

A-7. Beverage from a bottle sealed with a cork — two persons [uncalibrated]

Essential task

Person is expected to use a corkscrew to remove the cork from a bottle of beverage, pour two glasses, and serve the beverage along with the opened bottle.

Specific criteria

1. The bottle must contain between 325 and 750 ml (12.6 and 25.3 oz) of beverage and be factory sealed with a cork and metal foil over the upper neck of the bottle. Screw top bottles, bottles without metal foil, or bottles that have been opened and recorked are **not** acceptable alternatives.
2. The cork screw used to remove the cork must be a manual, double hinged (waiter's or sommelier) corkscrew or a winged (butterfly) corkscrew. The use of a pneumatic, electric, or other manual corkscrews (e.g. lever or rabbit style, twin-pronged cork puller) are **not** acceptable alternatives.

Options

1. Glasses may be of any type, with or without stems.
2. Person may choose to test or offer another person to test (i.e., smell and/or taste) the poured beverage before pouring the second glass. If the person chooses this option, he or she may initially pour a partial or full serving for testing.
3. The person may pour the glasses of beverage in any order. If the person initially poured only a partial serving for testing, the remainder of that serving may be poured either before or after pouring the second glass of beverage.
4. The person may insert an anti-drip pourer or aerator into the bottle before pouring. Pouring the beverage through an aerator not inserted into the bottle is **not** an acceptable alternative.

Restoration

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any spills, and discard any waste into a garbage container.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials, and the operation of the water taps and the available corkscrew(s). A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain what bottle the person intends to open.
2. Ascertain if the person intends to test or will ask the other person to test the beverage, and if so, if he or she will pour a partial or full serving before testing.
3. Ascertain if person plans to retain cork for recorking the bottle or if he or she plans to throw it away.
4. Ascertain if the person plans to insert an anti-drip pourer or aerator into the bottle before pouring the beverage.
5. Ensure that the person understands that he or she is to serve the opened bottle along with the glasses of beverage.

Special rules

1. The person is **not** scored down if he or she smells the cork.
2. Do **not** score down if the person uses glasses or a corkscrew that are appropriate but different that the ones the person may have indicated he or she will use.

Required tools and materials

- Bottle of beverage that has been factory sealed with a cork
- Corkscrew

- Glasses
- Sponge, rag, or papertowels
- Garbage container
- Optional: anti-drip pourer, aerator

B-3. Bread and instant coffee, tea, instant soup, or hot chocolate — one person [uncalibrated]

Essential task

The person is expected to (a) prepare two slices of bread with one or two spreads, (b) prepare a cup or mug of a hot instant beverage, and (c) serve the bread and the beverage in appropriate serving dishes.

Specific criteria

1. The bread should be a bread roll, long baguette, or full or partial loaf of bread and the bread should **not** be presliced.
2. The unsliced bread should be in a bread bag (paper or plastic) or wrapped in paper.
3. If a bread roll is used, it must be sliced horizontally by the person during the task observation so as to divide the bread roll into two halves, top and bottom. If a long baguette is used, it must be cut vertically to prepare a single portion, and then sliced horizontally so as to divide the single portion into two halves, top and bottom. If a loaf of bread is used, it must be sliced vertically to prepare two slices of bread.
4. The person is expected to heat the water or milk for the hot instant beverage.
5. Milk, if used, should be obtained from a container stored in the refrigerator.

Options

1. Appropriate breads include unsliced white, whole grain, rye, or other type of bread roll (e.g., Kaiser, French, small baguette, bagel), long baguette, or other type of loaf of bread (e.g., French loaf, sandwich loaf).
2. Appropriate spreads include butter, jam, peanut butter, chocolate-hazelnut spread, Nutella®, liverpaste, cream cheese, or other soft spread.
3. Appropriate beverages include instant coffee made with hot water, instant coffee made with hot milk (“café con leche”), instant tea made with hot water, hot tea made from a tea bag, hot chocolate made with water or milk, hot fruit-flavored beverage, or soup made with powdered soup mix and hot water.
4. Water, if used to prepare the beverage, may be heated in an electric kettle, on the stove, or in a microwave oven.
5. Milk, if used to prepare the beverage, may be heated in a pot on the stove or in a microwave oven.
6. If the person intends to prepare coffee or tea, he or she may add sweetener and/or warm or cold milk, cream, or artificial liquid or powered creamer to the coffee or tea or, if desired, the person may serve the sweetener and/or milk, cream, or creamer in appropriate serving containers (e.g., bowl, pitcher, small carton) along with the coffee or tea.

Restoration

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any crumbs or spills, and discard any waste into a garbage container.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials, and the operation of any needed electrical appliances and water taps. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain what type of bread and spread(s) the person intends to use.

