Hi there, we will start in a few more minutes, we are waiting for a few more people to join us.

Hello there, we will star in a few more minutes, we are waiting for a few more people to join us.

 Okay.

Hello everyone, my name is Mary Zatta. I am excited to welcome you to the webinar, if you are interested in getting information about future webinars or other teaching resources; that includes publications, the newsletters, webcasts, etc., please go to [www.Perkins.order\resources](http://www.Perkins.order\resources).

Before we get started I would like to review a couple of things with you. If you are not seeing the Perkins welcome screen click on the Adobe meeting icon on the bottom of your screen.

There will be time reserved at the end of the webinar for questions, please feel free to post your questions in the Q&A box during the webinar and we will address them later on.

You may see a pop-up screen asking you about how you will choose to receive the audio for this webinar, just click on the cancel button on the screen. If you are using your phone you should mute your computer speakers so that you do not experience feedback. This event will be recorded and available tomorrow on the Perkins website.

Thank you for joining us for this event, please know that we will do our best to ensure you have a good experience as you attend this webinar.

Now, it is my pleasure to introduce Ben Chamberlain, teacher of the visually impaired and independent living specialist at Perkins. He will share his expertise with us on let's get cooking: teaching meal preparation to students with visual impairment and multiple disabilities. Welcome, Ben.

Thank you, we are very excited that you are here, I was looking at the place of the everyone has come from, New Mexico, Michigan, Texas, close to Perkins on the Western Massachusetts side, we are very happy that you have come to join us today.

We are coming to you live from Perkins School for the Blind in Massachusetts. The technology building here on campus, as I look out the window here it is snowing lightly. I have quite a view; I hope your view is quite as good as mine.

Today, as Mary mentioned, we will talk about meal preparation for students with visual impairment and multiple disabilities. Today we will be preparing a meal called the -- [Indiscernable-low volume].

It is possible that you are the student or working with those who do not like English muffin pizza, that is okay, we are talking about various skills that you can apply to most meals and things that you are making.

We will also talk about the things that you can employ in your kitchen and classroom.

Let's take a look at our first slide and talk about our objectives, we are going to talk about organizational and planning strategies. As we learned and I have learned, organization and planning go a long way, sometimes it is more than half the battle.

We will talk about exploring steps and recipes.

We will also talk about important things to do, and modifications of equipment and tools.

We will also talk about meal preparation techniques and specific skills in terms of how to do things, like spread or cut it.

Hopefully I want to provide you with confidence to go out and do this on your own. You are capable, even if you do not have fancy letters at the end of your name or you do not have a fancy degree, this is something you can do. If you are a parent watching this you are fully capable of doing this and we hope your confidence to make this happen.

Now that we know today's objective is, let’s talk about potential obstacles that sometimes come up when teaching meal preparation skills to students with visual impairments. First and foremost, there are dangers in the kitchen. This is totally understandable, we are dealing with hot appliances, sharp tools, like knives, and this can be a deterrent to working with students in the kitchen.

We have given you in our handout section of this webinar, some safety steps. Safety steps that you can use with various appliances, for example, if you use a toaster, there are specific steps you can follow to make sure that the student is being safe.

We develop these safety steps for a myriad of appliances, from ovens to stoves to microwaves to George Foreman grills.

Feel free to download those steps and use them when you are working with students.

Another thing I try to remind myself of is to take a step back. There are many times when I want to jump in and save them from maybe cutting the end of their finger. There are times I need, for myself, to take a step act and observe instead. Observe instead.

I want my students to be independent.

Another thing that might deter you is that you have a lack of confidence or you do not have the teaching experience, totally okay, to do the recipe yourself. Maybe even blindfold yourself, and give yourself the opportunity to know what it is like to experience that as a visually impaired person.

Also finding time; we totally understand that finding time to work in the kitchen can be problematic.

If you're going to make cookies or cupcakes, you can split that into two different classes; do the mixing in one in the baking in another. If it is something that will take a long time, like English muffin pizza, and you know there is only a couple specific skills that you are trying to teach, like pouring or spreading or cutting, it is okay to speed up the other things and do the other things yourself, and then focus on those skills with the student.

