

Preparing a Table Place Setting



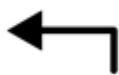
Place the tablecloth over the table



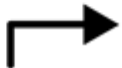
Place the plate right in front of the chair



Fold the napkin in half



Place napkin to the left of the plate



Place knife and spoon to right of the plate.

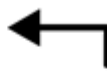


knife



spoon

Place the knife closest to the plate and the spoon to the right of the knife



Place fork to the left of the dinner plate



Place cup above the knife



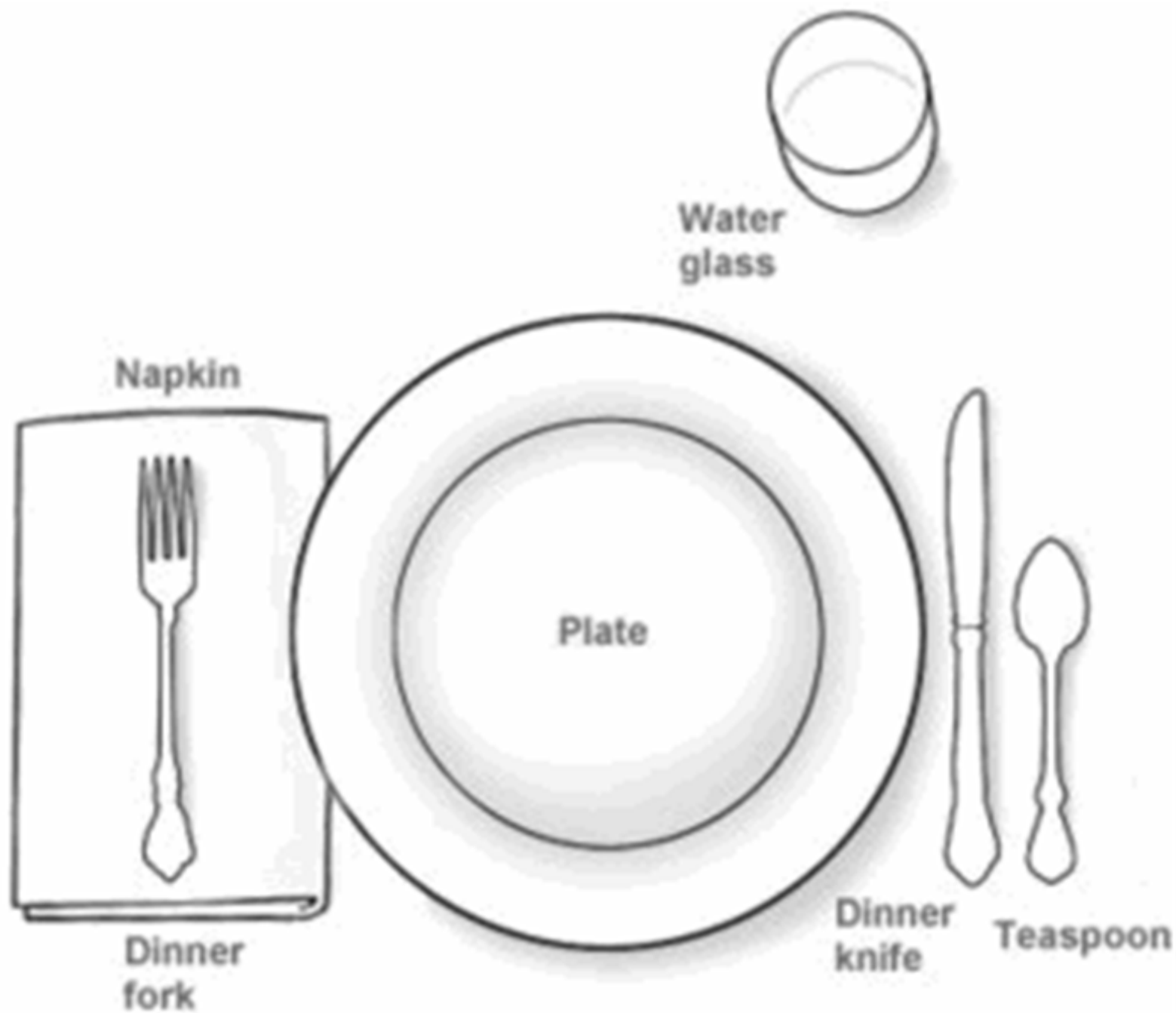
Repeat this process three more times to set up four plates with utensils



Refer to the picture diagram if you need any help



Check in with teacher to see if the table is set correctly



Secondary Rubric

1

2

3

4

Student distinguishes different utensils				
Uses instructions to set up table correctly				
Able to distinguish proper directions (right vs. left)				
Student shows competence in spatial awareness (knows to space out)				
Student follows visual diagram to set up the table correctly				
Student follows multiple steps				

1-Need almost constant verbal directions/prompts; Frequent physical support/hand over hand guidance; Almost constant observation must be maintained. I need my job coach to tell me, show me, and do with me

2-Needs frequent verbal directions, but can do task with some independence once started; Occasional/moderate modeled directions or occasional hand over hand guidance; I need my job coach to tell me often what to do and/or show me

3-Needs minimal verbal directions; Works within minimal help; no hand over hand required; I only need my job coach to tell me something once in a while. I could do most of it by myself. I asked questions if needed

4-Performs accurately without directions; Meets employers standards on item; Achieved goals as written; No hand over hand guidance; I did the job by myself. My job coach did not need to tell me or show me anything. I asked questions when needed.

Primary Rubric

1

2

3

4

Distinguishes task components from each other				
Grips and releases components intentionally				
Uses both hands simultaneously to set up table				
Transfers items to new locations				
Uses sensory input to maintain appropriate proprioceptive feedback				
Self checks personal progress during task				

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