2. Ascertain what type of hot instant beverage the person intends to prepare, including the intent to add and/or serve sweetener and/or milk, cream, or creamer with the coffee or tea (if that was the beverage the person chose to prepare).
3. Ensure that any new, unopened containers (e.g., milk cartons, bread bags, jars) have been opened and reclosed either by the person or by the occupational therapist.

Special rules

1. For this task, serving the bread on a napkin or paper towel is considered an appropriate serving dish option.
2. Because the person may know the directions, the person is **not** scored down based on not reading the directions printed on the beverage package.
3. Do **not** score down if the person uses serving dishes that are appropriate but different than the ones the person may have indicated he or she would use.

Required tools and materials

- Unsliced sandwich rolls, bagels, baguettes, and/or full or partial loaves of bread enclosed in bags or wrapped in paper
- Spreads (e.g., butter, jam, peanut butter, chocolate-hazelnut spread, Nutella®, liverpaste, cream cheese)
- Instant beverages (e.g., instant coffee, instant tea, tea bags, hot chocolate, instant soup mixes, etc.)
- Kitchen
- Optional: sweetener, milk or cream, creamer

B-4. Bread and beverage — one person [uncalibrated]

Essential task

The person is expected to (a) prepare two slices of bread with one or two spreads, (b) pour a glass, cup, or mug of a prepared beverage, and (c) serve the bread and the beverage in appropriate serving dishes.

Specific criteria

1. The bread should be a bread roll, long baguette, or full or partial loaf of bread and the bread should **not** be presliced.
2. The unsliced bread should be in a bread bag (paper or plastic) or wrapped in paper.
3. If a bread roll is used, it must be sliced horizontally by the person during the task observation so as to divide the bread roll into two halves, top and bottom. If a long baguette is used, it must be cut vertically to prepare a single portion, and then sliced horizontally so as to divide the single portion into two halves, top and bottom. If a loaf of bread is used, it must be sliced vertically to prepare two slices of bread.
4. The beverage must be stored in an appropriate container (e.g., jar, carton, pitcher, thermos, can, bottle).
5. Beverage containers should contain approximately 1.0 to 1.5 liters (30 to 48 oz) of liquid.

Options

1. Appropriate breads include unsliced white, whole grain, rye, or other type of bread roll (e.g., Kaiser, French, small baguette, bagel), long baguette, or other type of loaf of bread (e.g., French loaf, sandwich loaf).
2. Appropriate spreads include butter, jam, peanut butter, chocolate-hazelnut spread, Nutella®, liverpaste, cream cheese, or other soft spread.
3. Appropriate beverages include juice, milk, black coffee or tea, iced tea, or water.
4. The person may use a single-cup espresso or coffee maker (e.g., Nespresso, Keurig, Senseo) that uses single-cup capsules, K-cups, or pods that have been prepackaged and factory sealed to prepare a cup of coffee or tea. If this option is chosen, the person is expected to fill the single-cup espresso or coffee maker with water and use the espresso or coffee maker to prepare the coffee or tea.
5. If the person intends to serve coffee or tea, he or she may add sweetener and/or warm or cold milk, cream, or artificial liquid or powered creamer to the coffee or tea or, if desired, the person may serve the sweetener and/or milk, cream, or creamer in appropriate serving containers (e.g., bowl, pitcher, small carton) along with the coffee or tea.

Restoration

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any crumbs or spills, and discard any waste into a garbage container. If a single-cup espresso or coffee maker is used, turning off the espresso or coffee maker; emptying water from the espresso or coffee maker; and removing the used single-cup capsule, K-cup, or pod are **not** required.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials, and the operation of any needed electrical appliances and water taps. If a single-cup espresso or coffee maker is to be used to prepare the coffee or tea, the person should also be completely familiarized with its operation. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain what type of bread and spread(s) the person intends to use.
2. Ascertain what type of beverage the person intends to serve, including the intent to add and/or serve sweetener and/or milk, cream or creamer with the coffee or tea (if that was the beverage the person chose to serve).
3. If the person plans to use warm milk, ensure that it is preheated before beginning the task observation.
4. Ensure that any new, unopened containers (e.g., bread bags, jars, bottles), including individual serving size beverage containers, have been opened and, if appropriate, reclosed either by the person or by the occupational therapist. If large cans of beverage are used, they do not need to be reclosed.
5. Ensure that any beverage options such as coffee, or frozen or powered juice, are prepared in advance by the person or the occupational therapist and stored in appropriate containers. If a single-cup espresso or coffee maker is to be used to prepare the coffee or tea, ensure that the water container for the single-cup espresso or coffee maker is empty.

Special rules

1. For this task, serving the bread on a napkin or paper towel is considered an appropriate serving dish option.
2. Do **not** score down if the person uses serving dishes that are appropriate but different than the ones the person may have indicated he or she would use.