You can also do things like set up things in advance. Have everything ready to rock instead of having them gather the tools themselves. You can shave off time by doing some of these other things. Be pointed in your skills that you want to teach -- be pointed in your skills that you want to teach.

I was talking with some students yesterday and they said it is okay if the student does not know how to do something more they is visually -- are visually impaired, and the of them a shot. My students wanted me to tell you that it is okay if it gets messy and fails and does not work. They're willing to try again. We talked about some obstacles, let's talk a little bit about kitchen accessibility.

Here at Perkins we are lucky to have accessible kitchens, we know that not all of your kitchens may be accessible, but once you are working in.

If you are working in a kitchen something that we do here is we make sure that lots of things are labeled.

Picture on the PowerPoint of things here on the campus, there are labels, large prints, and you can't quite see in the picture, but also braille. This makes it more sensible.

Instead of saying go to the second cup third in from the top -- second cupboard in the top left, I can just say look for the cups.

Give them the satisfaction that they can find new things on their own.

Make the kitchen accessible by doing these labels and organizing it inside of the refrigerator, use Tupperware containers or different shelving to separate things. Or you can create landmarks in your kitchen, maybe it is too large or it is a mere image of itself, and it is hard to find your way around.

You can make a hash mark at the end of the countertop so they know that the refrigerator is just beyond that.

If you are a TVI and you are working in a school August the you cannot do these things, they be you asked the principal is you cannot one or two drawers that are just yours that you can use for a particular students of the student can go to that covered -- shelf every time to get their ingredients, you can change out what is in there, but it it gives you the opportunity to have a more accessible space.

Trying it yourself makes a huge difference, with your eyes closed or your blindfold. It will be a rich experience to find out what it is like to experience making a meal if you are visually impaired.

Something simple can turn out to be very complex. My friend Kathy -- [Indiscernable Name] who helped develop the material for this presentation, is not a fan of English muffin pizza, when you think of this simple thing, it is actually very complex, it involves tons of skills, you discover this when you are doing it on your own.

Also, always consider the ability to ensure success, set up the counter for them ahead of time, or you do the first three steps and they do the last three steps. This kind of thing will help them build confidence and do it on their own.

Take time to explore, we will talk later about exploring it and the appliances.

For example, I was teaching how to use a George Foreman grill, we spent a whole 45 minutes just exploring the grill. We did not make anything; we took the time to name the parts of the appliance, we turned it upside down, we took it apart, we put it together, we felt every piece of that appliance.

It becomes a rich experience for the students because they understand what is happening when they are cooking.

Instead of the I-A put the bread in the toaster and they pop up and everything is fine, if they experience all of the mechanisms of how it works it makes a huge difference.

A huge thing that helps is having accessible recipes.

I get in, in the handouts you will find lots of different recipes for a new learner to an advanced learner.

If I can draw your attention to the picture, there is a recipe for chocolate chip cookies; it is for an early literacy learner. It has very tactile marks on the recipe itself, for example, there is two and a half cups of flour. There are two felt circles and a small felt circle. What I love about working in the kitchen is it can be a math lesson; you can take the time to count.

If I can draw your attention to the 3/4 cup of sugar, there is three quarters of the circle there. You can teach those math skills in the kitchen by using a recipe like this one.

Recipes are key, to be honest, it takes four, five, sometimes six times of editing and revising before you get the recipe right, that is totally okay.

Sometimes I go in and I've written a recipe and I think it's perfect and I work with the student and realize that I need to write in a step where they pick up the plate and move it somewhere.

It is not always implicitly understood.

Maybe I do something and realize I need to reverse the order or add a tool.

Sometimes I ask the student what they would add and what they would take away. It is good to ask them, to do a post-game and get their feedback on the recipe. Then they become part of building a recipe.

X. for those recipes afterwards, you can use them as a template.

This is a complex recipe, but the language used is simple.

A simple recipe might be forced up with clear and concise language.

You can build a recipe according to your learner; hopefully you'll understand that as you look at those recipes.

Now that you've done planning and organizing, we are ready to move on to our next slide which is how to organize space.

As you can see, here are my countertops in my makeshift kitchen. I have organized my space very specifically and there is also a picture in the PowerPoint as well. We will take a look at that, couple things I want to draw attention to. First, I always have my students place all of the ingredients on the left-hand side of our work tray.

