



Culinary Arts Instructor Inclusive Teaching Guide

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April 23, 2001

Winter Term

SED 7050

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Culinary Arts Instructor Inclusive Teaching Guide

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Introduction:

Culinary Arts Instructor Inclusive Teaching Guide



Introduction:

Culinary Education; A Universal Skill

Culinary Arts is skill that is universal across the world. Standard method and technique is the same wherever you go. There are many skills that must be acquired in order to become a professional Culinarian, but it is these skills that can give the challenged a chance at a true profession. A culinarian must begin with a thorough knowledge of how to work as a professional, including a code of behavior, knowledge of tools of the trade, and the raw materials you will use in applying your skills

It has been my dream for quite some time to act as a mentor and an educator to youth who are in need of some special attention. It has been estimated that there are close to one million foodservice industry jobs available, and not nearly enough skilled people to fill them. The food service industry offers ever-expanding opportunities. The industry is made up of a diverse group of people that continues to become even more diversified.

The demand for quality people opens the door of experience to many who once would never have considered culinary arts as a profession. Industry leaders are welcoming individuals of all levels and capacities to become a part of their team.

This guide is geared toward teachers of high school students whom are taking part in a career education Culinary Arts Program, but can be easily adapted toward various age levels and curriculums.



The Inclusive Environment

Inclusive education defined in *Teaching Special Students in General Education Classrooms* (Rena B. Lewis and Donald H. Doorlag, Prentice-Hall, 1999) means “meaningful participation of students with disabilities and other special needs in general education classrooms and programs.

Dr. Christopher Kliewer, who taught for four years in an inclusive elementary school, offers the following broad outline for an inclusive classroom: from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference* (Deschenes, C., Ebeling, D., and Sprague, J.1994.)

- Inclusive education is nothing more than good teaching for all students.
- Students take responsibility for their education; they help create the structure of the classroom, including helping to establish rules and academic program.
- Teachers have high expectations that all students will meet the rules and academic challenges.
- Families are involved.

- Curriculum is focused on humanity, on one another's worth. The students tell their own stories or other's stories and learn about things that matter in their lives.
- Teachers throw out the worksheets and basal reader system; they create curriculum that involves students.



As an educator we have a very important role in our classrooms/kitchens, it is up to us to set the tone that will be the catalyst to a healthy inclusive environment. Verna Eaton offers the following strategies in promoting an Inclusive school environment: Eaton, Verna. Inclusive Schools. Saskatchewan, Saskatchewan Valley School Division, 1996.

- Teacher serves as a model of how to interact with the student who has a disability:
 - Treat the student with the dignity and respect that all students are given
 - Speak to the student directly, never "around" the student in his or her presence
 - When speaking about persons with disabilities make reference to the person first, and then the disability if it is necessary to mention the disability
 - Draw attention to the student's achievements and strengths
- Avoid congregation of students with disabilities in the class or in the school
- Teach about differences as part of the regular curriculum
- When teaching about disabilities, speak matter-of-factly. Use the proper terminology. If possible, invite experts into the classroom to speak. Parents of children with disabilities are experts.
- Ensure, as much as possible, that expectations and routines are the same for all students.
- Where individualization is necessary, attempt to have it occur when other students are receiving individualized instruction.
- Structure social interaction in the classroom through planned activities.
- Promote social interaction outside of the classroom.

- Integrate everyone! The special education teacher and any support staff who may be in the classroom should work with all students, not just the student with the disability.
- Ensure frequent communication between the school and the home.
- Do things with, rather than for the student when she or he needs assistance.
- Foster and encourage independence.
- Encourage peers, rather than an adult, to assist the student.
- Where necessary, have an affirmative behavior plan in place.
- Be committed to integration and inclusive practices.