Required tools and materials

- Unsliced sandwich rolls, bagels, baguettes, and/or full or partial loaves of bread enclosed in bags or wrapped in paper
- Spreads (e.g., butter, jam, peanut butter, chocolate-hazelnut spread, Nutella®, liverpaste, cream cheese)
- Prepared beverages (e.g., juice, milk, black coffee or tea, iced tea)
- Kitchen
- Optional: single-cup espresso or coffee maker; prepackaged, factory-sealed, single-cup capsules, K-cups or pods; sweetener, milk or cream, creamer

B-5. Bread and boiled/brewed coffee or tea — one person [uncalibrated]

Essential task

The person is expected to (a) prepare two slices of bread with one or two spreads, (b) prepare a pot of boiled or brewed coffee or tea, and (c) serve the bread with a cup or mug of coffee or tea in appropriate serving dishes.

Specific criteria

1. The bread should be a bread roll, long baguette, or full or partial loaf of bread and the bread should **not** be presliced.
2. The unsliced bread should be in a bread bag (paper or plastic) or wrapped in paper.
3. If a bread roll is used, it must be sliced horizontally by the person during the task observation so as to divide the bread roll into two halves, top and bottom. If a long baguette is used, it must be cut vertically to prepare a single portion, and then sliced horizontally so as to divide the single portion into two halves, top and bottom. If a loaf of bread is used, it must be sliced vertically to prepare two slices of bread.

Options

1. Appropriate breads include unsliced white, whole grain, rye, or other type of bread roll (e.g., Kaiser, French, small baguette, bagel), long baguette, or other type of loaf of bread (e.g., French loaf, sandwich loaf).
2. Appropriate spreads include butter, jam, peanut butter, chocolate-hazelnut spread, Nutella®, liverpaste, cream cheese, or other soft spread.
3. Appropriate beverages include brewed or boiled coffee, or tea brewed in a teapot with either tea bags or loose tea.
4. Brewed coffee may be made using an electric coffee maker or French press. The use of a single-cup espresso or coffee maker (e.g., Nespresso, Keurig, Senseo) is **not** an acceptable alternative.
5. Water for tea may be heated in an electric kettle, on the stove, or in a microwave oven.
6. The person may add sweetener and/or warm or cold milk, cream, or artificial liquid or powered creamer to the coffee or tea or, if desired, the person may serve the sweetener and/or milk, cream, or creamer in appropriate serving containers (e.g., bowl, pitcher, small carton) along with the coffee or tea.

Restoration

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any crumbs or spills, and discard any waste into a garbage container. Turning off the coffee maker and emptying the coffee grounds from the coffee basket are **not** required.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials, and the operation of any needed electrical appliances and water taps. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain what type of bread and spread(s) the person intends to use.
2. Ascertain whether the person intends to prepare boiled or brewed coffee or tea, including the intent to add and/or serve sweetener and/or milk, cream or creamer with the coffee or tea.
3. Ascertain (if the person uses an electric coffee maker) whether or not the person intends to turn off the coffee maker before serving. If the person specifies that he or she intends to turn off the coffee maker before serving, turning off the coffee maker becomes part of restoration.

4. If the person plans to use warm milk, ensure that it is preheated before beginning the task observation.
5. Ensure that any new, unopened containers (e.g., creamer containers, jars, bread bags) have been opened and reclosed either by the person or by the occupational therapist.
6. Ensure that coffee beans have been preground, if needed, and stored in an appropriate container.

Special rules

1. For this task, serving the bread on a napkin or paper towel is considered an appropriate serving dish option.
2. Do **not** score down if the person uses serving dishes that are appropriate but different than the ones the person may have indicated he or she would use.

Required tools and materials

- Unsliced sandwich rolls, bagels, baguettes, and/or full or partial loaves of bread enclosed in bags or wrapped in paper
- Spreads (e.g., butter, jam, peanut butter, chocolate-hazelnut spread, Nutella®, liverpaste, cream cheese)
- Coffee (preground) or tea (loose tea or tea bags)
- Kitchen
- Optional: sweetener, milk or cream, creamer

B-6. Bread and stove-top espresso coffee — one person [uncalibrated]

Essential task

The person is expected to (a) prepare two slices of bread with one or two spreads, (b) prepare coffee in a stove-top espresso maker, and (c) serve the bread with a cup of coffee in appropriate serving dishes.

Specific criteria

1. The bread should be a bread roll, long baguette, or full or partial loaf of bread and the bread should **not** be presliced.
2. The unsliced bread should be in a bread bag (paper or plastic) or wrapped in paper.
3. If a bread roll is used, it must be sliced horizontally by the person during the task observation so as to divide the bread roll into two halves, top and bottom. If a long baguette is used, it must be cut vertically to prepare a single portion, and then sliced horizontally so as to divide the single portion into two halves, top and bottom. If a loaf of bread is used, it must be sliced vertically to prepare two slices of bread.
4. A stove-top espresso coffee maker (e.g., "caffettiera") must be used to brew the espresso coffee. The use of a single-cup espresso or coffee maker (e.g., Nespresso, Keurig, Senseo) is **not** an acceptable alternative.