The reason I do this is if we have all of our stuff and move it to the right, then it is done and over with and we don't have to worry about it.

As we use each ingredient we move it from the left to the right, you will see it demonstrated as we do that.

It is also literacy, left to right.

Another tool we used is the actual tray itself. The tray serves us in a couple of ways. One, it is a divider between what has not been used and what has been used. It also serves as the easy cleanup afterwards.

Let's say you are working with wet ingredients, pouring, mixing. All of that liquid will end up on the tray and instead of spilling on the counter and onto the student’s lap or your lap, it stays confined to the tray.

Another reason we like a tray used is it serves as a nice backdrop. If a student has low vision and they are using white plates, it might be set on a light background. White on white is hard to see, but what we do is we place a colored tray, brown, yellow, blue, red, and it becomes high contrast; easier to recognize.

Another thing I want to point out in terms of this organization is we have a nice place at the top of the tray.

We might be using their rated nice -- cerated knifes, and it always stays at the top.

The last thing, and certainly not the least, I always like to use a hand towel. Cooking can get messy, even for a sighted person.

It helps to not have to run back and forth between the sink and the countertops. This becomes a valuable tool, but to be honest I forget this one a lot.

Do as I say, not as I do. We organize our space, we have our tools, we have our space, we have our ingredients, we are ready to dance to building on our English muffin pizza.

The first thing is to take our English muffin.

Here we have it in nice packaging. I would suggest when working with students with visual impairments, if you get ones that are pre-sliced, that makes it easier.

Let’s talk about task analysis. You may know this already, but it is a list of the steps in order to achieve the task.

If you think about tooth brushing, tooth brushing and involves lots of skills in one task. There is twisting off the tube top, there is squeezing it onto the brush, there's brushing, there is rinsing, there's all sorts of things.

We will find in most tasks is that most things involve lots of steps. What we like to do here as teachers at Perkins , is when I'm doing a task analysis and observing a student and working with them, teaching them, I am also assessing, as I SSI created task analysis. I write it down or could be in my head of specific skills.

Then when I go back I can teach a specific skill in a task. Taking the bread out of the bag is an easy task; actually it involves many different steps. First there is holding the bag, there is removing the bread bag tie or bread bag holder, there is opening the bag, there is finding the opening, reaching into the bag, taking it out, placing it on the plate, and discarding the bag.

A lot just happened. If you're working with a student that has a hard time with the bag, you can do it yourself or maybe put it in a Tupperware container or Ziploc bag or have it all set up. eerie at do not worry about opening packaging, you can worry and achieve that skill later, but if you are teaching that skill, there is a lot of steps in this task. There are a couple of adaptations. Instead of the bread bag tie, totally a bummer, sometimes you can use it, a clothes pin is a tool. In order to close it up, I will grab the very top and use the bottom to retake the bag.

As you can see in the picture, it shows a person using that clothes pin to find the pinky. Underneath the pinky is our open bag. It is a tough go, we are done with the bag, it was on the left side of the tray, we are moving it to the right. Again, like I said before, it is opening the packaging, getting things out of the bag, if this is difficult, that is totally okay, find another system or they can pull it out. Or just have the bread on the plate ready to go as soon as they walk in. There are a couple of different techniques as we move to cutting. We will show you one thing that can be useful and that is the bridge method.

The bridge method is pictured in the slide, you can have a closer view. Also, [Speaker Interrupted], we have the bread on the plate here, what I will do is put my hand over the bread and create a bridge. We created a space here , I grab my knife which is at the top of the tray, I go inside and I can feel tacked really -- actually the night hitting the palm of my hand and the bread. This bread is precise makes it easier. But I am basically going to saw and push down until I feel a tactile difference or hear the knife hit the bottom of the plate.

There we are. >> Another method to use is a big method -- digging method.

This only works with presliced bread, but basically we already have a slice, and then we rotate the bread round and round until it comes apart.

If you do not want to entrust your student with a knife did digging method can work as well, sometimes it can be a challenge, but that is totally okay, we can make mistakes and fail in the kitchen.

Okay.

We cut our bread. We are down to her next step, let's advance -- our next step, let's advance to the toaster.

