### Functional Activities: Making Temakizushi (Hand-rolled Sushi)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Teaching Concept: Communication</th>
<th>Other skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expressive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Get Ready</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Getting Ready</strong></td>
<td>Request items needed for getting ready for the activity:</td>
<td>Reinforcement: Token</td>
</tr>
<tr>
<td><strong>Cooking</strong></td>
<td>Examples:</td>
<td>• Earn tokens for a reinforcer that was chosen prior to getting ready for cooking</td>
</tr>
<tr>
<td></td>
<td>• “I want Apron”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “I want Mask”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “I want meshed cap”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “I want gloves”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Request for HELP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Request for HELP to put the mask or to put the Apron on.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Request for HELP when you cannot find the apron.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow verbal instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “Put the mask on”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “Wash your hands”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>WAITING</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• When the sink is busy with other students, follow verbal instruction of “Wait”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tell student to “WAIT” and give waiting card.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*student should have already mastered waiting for longer period than waiting in a line to wash his/her hands.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following written/visual direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Task analysis of how to put an apron on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Task analysis of how to put a mask on</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Imitation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When a person shows how to put an apron on, learner will copy the exact motion to facilitate putting an apron on him/herself.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Correspondence and discrimination</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify mom’s apron to learner’s apron.</td>
<td></td>
</tr>
<tr>
<td><strong>Follow</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hand-washing</strong></td>
<td>Request items needed for washing hands before the activity:</td>
<td>Reinforcement: Token</td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td>• Earn tokens for a reinforcer that was chosen prior to washing hands</td>
</tr>
<tr>
<td></td>
<td>• “I want soap”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “I want towel”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Request for HELP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow written/visual direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Task analysis of how to wash and dry hands</td>
<td></td>
</tr>
</tbody>
</table>
### Making Sushi Rice

#### Request for Help
- Request for Help to turn on the rice cooker.
- Request for Help to measure quantity of rice to cook.

#### Ask Questions
- Ask question to find out the quantity of ingredient you need for cooking.
  - “How many cups of rice?”
  - “How many cups of water?”

#### Follow Verbal Instruction
- Put rice paddle into the bowl of vinegar.
- Fan the rice to cool.

#### Following Written/Visual Direction
- Task analysis of how to make sushi rice.

#### Reinforcement: Token
- Earn tokens for a reinforcer that was chosen prior to cooking rice activity.

#### Academic
- How to measure rice or water (science).
- Where does the rice come from? (science/geography).

### Cooking Rice

#### Request for Help
- Request for Help to turn on the tap while washing hands.

#### Request Items Needed for Getting Ready for the Activity
- “I want rice”
- “I want pot”

#### Request for Help
- Request for help to turn on the rice cooker.
- Request for help to measure quantity of rice to cook.

#### Ask Questions
- Ask question to find out the quantity of ingredient you need for cooking.
  - “How many cups of rice?”
  - “How many cups of water?”

#### Follow Verbal Instruction
- “Put rice in the pot”
- “Rinse the rice in the pot with water”

#### Following Written/Visual Direction
- Task analysis of how to cook rice.

#### Reinforcement: Token
- Earn tokens for a reinforcer that was chosen prior to cooking rice activity.

#### Academic
- How to measure rice or water (science).
- Where does the rice come from? (science/geography).

### Making Sushi Rice

#### Request for Help
- Requesting help to transfer cooked rice into a bowl.

#### Follow Verbal Instruction
- Put rice paddle into the bowl of vinegar.
- Fan the rice to cool.

#### Following Written/Visual Direction
- Task analysis of how to make sushi rice.

#### Imitation
- When a person shows how to mix the rice and vinegar, the learner copies the exact motion to mix the rice and vinegar.

#### Correspondence and Discrimination
- Large vs. small plate or bowl.
| Preparing the ingredients to put inside the sushi (e.g. fish, vegetables, eggs etc.) | Requesting HELP to mix the hot rice with vinegar | Reinforcement: Token  
- Earn tokens for a reinforcer that was chosen prior to making sushi rice activity  
Academic:  
Example:  
- How to measure quantity of vinegar (science) |

|                      | Follow verbal instruction  
|----------------------|--------------------------|
|                      | Examples:  
- “Mix the tuna and mayonnaise in the bowl”  
- “Cut the cucumber in length way”  
- “Cut the nori into 1/4” |
|                      | Following written/visual direction  
|                      | Examples:  
- Task analysis of how to make a Japanese omelet  
- Task analysis of how to cut Nori into 1/4 |

|                      | Imitation:  
|----------------------|-------------------|
|                      | Examples:  
When a person shows how to cut cucumber, the learner copies the exact motion to cut the cucumber.  
Correspondence and Discrimination:  
Example:  
- Discriminate fish vs vegetable and place the cut ingredients with corresponding ingredients |
|                      | Reinforcement: Token  
- Earn tokens for a reinforcer that was chosen prior to cutting ingredients for making sushi  
Academics:  
Examples:  
- Learn the name of vegetables and fish |

|                      | Request items needed for getting ready for the activity:  
|----------------------|---------------------------------------------------------------|
|                      | Examples:  
- “I want chopping board”  
- “I want knife”  
- “I want plate” |

|                      | Request for HELP  
|----------------------|-----------------|
|                      | Example:  
Requesting HELP to cut vegetables/fish |

|                      | Responding Yes/No  
|----------------------|-----------------|
|                      | Example:  
“Do you want to cut this fish?” |
| **Making Temakizushi (Hand-rolled sushi)** | **Request items needed for getting ready for the activity:**  
Examples:  
- “I want Nori”  
- “I want rice”  
- “I want mushroom (ingredient name)” | **Follow verbal instructions**  
Examples:  
- “Place Nori”  
- “Put a piece of fish on rice”  
- “Roll the sushi”  
- “Take the plate away to the sink”  
**Teaching “No”**  
Example:  
When the learner placed too many ingredients on rice and cannot roll the sushi: tell the learner he/she cannot put any more ingredient on.  
Teach an alternative:  
Suggest that the learner that he/she can make another sushi after current one with the ingredient he/she wants. | **Correspondence & discrimination**  
- Identify his/her own chopstick from his/her mom and dad’s chopsticks.  
**Setting up a table:**  
- Place table mats and set up the table for the family.  
**Imitation:**  
Example:  
When a person shows how to roll a sushi, the learner copies the exact motion to roll his/her sushi.  
**Academic:**  
- Counting number of ingredients or how many sushi rolls he/she made (math)  
**Reinforcement:** Token  
- Earn tokens for a reinforcer that was chosen prior to washing dishes  
**Sorting:**  
- Place dried dishes to corresponding storage shelf. |
| **Washing dishes after eating** | **Request items needed for getting ready for the activity:**  
Examples:  
- “I want dish soap”  
- “I want sponge” | **Follow verbal instruction**  
Examples:  
- “Put soap on the sponge”  
- “rinse the plate”  
- “place the clean plate on the drying rack”  
**Following written/visual direction**  
Example:  
- Task analysis of how to wash plate |