

CONTENTS OF PRP FUNCTIONAL CURRICULUM

BOOK 1 – ASSESSMENT AND DATA RECORDING:

Assessment Issues

Contains samples of how data is accumulated and analyzed using the forms included with the PRP Functional Curriculum as well as brief articles on Procedures for Teaching New Behaviours, Task Analysis, and Discrete Trial Format.

BOOK 2 - FUNCTIONAL ACADEMICS CURRICULUM - PART ONE:

Telling Time Program:

- 9 beginning levels
- 3 advanced levels
- 2 independence levels

Money Program:

- 15 levels ranging from matching coins to sorting values of bills
- 4 Independence levels ranging from counting combinations of coins and bills up to \$10.00, to giving sufficient amounts of money in bills and coins to cover various prices or totals

Functional Reading Program:

- Level 1 - T.M.R. Words - 3 sets totalling 21 words
- Level 2 - Wilson's Words - 4 sets totalling 107 words

Safety Signs & Symbols:

Set of 32 signs and symbols

Private Information Program:

- Level A - gender I.D. - clothing and accessories
- Level B - gender I.D. - noun and pronoun definitions
- Level C - appropriate and inappropriate - clothing & activities
- Level D - gender I.D. - body parts
- Level E - private and public - places and activities

Personal Awareness Program:

5 levels ranging from Level 1 - basic writing and comprehension (name, address, phone number) to Level 5 - job application forms

Interviewing Program

Role play interview covering minimum of 20 questions

Cursive Writing Program

Tracing letters with gradual fade out

BOOK 3 - FUNCTIONAL ACADEMICS CURRICULUM - PART TWO:

Food Recognition (Shopping Skills) Program:

- Set I - Basic Foods I (5 sub-sets totalling 81 words)
- Set II - Basic Foods II (5 sub-sets totalling 75 words)
- Set III - Non-food Items (5 sub-sets totalling 82 words)
- Set IV - Basic Cooking Words (2 sub-sets totalling 39 words)

Menu Planning Program:

- Level 1 - Teach Healthy Eating Rules
- Level 2 - Breakfast menu
- Level 3 - Lunch menu
- Level 4 - Dinner menu
- Level 5 - 2 day menu plan
- Level 6 - 1 week menu plan
- Level 7 - Preparing a shopping list from the 1 week menu plan

Functional Math (Calculator Program):

- Level 1 - Calculator recognition and location of: + - = . C signs.
- Level 2 - Matching cue cards to numbers and signs to calculator.
- Level 3 - Calculator addition or subtraction of 1 digit numbers in horizontal and vertical style.
- Level 4 - Calculator addition or subtraction of 2 digit numbers.
- Level 5 - Calculator addition or subtraction of 3 or more digit numbers.
- Level 6 - Add a series of numbers, random number of digits.
- Level 7 - Teach \$ and ¢ signs, using cue cards.
- Level 8 - Calculating costs of multiples of items, i.e. lbs, kgs or units
- Level 9 - Calculator addition or subtraction of 3 or more digits using \$ and ¢ signs.
- Level 10 - Add a series of numbers from a shopping list.
- Level 11 - Subtract a total from a given sufficient amount of money.
- Level 12 - Subtract a total from given sufficient and non-sufficient amounts of money.

BOOK 4 - ARTS AND CRAFTS CURRICULUM:

Fall Crafts:

- Leaf Rubbing
- Leaf Printing
- String Pull Painting
- Spatter Leaf
- Leaf Collage
- Tree Collage

Excerpts from PRP Functional Curriculum Series

Leaf Mosaic
Leaf Design
Falling Leaves
Leaf Wreath
Thanksgiving Turkey
Sponged Pumpkins
Fall Sponge Tree

Winter Crafts:

Bubble Wrap Snow
Assemble face
Body Assembly
Snowman Collage
Spatter Tree or Snowman
Winter Sponge Trees
Lacing Snowflakes
Cutting Snowflakes
Beaded Snowflakes
Christmas Stars

Spring Crafts:

Finger Painting
String Pull Painting
Spring Trees
Colourful Caterpillars
Foam Butterflies
Coffee Filter Butterflies
Positive/Negative Shamrocks
Rainbow Mobile
Earth Day
Sponge Easter Eggs
Easter Egg Mosaic
Easter Eggs