If you look at exploring appliances there is a picture of a toaster unplugged, turned off, totally cold, and a person sticking their hand inside.

 Sounds crazy, like don't ever try to him, I am telling you, go ahead, try it out home. It is so important for student to understand the mechanisms and pieces of the appliance before they use it.

We gave everything in name, we gave the part that they grab to pull up, we give the grill specific names, we use that language every single time when we were teaching how to use the grill .

The reason why his you want to avoid getting into situations where you say it is over there, grab that thing, on that side, instead of that you can say specifically, find the lip , and pull up. Link which is so important, not just in the kitchen, but everywhere.

Language is important. Funny specific language and specific vocabulary to identify the different parts of an appliance go a long way.

As you can see there's a picture of someone sticking their hand in, absolutely come explore the sides come explore the knobs, everything will be helpful. >> In order to place his bread in the toaster what I will tell students is to use two hands, unplugged, off, and called Babel find one of the first slots, usually we talk about the difference between narrow and wide to give them an understanding about what I am asking them to do.

I feel with one hand and then they can use the other hand to cost -- cusp and find the other slot. They might just stuff it in, but we try to have them move it so that their knuckles and fingers can drop it in.

We find that edge, find that slot.

 All right, after we find a lover, that is a specific vocabulary for this toaster, got back, lover. -- Lever.

Once we push down and then we cook. Once that has been cooked, then we take the bread out. We use various types of tongs, it might depend on their ability or disability.

After that I was the student if I can touch their hand and I will have them explore their toaster using the tongs, keeping it closed. Their different technical parts, I will say touch the front does not feel like bread, the fate of the inner metal -- let's put it in the inner metal part and doing it, we are trying to find out Brad -- bread. The when they come to something that is softer that is when we will open up the Tom just slightly and move over. Then we squeeze the toaster tongs and look, we did not get it.

We will talk to -- tactfully explore, I did not get it again, I am moving onto the other slot, open, close, lift, how about that, third time is a charm.

Pretty simple right-click so

Not so much. >> So this bread is not trusted, we will treated out -- trade it out.

Now that we have the toes did -- toasted, sliced, bread we will move onto scooping and spreading.

Spreading can be done with a butter knife , when I am working with students with impairments and we are spreading something that is liquid, I will often use a spoon, it is an easier tool. >> I go to the left side of my tray

 and it is a little bit easier to hold and grasp. >> We are not going to want to find both -- poll -- bulk .

So we will open up the jar and placed the lid on the trade because we are using the ingredient is, so it will stay on the tray. Some students when they screw -- scoop dip the spoon inside and get nothing on the spoon. This is something I did not even know I could do. We can tilt the jar. When you tilt the jar, what happens is the spoon that will scrape the inner edge, and when you lift out, you will naturally get some stuff on the spoon. Thank you to Shannon for that suggestion, thank you 20T's who are out there.

I'm asking you to hold the bread, you can see it on the PowerPoint, take a hold of the bread, this helps them to know what they are aiming for. Drop the spoon down on the center and don't -- don't -- dump.

They can also use the back of the spoon if they are more skilled to spread forwards and backwards. I can do the same with the other slice. >> I have some messy hands, as you can see. No problem, because I am I -- I have a trustee damp cloth. It makes a huge difference, wipe it off and set it aside.

We are done with this, it goes to the right side. Maybe you are working with a student who has a hard time scooping and spreading, that is all right. We have another technique that you can use.

What we have here is a bowl with tomato sauce are ready inside. And we have some toasted roll in our container. You can take the bread or take the bowl and dip it in.

Dip it in, bring it back up. We can keep on trying, don't give up.

This could be an adaptation for someone as our time -- a hard time.

That's just cause and talk about a simple adaptation -- cause a -- pause and talk about simple adaptations.

 When using spread you can pour it into a bowl. Plugging in can sometimes be a challenge, we suggest using a power strip, it is much easier, it is very plugged in and off, then all the student has to do is click it to the on position. It makes a little bit easier for students that are not capable. A little bit goes a long way. >>

 Next we have our bread with butter sauce on it, the next thing we want to do is add cheese .

On the left-hand side are the you greedy and that we have not used yet, right here in the Ziploc eyeful of shredded cheese -- ag -- bag full of shredded cheese .