Benefits of an Inclusive Classroom: Maximizes Individual Growth-Builds a Sense of Community

Children with Special Needs	General Education	Teachers	Society
<ul style="list-style-type: none"> • Affords a sense of belonging to the diverse human family • Provides a diverse stimulating environment in which to grow and learn • Evolves in feelings of being a member of a diverse community • Enables development of friendships • Provides opportunities to develop neighborhood friends • Enhances self-respect • Provides affirmations of individuality • Provides peer models • Provides opportunities to be educated with same-age peers 	<ul style="list-style-type: none"> • Provides opportunities to experience diversity of society on a small scale in a classroom • Develops an appreciation that everyone has unique and beautiful characteristics and abilities • Develops respect for others with diverse characteristics • Develops sensitivity toward others' limitations • Develops feelings of empowerment and the ability to make a difference • Increases abilities to help and teach all classmates • Develops empathetic skills • Provides opportunities to vicariously put their feet in another child's shoes • Enhances appreciation for the diversity of the human family 	<ul style="list-style-type: none"> • Helps teachers appreciate the diversity of the human family • Helps teachers recognize that all students have strengths • Creates an awareness of the importance of individualized instruction • Increases ways of creatively addressing challenges • Teaches collaborative problem solving skills • Develops teamwork skills • Acquires different ways of perceiving challenges as a result of being on a multi-disciplinary team • Enhances accountability skills • Combats monotony 	<ul style="list-style-type: none"> • Promotes the civil rights of all individuals • Supports the social value of equality • Teaches socialization and collaborative skills • Builds supportiveness and interdependence • Maximizes social peace • Provides children a miniature model of the democratic process

From "Creative Educators at Work: All Children Including Those with Disabilities Can Play Traditional Classroom Games," by Donna Raschke, Ph.D., and Jodi Bronson, Ed.S. 1999

Partnering With Parents:

PARENTS FOR INCLUSION



Partnering With Parents:

Parental Involvement

Parents of a challenged child will want hands-on contact with all of the planning for their child's education. The process of inclusion can be overwhelming for parents, and they may require assistance from other families who have experience in working with schools.

You will be able to find people in the community who can help your team members with their tasks.

- There may be a parent who will volunteer to assist in the kitchen.
- Your school may have other volunteers who can help with long-range planning.
- If you are close to a college or university, students who need work experience might assist you with your class.
- If your school uses a pool of students to assist in classes, they may be able to help you with the small jobs in your kitchen.

Use of Support System and Related Services

You are not alone, The Book On Inclusive Education. (Tohaventia Holdings & Sutherland Productions, 1997), lists many sources of support that can be the catalyst to a successful inclusion experience for all involved, these are as follows:

Support Network/Sources:

- The teacher assistant
- The resource teacher/resource facilitator
- The Principle
- The problem solving group
- Professional support

- Support from own-age peers
- Adult support in the school and community
- Support from children who are challenged

The Family

- Parents as partners
- Building trust
- Staying in touch with parents
- Parent groups

Friends and Friendship

- Facilitating friendships
- Are friendships secondary to learning?
- Nurturing friendships
- Let the student shine
- Friendships beyond the classroom



Culinary Arts and the Community

The culinary arts industry is quickly becoming a respected occupation. There is an increasing demand for skilled employees. Educational facilities can be utilized to showcase the work that is being accomplished and the progress of the students, or community cooperation can be of a different nature.

Many schools have entered co-operative agreements with local businesses and industry, which enable students to learn work skills as part of the regular curriculum. The student who is challenged can benefit from being included in this program along with the other students. This is a very different approach from having the student who is challenged go to a community-based program alone while the other students are in school.

Many students have part time work after school. The student with challenging needs may also have a part time job. Organizational skills, time and punctuality, appropriate mature behavior, personal appearance and taking responsibility become important needs.



Collaboration:

Collaboration:

because...



... we can change the world

In order for inclusion to succeed, teachers need to combine forces with school staff members and families to ensure that the needs of individual students with disabilities are met. The best way to achieve this level of cooperation is through a collaborative team. Collaboration of the school with its surrounding community systems is a factor to help create positive educational change. Partnerships within and outside the school setting are essential to support education reform.