Spatter Halloween Shape
Jack - O - Lantern
Pumpkin Collage
Pointillism Pumpkins
Pumpkin Mosaic
Pumpkin Design

Star Santa Claus
Christmas Candle
Christmas Chains
Christmas Cookies
Pine Cone Tree
Sponge Valentines
Valentine Mosaic
Valentine Holder
Filly Valentine
Window Valentine

Blob Bugs
Lady Bug
Patterning
Mother's Day Card
Mother's Day Wreath
Father's Day Card
Business Card Holder
Rhythm Wand
Summer Collage
Sunflower
Tissue Flower
Tissue Sun

BOOK 5 - SELF-HELP AND LIFE SKILLS CURRICULUM:

Self-Help Skills Program:

Brushing teeth

Flossing teeth
Washing hand and face
Cleaning ears
Combing hair
Showering
Bathing
Applying deodorant

Life Skills Program:

Clearing table
Cleaning table
Washing dishes - by hand
Drying dishes - by hand
Washing dishes - regular dishwasher
Washing dishes - restaurant sterilizer
Sweeping floors
Vacuuming

Domestic Skills Program:

Cutting
Turning water on and off
Using can opener
Spreading
Stirring, mixing and blending

Care Labelling Program:

7 sets totalling 27 signs

Ironing Program:

Level 1 - Preparation for ironing
Level 2 - General ironing
a) setting iron
b) preparing article
c) ironing
d) how to recognize "wrinkle free"
Level 3 - Ironing pants - dress and casual
Level 4 - Ironing long sleeve button shirts

Shaving

Wiping after a bowel movement
Changing a pad
Applying skin lotion
Clipping finger and toe nails
Shoe tying - level 1 lacing
Shoe tying - level 2 bow tying

Dusting

Sorting laundry
Operating washer
Operating dryer
Folding shirts
Folding pants
Making bed
Changing bed

Washing food

Turning stove elements on and off
Filling pot with water
Reheating in the microwave
Grinding coffee

Excerpts from PRP Functional Curriculum Series

Use of Telephone Program:

- Level 1 - role play phoning
- Level 2 - using pay phone in community
- Level 3 - answering phone
- Level 4 - using telephone directory

BOOK 6 - COMMUNITY TRAINING CURRICULUM:

Community Mobility Program:

Broken down into 7 steps

Street Crossing Program:

- Level 1 - Crossing at crosswalk
- Level 2 - Crossing at traffic lights

Identification of Stores, Buildings Program:

3 Levels of 13 steps each

In-store Info, Signs Program:

Recognition of 22 signs

Product Location Program:

Based on the first three sets of the Food Recognition Program (Functional Academics-Part 2)

Shopping Program:

- Level 1 - Grocery shopping
- Level 2 - Purchasing personal items

Post Office Program:

- Level 1 - Mailing a letter at the Post Office
- Level 2 - Mailing a letter at a mailbox

Restaurant Program:

- Level 1 - Role playing
- Level 2 - Sit-down restaurant
- Level 3 - Take-out restaurant
- Level 4 - Cafeteria-style restaurant

Banking Program:

- Level A - Filling out deposit slips
- Level B - Filling out withdrawal slips
- Level C - Deposit transactions
- Level D - Withdrawal transactions
- Level E - Filling out cheques

Public Transit Training Program:

- Level I - Knowledge of public transit systems and understanding of trip planning
- Level II - Supervised bus travel
- Level III - Independent bus travel

BOOK 7 - VOCATIONAL AND WORK EXPERIENCE CURRICULUM:

Vocational Program:

- | | |
|-------------------------------------|--------------------------------------|
| Count & Bag - 3 levels | Matching to Template |
| Match-to Sample - 4 levels | Remove Lid and Sort (film canisters) |
| Bagging - 4 levels | Count and Bag (5 key jig) |
| Folding - 4 levels | Count and Bag (poker chips) |
| Following Supervisor's Instructions | Place Setting |
| Match to size and bag | Folding flyers |
| Count and Bag (cutlery) | |

Work Experience Program:

General

- | | |
|------------------------------------|-------------------------------------|
| Social Communication with Employer | Following Supervisor's Instructions |
|------------------------------------|-------------------------------------|

Assembly and Manufacturing Tasks

Box Assembly

Domestic Tasks

- | | |
|------------------------------------|--------------------------------|
| Cleaning Cafeteria Tables | Household Recycling - Blue Box |
| Cleaning - Washroom | Kitchen Cleaning |
| Cleaning Windows With Paper Towels | Mopping Floors |
| Cleaning Windows With Squeegee | Sweeping |
| Cleaning Windows/Mirrors | |

Farm Work Tasks

- | | |
|-----------------|---|
| Cleaning Stalls | Greenhouse (Removing String from Plant Wires) |
| Egg Collecting | Removing Soiled Shavings from Horse Stalls |

Excerpts from PRP Functional Curriculum Series

Food Service Tasks

Fast Food Restaurant - Cleaning Tables
Fast Food Restaurant - Grilling Filet-O-Fish
Sandwich
Fast Food Restaurant - Varying Tasks
Kitchen - Loading Sanitizer
Kitchen - Unloading Sanitizer

Kitchen - Preparing Vegetables
Restaurant - Busboy
Restaurant - Kitchen Helper
Restaurant - Setting Dining Room Table
Restaurant - Washing Dishes
Restaurant - Washing Shelves

Office Tasks

Cleaning - Emptying Waste Paper Baskets
Library - Shelving Books
Photocopying

Recycling - Emptying Paper Shredder
Recycling - Shredding Paper
Watering Plants

Outdoor Maintenance Tasks

Bagging Leaves
Cleaning Parking Lot
Cleaning Picnic Tables
Emptying Garbage Cans
Litter Cleanup

Mowing Grass (Power)
Raking Leaves
Sweeping Sidewalks
Weeding

Outdoor Service Tasks

Delivering Flyers
Delivering Papers

Dog Walking
Dog Walking (SPCA)

Retail Tasks

Bakery - Coating Cinnamon Buns and Strudel
Bakery - Greasing Pans
Bakery - Packaging Bread
Feed & Supply Store - Bagging Birdseed
Feed & Supply Store - Taping Bags of Birdseed
Feed & Supply Store - Weighing
Florist Shop - Watering Plants
Food Bank - Bagging Tea Bags
Laundromat - Cleaning Machines
Pet Shop - Cleaning Mouse Cages
Pet Shop/Bird Sanctuary - Feeding Birds
Pet Shop/Bird Sanctuary - Filling Bird Feeders

Pet Shop - Replacing Water in Bottles
Pumping Gas
Recycling Depot - Recycling Cardboard
Recycling Depot - Recycling Glass
Recycling Depot - Recycling Metal and Aluminum
Recycling Depot - Recycling Newspapers
Recycling Depot - Sorting Materials
Retail Store - Cleaning Stockroom
Retail Store - Stocking Shelves
Shopping For Seniors
Travel Agency - Labelling/Sorting Travel Brochures

BOOK 8: CURRICULUM FOR STUDENTS WITH SEVERE INTELLECTUAL DISABILITIES:

Street Crossing - Modified

Item Identification - Modified

Food Recognition - Modified

Clothing Identification - Modified

Body Part Identification - Modified

Vocational/Fine Motor Skills - Modified:

Count and Bag
Match-to-Sample
Bagging
Placemat Setting Match-to Sample

BOOK 1: **FUNCTIONAL CURRICULUM ASSESSMENT & DATA RECORDING**

The forms provided with the PRP Functional Curriculum for the assessment of students are intended to be reproduced and/or modified for use in the classroom with your particular students. Assessment data is an important component in the development of an appropriate school program (initial assessment) and for monitoring student progress (on-going assessment).

Initial Assessment

Thorough and detailed assessments are fundamental components in developing a school program which meets the unique needs of each student requiring a modified curriculum. The assessment data provides baselines to help establish the individual student's:

- response to visual input,
- sensory challenges,
- receptive and expressive communication,
- basic skills,
- prior knowledge and experiences, and
- adaptive behaviour.