I felt like about was hard to open so I took it out and put it in a regular Ziploc bag, you can make those adaptations yourself.

I'm going to put on my tray because I am now using it.

You can see the picture in the PowerPoint, what I am going to do is reach in, pinch a little bit, lift up, it is the other hand, this is a two-handed job. Hold with one hand , feeling the edges of the muffin, so it is easier to locate the center. Then we sprinkle. >> Sprinkling of cheese can be a challenge, we understand that, totally fine.

When we are done with the cheese we move it onto the right.

We can use slice cheese, that is perfectly okay, this is slice cheese though was taken out of its original packaging and placed in a Ziploc for easier access. >> We are using one hand to find the boundaries or edges of that bread, then we can use it as a guide.

It is a hefty proposition.

We have finished with our cheese, we can move on. >>

 [No audio]

Excuse me for a second, acceptable appliances, there are several ways to make appliances accessible. There is a keypad on a microwave, the microwave is accessible because of a few features, it is hard to tail -- tell, but every number has been braille, also the start button has a bump.on it.

Over the cancel button there is a black Velcro keys -- peace.

There is also an orange wiki stick that is placed over the keypad, it helps us with a couple of things, someone with low vision can access the Orange line and know everything underneath is where they want their eyes to be.

Or if the student is visually impaired they can use the keypad and with their fingers once they find wiki stick they know to go underneath, it is an oriental or -- orientation for the keypad underneath.

The numbers were very thin so I think into them with large -- begins -- thickened them with large numbers.

When labeling other appliances like stoves, or of and, you can simplify it, instead of Braley now it -- putting braille on every number you can put a high, medium, or low marks, it makes it easier and less congested.

Let's put this thing in the microwave, we put it in for 30 seconds.

A couple of things I want to show you about the microwave.

Here at Perkins we use afraid of the other inmates -- of in the it's -- oven mits. For someone that is visually impaired this can be a challenge.

We discovered another tool that is helpful is in the up glove, it has been your is so it is easier to access and manipulate with your hand.

Another tool that we use is a simple microwave cover to avoid splattering and spilling that would happen inside the microwave. >> I would suggest doing this behind the mic with, but I will demonstrate a couple of things that you should know. >> When I am with a student and we are using the mic rig, I often tell them to make sure that the plate is beside the microwave, not in front of the microwave, if the plate was directly in front of the mic with in the door were to open, the play would go crashing on the floor and you would have a big mess.

It would take more than it wet cloth to clean it up.

I would suggest doing this behind the mic away from -- microwave. >> We cook it for 30 seconds, you can smell it, the aroma is filling the kitchen. >> We have our lovely English muffin pizza's which are delay shows and wonderful and we like very much.

If we can move towards the next slide. On every recipe that I've ever made, and I learned this from Kathy, as a last step, I always rate in joy -- right -- write enjoy.

This is a learning time, especially if you make something that you like and is good, you should enjoy it .

Sometimes it is messy, sometimes it is gross looking, sometimes it does not come out exactly how you want it to, this is totally okay, do not get to bog down.

Sometimes I've to wait to the next day to do this, but they do oppose game breakdown, ask them what were the things that were the easiest?

What were the things that were challenging, why should we focus on?

I also give them feedback and say you did great, I was impressed, I was surprised, build up their confidence. Then next time I will say that one thing we are going to work on that you can work better at, let's focus on that.

It is a way to build confidence that they can do things independently.

You can also talk about changing the recipe, saying it was my fault, I should have had to step in here to say do this. Is there something you would suggest? Maybe we should use a smaller spoon or spread with less next time, these are the conversations you can have with your student.

Let's have our own post-grain -- game breakdown.

We talked about organizational planning strategies, we talked about the use of a tray , I can't over emphasize how important I can be.

We talked about moving things from the left side to the right side. This is sure a strategy that helps to understand when they are working on something and when they are finished.

We talked about the technics for cutting, scooping, pouring, and appliance use. We also talked about out of patience for of finances and exploring appliances, we talked about making kitchens a sensible -- accessible, and I hope that we provided you with some confidence and you can go out into this and teach and make this happen your self.

Doing a yourself will go a long way -- it yourself will go a long way.