Areas of Importance:

Building Team Structure

Learning Teamwork Skills

Taking Team Action

Teaching Collaboratively

Improving Communication And Handling Conflict

As Snell and Janney so precisely state in their book Collaborative Teaming (Paul H. Brooke), there are vital characteristics that a collaborative school/team must personify, these are as follows;

- Building Team Structure
Set school policy on teaming.
Define team purpose and focus.
Establish team membership. Create and protect time and space.
Support teams and teamwork.

- Learning Teamwork Skills
Listen and interact well.
Develop shared values.
Define team roles and responsibilities.
Establish team meeting process and schedule.
Prepare for conduct meetings.
Give and receive information.
Make decisions by consensus.
Team effectively “on the fly.”
Reflect on the team process.

- Taking Team Action
Problem –solve team concerns.
Collaborate to design programs.
Assess student progress.
Review and revise team action plans.

- Teaching Collaboratively
Understand collaborative teaching.
Plan at the school level.
Understand tested organizational models and instructional strategies.
Consider collaborative teaching strategies suited to grade level.
Plan between collaborative teachers.
Evaluate outcomes.

- Improving Communication And Handling Conflict
Know and trust each other.
Communicate accurately and unambiguously.
Be sensitive to diverse cultures.
Foster staff-family interaction.
Take time to process group skills.
Resolve conflicts and problems.

Authentic, Multi-Level Instruction For
Students Of Diverse Abilities:

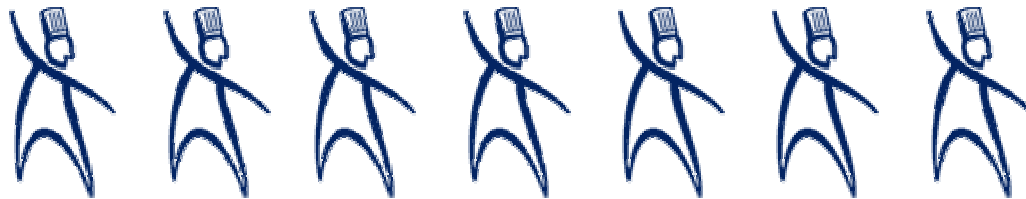
Authentic, Multi-Level Instruction For Students Of Diverse Abilities:

Teaching and Learning: Styles and Strategies

The individualized educational program (IEP) will serve as a way of monitoring the student's progress and communicating results to the student, parents and staff. It will also be an ongoing record of the student's growth.

The IEP is a guide to keep you and others who work with the student on track. And it will help you link the student's high priority learning needs to the culinary curriculum. The IEP will describe goals in three or four high priority areas (but not all of the student's learning for the year), as identified by the team.

As you become involved in writing the IEP you will develop ownership of the program. No educational program will be laid upon you. You can decide, based on your teaching style and method of organizing for instruction, what you can do in your kitchen and when you will need support.



Practical Skills

The practical skills of a culinarian (food service professional) are much different than that which is demanded in the regular classroom. Some of the skills remain the same. One must be able to read in order to follow a recipe, one must be able to do math in order to convert measurements, one must be able to problem solve in order to make use of critical thinking when a food product smells funny, one must have a sense of history in order to establish food origin and spice combinations to compliment food of particular regions, and the correlations go on and on.

The culinary arts demand skills that go beyond the regular classroom. Assessments will be made in the following areas.

- Food and Kitchen Safety
- Nutrition and Healthy Cooking

- Equipment Identification
- Raw Ingredients
- Cooking in a Professional Kitchen
 - Mise en Place
 - Soups
 - Sauces
 - Dry-Heat Cooking Methods
 - Moist-Heat Cooking Techniques
 - Charcuterie and Garde-Manger
 - Baking and Pastry
 - Sanitation: HACCP, Storage, Temperature Danger Zones, etc...