An initial assessment may span a number of days as staff collect the necessary information that will help direct the student's program. Keen observation and accurate data collection facilitate a comprehensive and thorough assessment. It is strongly recommended that two staff members participate in the initial assessment. One person should work directly with the student while the other person records the student responses. Limiting the number of staff who interact with the student during the assessment process helps to facilitate a positive rapport with the student. Student familiarity with his/her examiners ensures that the student responses accurately reflect current abilities.

Components of an Initial Assessment

Critical components of an initial assessment for students requiring a functional curriculum include collecting the following information:

- Preference Profile
- Parent Inventory Questionnaire
- ABC Charts
- Function of Behaviour Forms
- Communication Dictionary and current mode of expressive communication
- Level of Symbol Interpretation and recognition
- Diagnostic information which reflects:
 - receptive and expressive communication
 - cognitive abilities
 - self help skills and deficits
 - community skills and deficits
 - work experience skills and deficits

Preference Profile

A Preference Profile documents the activities, foods, drinks, sensory and/or social interactions the student likes or dislikes (see samples on pages 9 and 10).

The parent or caregiver will be able to provide a great deal of information on the likes and dislikes of the student being assessed. This information may be collected through a parent interview, or by having the parents complete and submit a Parent Inventory Questionnaire.

It is equally important to document food allergies and sensory issues noted by the school staff, which may include under or over-sensitivity to specific sounds, smells, textures, or touch. Having this information prior to working with the student for the first time may prevent situations that can lead to student meltdown. For example, knowing that exposure to grasses and dust causes the student's eyes to itch and burn, which results in aggressive behaviour in order to escape the area, would definitely indicate that a work experience such as cutting grass or cleaning barns would NOT be appropriate.

Pertinent information shared by the caregiver, such as "listening to classical music calms the student", helps the school staff to identify environmental manipulations that will allow non-preferred activities to be included in the student's schedule. For example, the Preference Profile indicates that washing dishes is not a preferred activity while listening to classical music is a highly preferred activity. Given this information, the school team could introduce the task of washing dishes while classical music was played in the background, or, listening to classical music could be contingent upon participation in dishwashing.

Reviewing and updating the Preference Profile on a regular basis is important. As the student and the school team become more familiar with each other, additional likes and dislikes may emerge. Expect that student preferences will change over time.

Parent Inventory Questionnaire

The Parent Inventory Questionnaire provides the classroom teacher with a wealth of information on the parents' understanding of their child's communication, sensory issues, behavioural challenges, and medical issues

This document provides the classroom teacher and school team with an awareness of potential problem behaviours, and the precipitators or triggers that may influence or set off these behaviours (see samples on pages 11 and 12). The information also provides the school team with presumed functions of those behaviours (desire for attention, escape, avoidance or self regulation).

ABC Chart

The ABC Chart (see samples on pages 13 and 14) is a document for recording dates, times, and locations of the A – Antecedents (that which happens just prior to a problem behaviour occurring), B – problem Behaviour (target behaviour) and C – Consequence of engaging in that problem behaviour.

Accurate recording is very important as, over a period of a few days, an obvious pattern may become evident. For example, each time the student is directed to the lunchroom to eat (antecedent), she slaps students or staff within close proximity to her (target behaviour). She is directed to (consequence) relax and self regulate. By the time she has regained her composure, the lunchroom is empty of students. At

this point the student enters quietly and proceeds to eat lunch. When staff review the ABC Chart, they can see that the same behaviour occurs at the same time over a period of days. Staff can then hypothesize that the student *may be striking out in order to avoid the noise and confusion in the lunchroom*. Based on the data collected in the ABC Chart, staff are able to propose a variety of options that may include: changing the lunch location; adjusting the lunch hour; or providing the student with headphones during lunch hour, thereby masking the sounds in the lunchroom.

Function of Behaviour Sheet

The Function of Behaviour Sheet (see samples on pages 15 and 16) provides a format for the teacher and school team to document problem behaviours, the suspected function of those behaviours, and the current consequences of those behaviours. Over a period of days, the school staff will begin to note that the student may engage in the same problem behaviour for a variety of different functions, e.g., hitting staff and others to avoid paper and pencil tasks (avoidance), and when required to participate in group games in the gymnasium (escape).