It is okay to our problems come up in the kitchen , it happens to me every day.

It is totally fine, be your own expert.

Inc. you so much for joining us -- thank you for joining us, for spending the last hour with us, we will move forward to questions. Very will facilitate that.

Thank you Ben .

We are ready for any questions that you might have, please post your questions in a Q. and a box because your lines have been muted since we have a large number of people attending. Go ahead and list your questions and then we can answer them.

Anything at all. It can relate to anything in the kitchen, it doesn't have to be about what we made today. >> Alyssa Wright's do you suggest putting away an ingredient immediately after? Should you put it away immediately rather than all at the end? >> Yes, that's a good idea, there are some things that need to be taken away, and may be in between steps you can possibly we have a lot of stuff on the counter, that the cleanup the spacing go back to square one. Yes, certainly, that works for you in your student that is totally fine . It is important to have a space where everything that is done with lives . If things build up you can say time out, we are going to do some cleanup before we move on, I think that is totally fine.

Great question. Are there any other questions out there?

To raise the asks -- Teresa asks, with students who do not like textures or liquid on their hand, do have any other suggestions?

 That is an excellent question, sometimes we will do a lot of free cooking activities -- free cooking -- pre-cooking activities, I will let them get used to the substance they are using. We will talk about tomato sauce, we will dip are fingering, we will dip our whole hand in, we will put it on her cheek, we will explore it tacked to a -- tactual sends, it is a defense it is send -- desensitizing program. Latex gloves can be helpful and they can be useful.

Sometimes you can find things that are different of the same. >> For instance, the shredded cheese is a different experience from sliced cheese, if you can find ways in your recipe a -- recipe to use the same substance in a different form that can be useful. I can't over emphasize the opportunity to pre-teach in all aspects whether it be exploring and appliance is or in greeting ends.

Recently I was teaching a student how to make cupcakes and we spent the whole class talking about measuring cups. If you can imagine an hour of measuring cups in measuring easier things rather than a liquid or sand. That will benefit you in the long run .

We just have a few more minutes, Caroline has asked the question, what are some of the best items for our students to learn cutting skills with?

Good question, one thing you can use and I would not suggest putting in their mouth, but you can start with Clay . I would not start with state or something tough, but you can start learning the skill by using clay, and a ball of clay and place it on the plate. He used the signs go over that bridge technique to. -- Technique. That way they get the skill down before you put something sliced or to slice in their hand.

I should also mention that French toast is a little bit easier to cut than something hard. I know this is similar, but spreading can be really tough, instead of teaching the spread with soft spread you can use something that is easier, learn the skill and then apply it to what you were doing.

Where can you find cooking gloves exile --?

Probably a local plays like a Walgreens. Someplace like target or Wal-Mart would have something like this. I think these are one of those common TV types of commercials. They can be very useful.

Great, how about this question from Cathy, do have hints for using can openers, that is the hardest thing ?

Totally agree, I agree with you 100%, there is a device called a one touch, I am not sure if you have heard of it. It is called a one touch, I knew you can find them at target . It is a specific type of can opener that looks just like a manual can opener. It is easier to attach the top am a at the press of a button -- attached to the top, it takes the lid off for you and illuminates the sharp edge. That might be a good place to start.

Are there any other questions?

 Here we go, how do you tell when meat is done for hamburgers? >> Great question, timers, talking time is, timers of all kind. This is where the recipe becomes really key. This is we are doing it ahead of time becomes key . When I prepare hamburgers or any meat on a George Foreman grill, I will test it a couple of times in advance and figure out exactly what temperature and how long it takes to prepare that meet. I tell students to trust that time in the recipe .

There are a lot of different factors that come into cooking needs, there are times when you cook with the student and realized that that time was not enough , that is where changing the recipe is something to do. I would help the students build that trust in that time beforehand. >> Okay, it looks like we answered all of the questions that have come in, we are right at 3 PM Eastern standard Time . I think it is a great time to say thank you to Ben for sharing his knowledge on this important topic, we really appreciate it. Thank you to all of our participants for joining us today, we hope you found the webinar informative and we hope to have you join us for future webinars.

Goodbye everyone, goodbye been -- Ben.

 [Event Concluded]