Once these skills are mastered an individual can move onto a more intense level of learning, or move out into the industry. Skills will be assessed according to the individual and the IEP that has been established for the students giving capacity.

The following curriculum will provide the base knowledge necessary to pursue a successful career in the Culinary Arts, the curricula will give you the opportunity to:

- Experience general education, acquire academic skills, and obtain a global perspective as related to foodservice courses.
- Learn and effectively practice basic and advanced technical skills in food preparation and service.
- Understand the principles of food identification, food and beverage composition, nutrition, and dietetics.
- Acquire basic supervisory skills to better use human and physical resources in foodservice operations.
- Gain hands-on experience in the proper use and maintenance of professional foodservice equipment.
- Become familiar with the layout and work flow of professional kitchens and bakeshops.
- Gain appreciation for the history, evolution, and international diversity of the culinary arts.
- Develop a personal sense of professionalism necessary for working successfully in the foodservice and hospitality industry.

- Study American and international cuisines, nutrition, garde manger, business law, Culinary French, meat cutting, baking, pastry, and a whole lot more.
- Table service and customer relations.
- Work in an experimental kitchen.
- Take courses in menus and facilities planning, purchasing, and cost control.

Accommodations And Adaptations:

Accommodations And Adaptations:

Adaptations within a Lesson Plan

Plan Nine Types of Adaptations

<p>Size</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example: Reduce the number of social studies terms a learner must learn at any one times.</p>	<p>Time</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p>Level of Support</p> <p>Increase the amount of personal assistance with a specific learner.</p> <p>For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
<p>Input</p> <p>Adapt the way instruction is delivered to the learner.</p> <p>For example: Use different visual aids, plan more concrete examples, provide hands-on activities, and place students in cooperative groups.</p>	<p>Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>For example: Allow the use of a calculator to figure math problem; simplify task directions; change rules to accommodate learner needs.</p>	<p>Output</p> <p>Adapt how the student can respond to instruction.</p> <p>For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials</p>
<p>Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p>For example: In geography, have students hold onto the globe, while others point out locations.</p>	<p>Alternate</p> <p>Adapt the goals or outcome expectations while using the same materials.</p> <p>For example: In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.</p>	<p>Substitute Curriculum</p> <p>Provide different instruction and materials to meet a student's individual goals.</p> <p>For example: During a language test, one student is learning computer skills in the computer lab.</p>

From *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.



Curriculum Adaptations

The Base Curriculum will be the same for everyone. This means that the student who is challenged will participate in the Mother sauces lesson, the knife skill class and the butchery class, along with the other students. The student's life experiences will be enriched, and his ability to communicate and form relationships with peers increased through being included.

Curriculum adjustment is about....

- Examining content and/or delivery processes to find alternative ways for students to achieve equivalent learning outcomes/essential competencies/academic standards;
- Providing a way to minimize the impact of students' disabilities upon their performance without compromising course standards; and
- Challenging existing practices and procedures in order to develop more inclusive ways of designing and delivering curriculum.

The work that the student does in the regular kitchen should be related to the work that the other students are doing but it must be meaningful to the student. Dependent on the students needs a culinary mentor will be available if necessary, this person will be skilled in handling a variety of disabilities.



Instructional Adaptations

Goals and objectives for the student who is challenged will be agreed upon for each culinary instructional unit before the unit is taught. Some of the goals will relate to the concepts and content of the culinary unit. Some will relate to the strengths and needs that were identified by the collaborative team, and agreed upon as goals and objectives in the IEP. The teaching of the IEP objectives will be embedded in the regular lessons and routines of the kitchen. They do not need to be taught at a separate time, in a separate place.

The indications of learning and growth may be different from those of the other students in the class, but the culinary educator must recognize them as valid. If the teacher values the progress and abilities of the student who is challenged, then the children in the class will also value them.

First, outline the skills and prep projects, which the students without disabilities are engaged in on a typical day. List the outline for the day on one side of a flip chart, and then, on the other side, identify the supports or adaptations needed to include the student with challenging needs.

