tablespoon sizes), a table knife for leveling, and a container of suitable dry substance for measuring (e.g. salt, baking soda). Client is shown a card with the written measurement for each measurement selected for training, and is asked to measure the amount (of dry substance) specified on the card.

- Measures 1/8 teaspoon ■ Using same size teaspoon
- Measures 1/4 teaspoon ■ Using same size teaspoon ■ Or using 1/8 teaspoon twice
- Measures 1/2 teaspoon ■ Using same size teaspoon ■ Or using another size teaspoon the correct number of times
- Measures 1 teaspoon ■ Using same size teaspoon ■ Or using another size teaspoon the correct number of times
- Measures 1/2 tablespoon ■ Using same size tablespoon
- Measures 1 tablespoon ■ Using same size tablespoon ■ Or using 1/2 tablespoon twice
- Measures 3/4 teaspoon ■ Using 1/4 teaspoon three times
- Measures 2 teaspoons ■ Using 1 teaspoon twice ■ Or using another size teaspoon the correct number of times
- Measures 3 tablespoons ■ Using 1 tablespoon three times ■ Or using 1/2 tablespoon six times

MEASURING LIQUID

Client is given a set of measuring spoons (1/8-teaspoon, 1/4-teaspoon, 1/2-teaspoon, 1-teaspoon, 1/2-tablespoon, 1-tablespoon sizes), and a container of suitable liquid for measuring (e.g. bottle of vanilla). Client is shown a card with the written measurement for each measurement selected for training, and is asked to measure the amount (of liquid) specified on the card.

- Measures 1/8 teaspoon ■ Using same size teaspoon
- Measures 1/4 teaspoon ■ Using same size teaspoon ■ Or using 1/8 teaspoon twice
- Measures 1/2 teaspoon ■ Using same size teaspoon ■ Or using another size teaspoon the correct number of times
- Measures 1 teaspoon ■ Using same size teaspoon ■ Or using another size teaspoon the correct number of times
- Measures 1/2 tablespoon ■ Using same size tablespoon
- Measures 1 tablespoon ■ Using same size tablespoon ■ Or using 1/2 tablespoon twice
- Measures 3/4 teaspoon ■ Using 1/4 teaspoon three times
- Measures 4 teaspoons ■ Using 1 teaspoon four times ■ Or using another size teaspoon the correct number of times
- Measures 2 tablespoons ■ Using 1 tablespoon twice ■ Or using 1/2 tablespoon four times