Options

1. Appropriate breads include unsliced white, whole grain, rye, or other type of bread roll (e.g., Kaiser, French, small baguette, bagel), long baguette, or other type of loaf of bread (e.g., French loaf, sandwich loaf).
2. Appropriate spreads include butter, jam, peanut butter, chocolate-hazelnut spread, Nutella®, liverpaste, cream cheese, or other soft spread.
3. The person may add sweetener and/or warm or cold milk, cream, or artificial liquid or powdered creamer to the cup of espresso or coffee and/or, if desired, the person may serve the sweetener and/or milk, cream, or creamer in appropriate serving containers (e.g., bowl, pitcher, small carton) along with the coffee.

Restoration

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any crumbs or spills, and discard any waste into a garbage container. Emptying the coffee grounds from the espresso coffee maker is **not** required.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials, and the operation of any needed electrical appliances and water taps. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain what type of bread and spread(s) the person intends to use.
2. Ascertain whether the person intends to add and/or serve sweetener and/or milk, cream, or creamer with the cup of coffee.
3. If the person plans to use warm milk, ensure that it is preheated before beginning the task observation.
4. Ensure that any new, unopened containers (e.g., creamer containers, milk, bread bags) have been opened and reclosed either by the person or by the occupational therapist.
5. Ensure that coffee beans have been preground, if needed, and stored in an appropriate container.

Special rules

1. For this task, serving the bread on a napkin or paper towel is considered an appropriate serving dish option.
2. Do **not** score down if the person uses serving dishes that are appropriate but different than the ones the person may have indicated he or she would use.

Required tools and materials

- Unsliced sandwich rolls, bagels, baguettes, and/or full or partial loaves of bread enclosed in bags or wrapped in paper
- Spreads (e.g., butter, jam, peanut butter, chocolate-hazelnut spread, Nutella®, liverpaste, cream cheese)
- Espresso coffee (preground)
- Stove-top espresso maker (e.g., “caffettiera”)
- Kitchen
- Optional: sweetener, milk or cream, creamer

F-12. Presliced meat and/or cheese sandwich with vegetable(s) — one person

Essential task

The person is expected to (a) slice a bread roll, long baguette, or loaf of bread; (b) prepare a presliced meat and/or cheese sandwich with one or two presliced vegetables and one or two spreads; and (c) serve the sandwich on a plate or wrap the sandwich to eat later.

Specific criteria

1. The sandwich should be made with two pieces of bread.
2. The meat, cheese, and vegetable(s) should be presliced.
3. The bread should be a bread roll, long baguette, or full or partial loaf of bread and the bread should **not** be presliced.
4. The unsliced bread should be in a bread bag (paper or plastic) or wrapped in paper.
5. The presliced meat and/or cheese and presliced vegetable(s) should be fully enclosed in plastic (e.g., wrap, bag, or storage container) or coated paper (e.g., freezer wrap, waxed paper).
6. Cutting the sandwich in half is optional.
7. If a bread roll is used, it must be sliced horizontally by the person during the task observation so as to divide the bread roll into two halves, top and bottom. If a long baguette is used, it must be cut vertically to prepare a sandwich size portion; and then sliced horizontally so as to divide the sandwich size portion into two halves, top and bottom. If a loaf of bread is used, it must be sliced vertically to prepare two slices of bread.
8. The bread for the sandwich should **not** be toasted.
9. Preparation of an open-face sandwich is **not** acceptable.

Options

1. Appropriate breads include unsliced white, whole grain, rye, or other type of bread roll (e.g., Kaiser, French, small baguette, bagel), long baguette, or other type of loaf of bread (e.g., French loaf, sandwich loaf).
2. Appropriate meats and/or cheeses include any type of presliced meat (e.g., ham, salami, beef) and/or presliced cheese (e.g., cheddar, Swiss, provolone). Roast meat and/or block cheese can be used if it is sliced by the occupational therapist prior to initiating the task observation.
3. Appropriate vegetables include lettuce or sprouts, and/or presliced onion, tomato, avocado, or cucumber. Presliced pickles, stored in a jar in the refrigerator, are also an appropriate option.
4. Appropriate spreads include butter, margarine, mayonnaise, or mustard.
The use of olive oil or salad dressing instead of a spread is also an appropriate option.
5. The addition of salt and pepper to the sandwich is optional.
6. If the person intends to wrap the sandwich, the sandwich can be wrapped in plastic (e.g., wrap, bag), aluminum foil, or coated paper (e.g., freezer wrap, waxed paper). Enclosing the sandwich in a storage container with a lid is an acceptable alternative.