Consider whether adaptations or modifications need to be made to the information, the materials, and the instructional process. Decide whether the student will require support to carry out some or all of the skills or prep projects, and how the support will be provided.

Building Community In The Classroom:



Classroom Community

The student and peer group need to be able to communicate without always having an aide or adult in the group to interpret interactions and sometimes conflict. Create opportunities for the student who is challenged to help others. It does not build an individual's self esteem to have to accept help without being able to give in return.

Individual achievement and competition are frequently used in the classroom, but learning occurs just as well when children work together in groups. Every member of the group is responsible for helping the others to learn the material and skills involved within the lesson, and every member of the group has responsibility for the personal relationships within the group.

Be sure the student has a clearly defined role, which truly contributes to the success of the group. As a culinary educator it is important to make sure that all the members of the group are present before beginning instruction, allow the inclusive student to bring their own kitchen tools, this will provide internal comfort. Provide the opportunity for the inclusive student to take on the responsibility as Sous Chef of the group.

When a Culinary Educator creates an environment that includes everyone in a productive way, the effects will be longer lasting for all students and reinforced by the students. There are ways to create a nucleus of community in the vocational education environment.

- Create unity among students around a particular meal to be executed.
- Arrange for the class to provide samples of their work-finished product (soup, sauces, entrées, etc.) to the rest of the school, on a regular basis.
- Display student prep lists and restaurant projects.

- Inviting special groups from the community to share their own personal life experiences.

The class that works to create community will be united toward a common goal.

That unity will assist in overcoming difficulties that may arise.



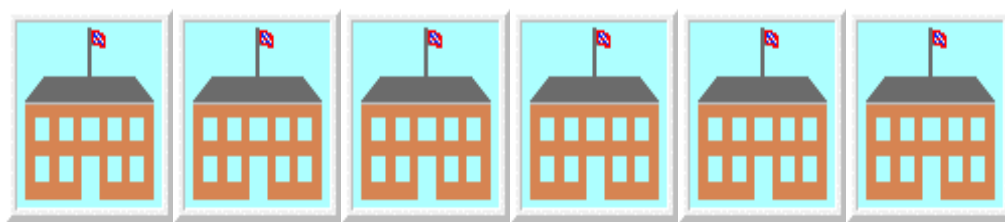
Strategies for Celebrating Diversity

The United States is becoming a more culturally diverse nation than ever before. Vocational Education is often the answer for what was once considered the “forgotten half”. This population of students is often consists of an extreme mix students. It is important to encourage overall cultural pluralism. Your kitchen will be made up of students who in some cases had to leave their home culture rather abruptly, some peers might not even speak the primary language, and others might have special learning needs. Whatever the case the following guidelines will help promote the celebration of diversity. From the book, Teaching Special Students in General Education Classroom’s (Rena B. Lewis and Donald H. Doorlag, Prentice-Hall, 1999).

- As you identify the different ethnic groups in your classroom, become informed about their characteristics and learning styles.
- Make sure that your kitchen conveys positive images of various cultural groups.
- Students can study the contributions that all ethnic groups have made to the community.
- Treat all students equally; do not fall into the trap of reverse racism.
- Be sure assessment techniques used are appropriate and take into account cultural differences.

The kitchen environment adds an additional tool to help promote diversity, particularly cultural diversity. The history of food has cross-cultural roots that can provide the framework for individual leadership opportunities. Each student can help organize with the assistance of the culinary educator, a lesson plan that is based on his or her culture or family traditions.

Dealing With Behavioral Challenges:



Dealing With Behavioral Challenges:

Classroom Management and Behavior Strategies

Whenever possible, students who are challenged want to be treated like the other students with the same consequences for their actions. It will be necessary to make sure that all of the rules are understood by the student and that they are enforced.