Teachers and school staff are strongly encouraged to complete a Functional Behaviour Analysis (FBA) which leads to the development of a Positive Behaviour Support Plan as part of their overall support plan for students with ASD. ***(The forms and description of the process used to complete a FBA and PBS are not included in the PRP curriculum.)*** The development of a Positive Behaviour Support Plan is a lengthy, extensive process requiring input from the teacher, classroom staff, and parents with the guidance of school personnel trained in FBA and PBS. Information on FBA and PBS can be found on the following web sites:

- “*Teaching Students with Autism: A Resource Guide for Schools*”, BC Ministry of Education, Special Programs Branch. <http://www.bced.gov.bc.ca/specialed/docs/autism.pdf>
- “*Addressing Student Problem Behavior Series*:
Part I: An IEP Team’s Introduction to Functional Behavioral Assessment and Behavior Intervention Plans
Part II: Conducting a Functional Behavioral Assessment, 3rd Edition
Part III: Creating Positive Behavioral Intervention Plans and Supports”
Center for Effective Collaboration and Practice. <http://cecp.air.org/fba/default.asp>
- “*An Educator’s Guide to Autism*” and “*An Educator’s Guide to Asperger Syndrome*”
Organization for Autism Research. <http://www.researchautism.org/resources/reading/index.asp>

Communication / Interpretation Dictionary

A preliminary Communication/Interpretation Dictionary (see samples on pages 17 and 18) should be completed in the initial assessment. The Communication/Interpretation Dictionary lists what the student says or does to get specific information across to the adult or peer, what the student’s words or actions mean, and how the school staff should respond to the student’s initiation. The list includes information such as: how the student asks for help, requests the toilet, refuses to participate, greets others, asks for food and drink, expresses discomfort, seeks attention, attempts to avoid people and situations, and indicates any other wants or needs.

ASSESSING A STUDENT'S LEVEL OF SYMBOL INTERPRETATION

When creating resources for a functional program for students, consider the following hierarchy of symbol interpretation and assess what level of representation best meets the student's comprehension level. Without an understanding of the symbol representation, the resource designed is meaningless and non-functional for the student. The hierarchy is:

1. Actual Object (then miniature)
2. Similar Object
3. Photograph of actual object (colour then black and white)
4. Photograph of similar object (colour then black and white)
5. Colour line drawings
6. Black line drawings
7. Pictorial symbols (PCS) (large then small, colour then black and white)
8. Written Words

A simple and inexpensive assessment tool kit can be assembled. An assessment kit containing a variety of *known* objects, photographs of those objects, PCS symbols representing those objects, line drawings, and written words of those objects takes very little time to administer, however, the information gathered can save frustration for both the student and teacher. Students who are provided with resources that are beyond their level of comprehension will be frustrated and unable to comply with demands and tasks.

Test for:

- Recognition:** Identification of the symbol from an array of two or three pieces of stimuli.
Comprehension (optional): What does the symbol represent, or, what is its function?

Note:

1. Ensure that you begin your assessment with the concrete (actual known object) and move up the hierarchy to the abstract.
2. Use consistent vocabulary throughout, using two to three word instructions.
3. Use known objects that are preferred such as foods, toys, and tangibles that are meaningful to the student.
4. Take into consideration the student's scanning skills, limiting field of vision of stimuli, levels and types of the stimuli (distracters), and position within the array.
5. Match student's response level to types of assessment strategy, depending on receptive language level and physical impairments, for example, gestural (give me, point to), receptive language (is this a _____, yes/no), visual matching (eye gaze, point to the same).

Name: _____

**FUNCTIONAL READING PROGRAM - LEVEL 1
 T.M.R. WORDS - PRE/POST TEST RECORDING SHEET**

Teaching Instructions:

1. Pre-test all 21 words, R = Recognition, C = Comprehension. **
2. Ask the student "What does this say?" (R) and "What does it mean?" (C). See sample list of questions.
3. Indicate all results in the pre-test column of the pre/post-test recording sheet.
4. Teach all unknown words to criteria using Discrete Trial Format.
5. Record all correct or prompted responses for both recognition and comprehension.
6. When the student has reached criteria on any word (3 sessions of 3 trials at 100% correct response), record the date of acquisition on the pre-post test sheet in the date acquired column. A correct response indicates 3/ 3 for both recognition and comprehension.
7. When the student has learned all 21 words to criteria, post-test all 21 words acquired and record the results in the post-test column.
8. If any words are forgotten reteach those words then do a second post-test.