Restoration

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any crumbs or spills, and discard any waste into a garbage container.

Prior to beginning person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of water taps. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain what type of bread, meat and/or cheese, vegetable(s), and spread(s) the person intends to use to prepare the sandwich.

2. Ascertain whether the person will serve the sandwich on a plate or wrap the sandwich to eat later.
3. Ensure that any new, unopened containers or factory-sealed plastic wrappings (e.g., bread bags, cheese packages, jars) have been opened and reclosed by the person or by the occupational therapist.
4. Ensure that the meat, cheese, and vegetables have been presliced and rewrapped if needed, either by the person or by the occupational therapist.
5. If the person plans to wrap the sandwich, ascertain what type of wrapping or storage container the person usually uses. **Note.** This information is gathered so that the occupational therapist can be sure that all preferred tools and materials are available to the person.

Special rules

1. Do **not** score the person on whether or not he or she cuts the sandwich in half.
2. Do **not** score down if the person uses a plate, wrapping, or storage container that is appropriate but different than the one the person may have indicated he or she would use.
3. Do **not** score the person on whether or not he or she adds salt or pepper to the sandwich.

Required tools and materials

- Presliced meat (e.g., ham, salami, beef)
- Presliced cheeses (e.g., cheddar, Swiss, provolone)
- Unsliced sandwich rolls, bagels, baguettes, and/or full or partial loaves of bread enclosed in bags or wrapped in paper
- Lettuce or sprouts, presliced vegetables (e.g., onion, lettuce, tomato, avocado, cucumber)
- Spreads (e.g., butter, margarine, mayonnaise, mustard)
- Wrap for sandwich (e.g., plastic wrap, plastic bags, aluminum foil, waxed paper)
- Kitchen
- Optional: presliced pickles, olive oil, salad dressing, salt, pepper, storage container for sandwich

F-14. *Meat or cheese sandwiches with vegetable(s)*— two persons [uncalibrated]

Essential task

The person is expected to (a) slice bread roll(s), a long baguette, or loaf of bread; (b) prepare two meat or cheese sandwiches with one or two presliced vegetables and one or two spreads; and (c) serve the sandwiches on a plate or wrap the sandwiches to eat later.

Specific criteria

1. Each sandwich should be made with two pieces of bread.
2. The bread should be a bread roll, long baguette, or full or partial loaf of bread and the bread should **not** be presliced.
3. The unsliced bread should be in a bread bag (paper or plastic) or wrapped in paper.
4. The unsliced meat should have a plastic, paper, or natural “skin” (casing) that must be removed (e.g., sausage, salami, chorizo) with a diameter no larger than 8 cm (3 inches). If the skin casing is edible, it must be removed. The use of unsliced meat without a removable casing is **not** an acceptable alternative.
5. The unsliced meat and/or cheese and the presliced vegetable(s) should be fully enclosed in plastic (e.g., wrap, bag, or storage container) or coated paper (e.g., freezer wrap, waxed paper).
6. Cutting the sandwiches in half is optional.
7. If bread rolls are used, they must be sliced horizontally by the person during the task observation so as to divide each bread roll into two halves, top and bottom. If a long baguette is used, it must be cut vertically to prepare two sandwich size portions; and then sliced horizontally so as to divide the two sandwich size portions into two halves, top and bottom. If a loaf of bread is used, it must be sliced vertically to prepare four slices of bread.
8. The bread for the sandwiches should **not** be toasted.
9. Preparation of an open-face sandwich is **not** acceptable.

Options

1. Appropriate breads include unsliced white, whole grain, rye, or other type of bread roll (e.g., Kaiser, French, small baguette, bagel), long baguette, or other type of loaf of bread (e.g., French loaf, sandwich loaf).
2. Appropriate meats include any type of unsliced meat that has a “skin” casing that must be removed and that has a diameter no larger than 8 cm (3 inches).
3. The unsliced cheese can be any type of block cheese (e.g., Cheddar, Swiss, Provolone) that can be sliced.
4. Appropriate vegetables include lettuce or sprouts, and/or presliced onion, tomato, avocado, or cucumber. Presliced pickles, stored in a jar in the refrigerator, are also an appropriate option.
5. Appropriate spreads include butter, margarine, mayonnaise, or mustard. The use of olive oil or salad dressing instead of a spread is also an appropriate option.
6. The addition of salt and pepper to a sandwich is optional.
7. If the person intends to wrap the sandwiches, the sandwiches can be wrapped in plastic (e.g., wrap, bag), aluminum foil, or coated paper (e.g., freezer wrap, waxed paper), and they can be wrapped together or separately. Enclosing the sandwiches in a storage container with a lid is an acceptable alternative.

Restoration

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any crumbs or spills, and discard any waste into a garbage container.