Sometimes a contract is drawn up between the student and the teacher in which they agree on predetermined guidelines for behavior and which includes a reward system. Rewards work well in early adolescence. It is important to offer genuine rewards.

Unacceptable behavior in a student does not usually appear overnight. We need to have a long-term view of the situation to diminish and eliminate problem behavior.

Usually, such behavior indicates that we have not met the needs of the student in some way, and the student is communicating his needs to us. However strongly the message is sent, we need to listen to the student, and we need to respond as quickly and as effectively as possible.

Record other factors for consideration. Is the student involved in work that she cannot grasp, or which is too repetitive? Perhaps the student is upset by something that happened earlier. Be aware of everything in that child's world on that day and at that particular time.

Conflict Resolution

Many of the conflicts that will come up in the kitchen will be a result of social interactions, the following tips from Doorlag and Lewis, *Teaching Special Students in General Education Classrooms* (New Jersey: Prentice-Hall, 1999), suggest ways to improve social behaviors:

- Provide students with examples of no aggressive behaviors that can be used in situations that might lead to aggression. One way to do this is with good

models; these can be adults, peers such as classmates or peer tutors, or films and videotapes.

- Use extinction for inappropriate verbal behaviors such as swearing, arguing, and teasing. Supply reinforcers for other students in the classroom to encourage them to ignore this type of problem behavior.
- Provide a penalty or punisher when a student exhibits an inappropriate behavior. This action might be removing the student to a setting without reinforcement (time-out), taking away activity time or other reinforcers earned (response cost), or introducing an aversive such as scolding or notification of the parents. This type of intervention should be used sparingly, but is sometimes necessary to stop a problem behavior quickly.

Physical Design Of The Classroom
For Diverse Learners:



Physical Design Of The Classroom For Diverse Learners:

Physical Layout of Instructional Kitchen

There are classroom and equipment modifications that the inclusive educator must take into consideration in order to be able to teach effectively. Kochhar, West, and Taymans in Successful Inclusion (Prentice Hall, 2000) summarize these modifications as follows:

Classroom Modifications

- Barrier-Free settings for classroom access, including libraries, resource areas, and technology or learning labs.
- Modified physical groupings of desks.
- Modification in seating to permit improved access for students who have physical disabilities and to permit best vantage for those with auditory or visual impairments.
- Rearrangement or enlargement of visual tools or resources in room.
- Use of audiotape equipment or alternative communication devices for students with communication difficulties.
- Rearrangement of classes, with consideration to their relationship to school building entrances and exits.

Equipment Modifications

- Access to technology labs and learning labs available to all students.
- Use of visual timers or alarms on equipment in vocational labs or centers.
- Peer teaming for use of equipment or projects requiring use of equipment.
- Simple modification of equipment.
- Relocation and reorganization of equipment in classroom or shop
- Providing greater spacing between pieces of equipment.
- Providing visual and diagrammatic instructions for safety and use of equipment.
- Lowering and raising height of equipment or computers.

Accommodations For Students With
Physical And Sensory Challenges:



Accommodations For Students With Physical And Sensory Challenges:

The inclusive classroom should take several factors into account, with regard to physical and sensory challenges. According to Kochhar, West, and Taymans in, Successful Inclusion (Prentice Hall, 2000), some strategies to make accommodations within the environment are as follows:

- For students with cognitive or learning disabilities, assign buddies to assist students by reviewing assignments and organizing homework materials.
- For students with physical disabilities or limited muscular control in arms, secure papers to desk by using tape.
- For students with physical disabilities or who use a wheelchair, use nonskid devices, Velcro, and other common adaptations for carrying and securing materials.
- To expand learning environments, create opportunities outside the school for community-based instruction.
- Develop learning centers in the classroom for optimum use of classroom space; cluster tables and chairs into “centers” to open up spaces for movement.

All of these ideas can be adapted to meet the needs of a Culinary Arts instructor.

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Appendix A: Neat Forms That I Found

Appendix

Please see hard copy for forms. Thanks.