** if student fails to complete most or all of T.M.R. words in Set 1 do not continue post-test but treat all 21 words as 3 individual sets.

WORD	PRE-TEST		DATE ACQUIRED	POST-TEST		DATE ACQUIRED
	R	C		R	C	
SET ONE (1)						
1. Restrooms						
2. Boys						
3. Girls						
4. Men						
5. Women						
6. Ladies						
7. Gentlemen						
SET TWO (2)						
1. Danger						
2. Keep Out						
3. Keep Off						
4. Private						
5. Caution						
6. High Voltage						
SET THREE (3)						
1. Stop						
2. Wait						
3. Walk						
4. Don't Walk						
5. Exit						
6. Out						
7. Entrance						
8. In						

FUNCTIONAL READING PROGRAM - LEVEL 1
T.M.R. WORDS - SET 1
SAMPLE RECOGNITION AND COMPREHENSION QUESTIONS

WORD	QUESTIONS	ANSWERS
Restrooms	R - What does this word say? OR Read this word. C - Why do you go there? Where would you see this sign?	
Boys	R - What does this word say? OR Read this word. C - Who uses this washroom? Can you go in there? Where would you see this sign?	Give example or point to Mall, airport
Girls	R - What does this word say? OR Read this word. C - Who uses this washroom? Can you go in there? Where would you see this sign?	Give example or point to Mall, airport
Men	R - What does this word say? OR Read this word. C - Who uses this washroom? Can you go in there? Where would you see this sign?	Give example or point to Mall, airport
Women	R - What does this word say? OR Read this word. C - Who uses this washroom? Can you go in there? Where would you see this sign?	Give example or point to Mall, airport
Ladies	R - What does this word say? OR Read this word. C - Who uses this washroom? Can you go in there? Where would you see this sign?	Give example or point to Mall, airport
Gentlemen	R - What does this word say? OR Read this word. C - Who uses this washroom? Can you go in there? Where would you see this sign?	Give example or point to Mall, airport

FUNCTIONAL READING PROGRAM - LEVEL 1

**FUNCTIONAL READING PROGRAM - LEVEL 1
T.M.R. WORDS - SET 1**

RESTROOMS

BOYS MEN

LADIES

GIRLS

GENTLEMEN

WOMEN

FOOD RECOGNITION PROGRAM
BASIC FOOD GROUPS

OBJECTIVES: To have the student successfully identify a variety of food items in both/either written and/or picture form and identify the specific food groups they belong to (see basic food group set descriptions).

MATERIALS:

1. Pictures of fruits, vegetables, dairy products, meats, bread and cereal products, etc. as per the list. Cut pictures from grocery store flyers or magazines such as Good Housekeeping, Canadian Living, Family Circle, Women's Day etc. and paste onto 3"x 5" index cards.
Or order Food Picture sets (Basic set of 50 common foods for \$7.00, Expanded set of an additional 120 foods for \$15.00) from the British Columbia Dairy Council (604) 294-3775, fax: (604) 294-8199. Laminate cards to prevent tearing.
2. Words printed in upper case on 1½" by 7" strips of same colour bristol board laminated to prevent tearing.
3. Pre/post test recording sheet.
4. Raw data recording sheet.

LEVELS: The Basic Foods Program consists of the following:

SET 1 - Basic Foods I (5 sub-sets totalling 81 words)

- A. Fruit - consisting of 16 words
- B. Vegetable - consisting of 24 words
- C. Meat Products - consisting of 16 words
- D. Dairy Products - consisting of 11 words
- E. Breads and Cereals - consisting of 14 words

SET 2 - Basic Foods II (5 sub-sets totalling 75 words)

- A. Snacks - consisting of 18 words
- B. Fast Foods - consisting of 12 words
- C. Beverages - consisting of 8 words
- D. Sauces & Dressings - consisting of 14 words
- E. Baking Ingredients - consisting of 23 words