Prior to beginning person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of water taps. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain what type of bread, meat and/or cheese, vegetables(s), and spread(s) the person intends to use to prepare each sandwich.
2. Ascertain whether the person will serve the sandwiches on a plate or wrap the sandwiches to eat later.
3. Ensure that any new, unopened containers or factory-sealed plastic wrappings (e.g., bread bags, cheese packages, jars) have been opened and reclosed by the person or by the occupational therapist.
4. Ensure that the vegetables have been presliced and rewrapped if needed, either by the person or by the occupational therapist.
5. If the person plans to wrap the sandwiches, ascertain what type of wrapping or storage container the person usually uses. **Note.** This information is gathered so that the occupational therapist can be sure that all preferred tools and materials are available to the person.

Special rules

1. Do **not** score the person on whether or not he or she cuts the sandwiches in half.
2. Do **not** score down if the person uses a plate, wrapping, or storage container that is appropriate but different than the one(s) the person may have indicated he or she would use.
3. Do **not** score the person on whether or not he or she adds salt or pepper to the sandwiches.

Required tools and materials

- Unsliced meat with "skin" casing (e.g., sausage, salami, chorizo) no larger than 8 cm (3 inches) in diameter
- Unsliced blocks of cheeses (e.g., cheddar, Swiss, provolone)
- Unsliced sandwich rolls, bagels, baguettes, and/or full or partial loaves of bread enclosed in bags or wrapped in paper
- Lettuce or sprouts, presliced vegetables (e.g., onion, lettuce, tomato, avocado, cucumber)
- Spreads (e.g., butter, margarine, mayonnaise, mustard)
- Wrap for sandwiches (e.g., plastic wrap, plastic bags, aluminum foil, waxed paper)
- Kitchen
- Optional: presliced pickles, olive oil, salad dressing, salt, pepper, storage container(s) for sandwiches

G-4. Cookies from scratch [uncalibrated]

Essential task

The person is expected to (a) prepare cookie dough “from scratch” (i.e., without using a prepared mixture of ingredients); (b) bake the cookies on a cookie sheet; and (c) hand wash, dry, and put away the bowls and utensils used during the task.

Specific criteria

1. Appropriate ingredients for the cookie dough include dry ingredients (e.g., flour, sugar, baking powder), cooking fat(s) (e.g., butter, margarine, oil), liquid(s), egg(s), and flavorings (e.g., vanilla extract, spices).
2. The use of a packaged cookie mix or pre-made cookie dough is **not** acceptable.
3. The person should make approximately three dozen (36) cookies.
4. The person is expected to take the cookie sheet(s) out of the oven, take the cookies off the cookie sheet(s), and place the cookies on an appropriate surface to cool.
5. Baking the cookies in a microwave oven or toaster oven is **not** acceptable.
6. The person is expected to hand wash, dry, and put away the bowls and utensils used during the task to their original storage places; the use of a dishwasher to wash the dishes is **not** acceptable.
7. The person is **not** expected to wash non-disposable cookie sheet liners, if used, or the cookie sheet(s) on which the cookies were baked.

Options

1. The person may add optional, pre-chopped or pre-made ingredients (e.g., chocolate pieces, nuts, dulce de leche) to the cookie dough.
2. The person may use an electric mixer, hand held mixer, or hand held stirring utensil to mix the ingredients.
3. The person may put something on the cookie sheet(s) to prevent the cookies from sticking (e.g., non-stick spray, flour, parchment paper, non-disposable liners), if desired.

Restoration

The person is expected to turn the oven off when the cookies have finished baking, set aside the used cookie sheets to cool, return unneeded items in appropriate coverings to their original storage places, hang up the towel used to dry the dishes, wipe up any crumbs or spills, and discard any waste into a garbage container.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials, and the operation of the water taps and any needed electrical appliances. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain what type of cookies the person intends to make, what ingredients he or she intends to use, and what, if any, optional ingredients he or she intends to add to the cookie dough.
2. Ensure that if the person intends to use homemade flour (e.g., almond flour, oatmeal flour), it is prepared in advance and stored in an appropriate container by the person or by the occupational therapist.
3. Ensure that any new, unopened containers (e.g. flour packages, jars) have been opened and reclosed by the person or the occupational therapist.
4. Ascertain whether the person intends to put something on the cookie sheet(s) to prevent the cookies from sticking.
5. Ascertain on what surface the person intends to place the cookies to cool. **Note.** This information is gathered so that the occupational therapist can be sure that all preferred tools and materials are available to the person.

6. Ascertain where the person intends to place the cookie sheets to cool. **Note.** This information is gathered so that the occupational therapist can be sure that all preferred tools and materials are available to the person.
7. Ascertain what type of mixer or stirring utensil, mixing bowl(s), cookie sheet(s), dish soap, and scrubbing device(s) the person intends to use. **Note.** This information is gathered so that the occupational therapist can be sure that all preferred tools and materials are available to the person.

Special rules

1. Because the person may know the directions, he or she is **not** scored down for not reading directions from a recipe or printed on packages.
2. Do **not** score down if the person measures ingredients "by hand" (i.e., without using measuring cups or spoons).
3. Do **not** score the person on whether or not he or she uses the type of mixer or stirring utensil, mixing bowl(s), or cookie sheet(s) he or she stated he or she would use.
4. Because the person may not need to use a scrubbing device to clean the dishes, the person is **not** scored based on using the scrubbing devices that he or she stated he or she would use. Do **not** score down if the person uses scrubbing devices that are appropriate but different than those originally specified.
5. Do **not** score the person on whether or not he or she uses a different method to prevent the cookies from sticking than he or she stated he or she would use; but if he or she stated he or she would put something on the cookie sheet(s) to prevent the cookies from sticking, score failure to do so under **Chooses** and **Heeds**.
6. Score failure to complete putting the dishes away under **Heeds**.
7. Score putting dishes away in locations other than where they were originally stored under **Restores**.
8. Because some persons wash all the dishes before drying them and others prefer to dry the dishes as they wash them, the person is **not** scored based on **when** he or she dries the dishes.

Required tools and materials

- Dry ingredients (e.g., flour, sugar, baking powder)
- Liquids (e.g., water, milk)
- Cooking fats (e.g., butter, margarine, oil)
- Eggs
- Flavorings (e.g., vanilla extract, spices)
- Cookie sheets
- Kitchen
- Optional: optional ingredients (chocolate pieces, nuts, dried fruits), electric mixer, hand held mixer, non-stick spray, parchment paper, non-disposable cookie sheet liners, cooling rack(s), recipe

I-24. *Quiche and beverage — two to four persons [uncalibrated]*

Essential task

The person is expected to (a) prepare a quiche; (b) pour a glass, cup, or mug of a prepared beverage for each person; and (c) serve a portion of the quiche with the beverage for each person in appropriate serving dishes.

Specific criteria

1. The quiche must be cooked in the oven using a pie plate.
2. The quiche dough must be pre-made, pre-rolled, and stored in an appropriate container, wrapping, or package prior to the start of the task. Pre-made dough that is already in a pie pan is **not** an acceptable alternative.
3. The quiche mixture must include eggs, milk, and/or cream, and one or two additional ingredients (e.g., meat, cheese, vegetable).
4. The additional ingredients (meat, cheese, vegetables) must be chopped or hand-grated into small pieces during the task. The use of pre-cut or pre-grated ingredients is **not** an acceptable alternative.
5. The person is expected to serve individual portions of the quiche on individual plates.
6. The beverage must be stored in an appropriate container (e.g., jar, carton, pitcher, thermos, can, bottle).
7. Beverage containers should contain approximately 1.0 to 1.5 liters (30 to 48 oz) of liquid.

Options

1. The dough may be any type of pre-made, pre-rolled pie dough, filo dough, or puff pastry stored in an appropriate container, wrapping, or package.
2. Appropriate additional ingredients include meat (e.g., ham, bacon, sausage), cheese, or vegetables (e.g., zucchini, tomato, potato) that must be chopped or hand-grated into small pieces, and added to the quiche mixture.
3. The person may add optional seasonings (e.g., salt, pepper, nutmeg, parsley, basil) to the quiche mixture.
4. Appropriate beverages include juice, milk, black coffee or tea, iced tea, or water.
5. The person may use a single-cup espresso or coffee maker (e.g., Nespresso, Keurig, Senseo) that uses single-cup capsules, K-cups, or pods that have been prepackaged and factory sealed to prepare a cup of coffee or tea. If this option is chosen, the person is expected to fill the single-cup espresso or coffee maker with water and use the espresso or coffee maker to prepare the coffee or tea.
6. If the person intends to serve coffee or tea, he or she may add sweetener and/or warm or cold milk, cream, or artificial liquid or powered creamer to the coffee or tea or, if desired, the person may serve the sweetener and/or milk, cream, or creamer in appropriate serving containers (e.g., bowl, pitcher, small carton) along with the coffee or tea.