SET 3 - Non-Food Items (5 sub-sets totalling 83 words)

- A. Personal Care Products - consisting of 21 words
- B. Household Hardware - consisting of 15 words
- C. Paper Products - consisting of 10 words
- D. Soaps & Cleaners - consisting of 11 words
- E. Cooking Utensils - consisting of 26 words

SET 4 - Basic Cooking Words (2 sub-sets totalling 39 words)

- A. Abbreviations - consisting of 9 words
- B. Cooking Words - consisting of 30 words

TEACHING INSTRUCTIONS:

1. Pre-test two or more sub-sets.
2. Select 5 unknown words from any of the sub-sets pre-tested.
3. Complete 3-5 trials per word per session. Record all correct or prompted responses for both recognition = R (identify food correctly) and comprehension = C (identify which food group it belongs to).
4. Criteria for change for any word is 3 sessions at 100% correct response with no prompts.
5. Indicate date of acquisition on pre-test then add a new unknown word.
6. When all the words are acquired, post-test sub-set. Reteach any unknown words. Continue until fully acquired.

CRITERIA FOR CHANGE TO NEXT LEVEL:

3 sessions at 100% accuracy with 0 prompts (no verbal or physical assistance to give the correct answer)

Name: _____

FOOD RECOGNITION PROGRAM - SET 1
BASIC FOODS I- PRE/POST TEST RECORDING SHEET

Teaching Instructions:

1. Pre-test two or more sub-sets.
2. Select 5 unknown words from any of the sub-sets pre-tested.
3. Complete 3-5 trials per word per session. Record all correct or prompted responses for both recognition = R (identify food correctly) and comprehension = C (identify which food group it belongs to).
4. Criteria for change for any word is 3 sessions at 100% correct response with no prompts.
5. Indicate date of acquisition on pre-test then add a new unknown word.
6. When all the words are acquired, post-test sub-set. Reteach any unknown words. Continue until fully acquired.

A. FRUIT (16 words)	PRE-TEST		DATE ACQ'D	POST-TEST		DATE ACQ'D	C. MEAT, FISH & POULTRY (16 words)	PRE-TEST		DATE ACQ'D	POST-TEST		DATE ACQ'D
	R	C		R	C			R	C		R	C	
apple							bacon						
orange							hamburger						
banana							wiener						
pear							pork chop						
peach							ham						
grape							roast						
cantaloupe							sausage						
watermelon							liver						
cherry							fish						
strawberry							chicken						
raspberry							spare ribs						
blueberry							turkey						
grapefruit							sandwich meat						
lemon							egg						
pineapple							stewing beef						
plum							steak						
B. VEGETABLE (24 words)	PRE-TEST		DATE ACQ'D	POST-TEST		DATE ACQ'D	D. DAIRY PRODUCTS (11 words)	PRE-TEST		DATE ACQ'D	POST-TEST		DATE ACQ'D
	R	C		R	C			R	C		R	C	
pea							milk						
carrot							cheese						
corn							butter						
cauliflower							yogurt						
celery							margarine						
onion							chocolate milk						
green onion							cottage cheese						
cabbage							cream						
tomato							whipping cream						
(green) pepper							sour cream						
radish							ice cream						
lettuce													
E. BREAD & CEREALS (14 words)	PRE-TEST		DATE ACQ'D	POST-TEST		DATE ACQ'D		PRE-TEST		DATE ACQ'D	POST-TEST		DATE ACQ'D
	R	C		R	C			R	C				
parsley							white bread						
brussels sprouts							brown bread						
squash							muffin						
potato							rice						
mushroom							macaroni						
cucumber							spaghetti						
spinach							hot cereal						
beet							bun						
turnip							hamburger bun						
bean							hotdog bun						
broccoli							cold cereal						
zucchini							pancakes						
							waffle						
							biscuit						

BASIC FOOD GROUPS
SET 1A - FRUIT

RASPBERRY

ORANGE

CANTALOUPE

LEMON

BLUEBERRY

CHERRY

STRAWBERRY

PLUM

WATERMELON

PEAR

PINEAPPLE

GRAPE

BANANA

APPLE

PEACH

GRAPEFRUIT