Restoration

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any crumbs or spills, and discard any waste into a garbage container. If a single-cup espresso or coffee maker is used, turning off the espresso or coffee maker; emptying water from the espresso or coffee maker; and removing the used single-cup capsule, K-cup, or pod are **not** required.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of any needed electrical appliances and water taps. If a single-cup espresso or coffee maker is to be used to prepare the coffee or tea, the person should also be completely familiarized with its operation. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain what type of dough or pastry the person intends to use; how many eggs he or she plans to add to the quiche mixture; whether he or she plans to use milk and/or cream in the quiche mixture; what additional ingredients he or she intends to add to the quiche mixture; and whether or not the person intends to add any optional seasonings to the quiche mixture.
2. Ascertain how many portions of quiche the person intends to serve.
3. Ascertain what type of beverage the person intends to serve, including the intent to add and/or serve sweetener and/or milk, cream or creamer with the coffee or tea (if that was the beverage the person chose to serve).
4. Ensure that any new, unopened containers (e.g., milk jars, cream carton, pie dough package), including individual serving size beverage containers, have been opened and, if appropriate, reclosed either by the person or by the occupational therapist. If large cans of beverage are used, they do not need to be reclosed.
5. Ensure that any beverage options such as coffee, or frozen or powered juice, are prepared in advance by the person or the occupational therapist and stored in appropriate containers. If a single-cup espresso or coffee maker is to be used to prepare the coffee or tea, ensure that the water container for the single-cup espresso or coffee maker is empty.

Special rules

1. Because the person may know the directions, he or she is **not** scored down based on not reading directions from a recipe or printed on packages.
2. Do **not** score down if the person measures ingredients "by hand" (i.e., without using measuring cups or spoons).

Required tools and materials

- Pre-made pie dough, filo dough, or puff pastry
- Eggs
- Milk, cream
- Meat (ham, bacon, sausage)
- Block cheese
- Vegetables (tomato, zucchini, potato)
- Prepared beverages (e.g., water, juice, milk, black coffee or tea, iced tea)
- Kitchen
- Optional: salt, pepper, nutmeg, parsley, basil; single-cup espresso or coffee maker; prepackaged, factory-sealed, single-cup capsules, K-cups or pods; sweetener; milk or cream; creamer.

I-25. Flatbread— one to three persons [uncalibrated]

Essential task

The person is expected to (a) prepare flatbread (e.g. chapatis, roti, tortillas) and (b) serve the flatbread on an appropriate serving dish or wrap the flatbread to eat later.

Specific criteria

1. The flatbread must be cooked in a frying pan, skillet, or chapati pan on a stove.
2. The dough must be prepared with flour, a liquid, and one to three additional ingredients.
3. The person is expected to knead the dough.
4. The person is expected to separate the dough into smaller portions and flatten each portion.
5. The person is expected to prepare just enough dough to make the prespecified number of pieces of flatbread.

Options

1. Appropriate flours include any type of dry flour (e.g., wheat flour, chickpea flour, almond flour, masa harina, chapati flour).
2. Appropriate liquids includes any type of liquid (e.g., water, milk, almond milk).
3. The person may add one to three additional ingredients to the dough. Additional ingredients include cooking fats (e.g., butter, ghee, margarine, vegetable oil), dry ingredients (e.g., salt, sugar, baking powder, seasonings), or other moist ingredients (e.g., yogurt, honey).
4. The person may allow the dough to “rest” for 15 minutes or less. Dough that requires a longer time to “rest” is **not** an acceptable alternative.
5. Placing the flattened dough directly on a stove burner to cook is **not** an acceptable alternative.
6. The use of an electric flatbread cooker, is **not** an acceptable alternative.
7. If the person intends to wrap the flatbread to eat later, the flatbread can be wrapped in plastic (e.g., wrap, bag), aluminum foil, or coated paper (e.g., freezer wrap, waxed paper), and the flatbread can be wrapped together or separately. Enclosing the flatbread in a storage container with a lid is an acceptable alternative.

Restoration

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any crumbs or spills, and discard any waste into a garbage container.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials, and the operation of the water taps and any needed electrical appliances. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain what type of flour(s), liquid(s), and additional ingredient(s) the person intends to use to make the dough.
2. Ascertain if the person will make flatbread for one, two, or three persons, and how many pieces of flatbread the person plans to make for each person.
3. Ascertain what utensils the person usually uses to mix the dough, to flatten the dough (e.g., rolling pin, tortilla press), and to turn the flatbread in the frying pan (e.g. spatula, tongs). **Note.** This information is gathered so that the occupational therapist can be sure that all preferred tools and materials are available to the person.
4. Ascertain whether the person will serve the flatbread on a serving dish or wrap the flatbread to eat later.
5. Ensure that the person understands that he or she is to prepare just enough dough to make the prespecified number of pieces of flatbread.

6. Ensure that any new, unopened containers (e.g. flour packages, jars) have been opened and reclosed by the person or the occupational therapist.

Special rules

1. Because the person may know the directions, he or she is **not** scored down on not reading directions from a recipe or printed on packages.
2. Do **not** score down if the person measures ingredients or mixes the dough "by hand" (i.e., without using measuring cups or spoons).
3. Not using all the dough and/or not preparing the prespecified number of pieces of flatbread is scored under **Heeds**.
4. Do **not** score down if the person uses utensils or serving dishes that are appropriate but different than the ones the person may have indicated he or she would use.

Required tools and materials

- Flours (e.g., wheat flour, chickpea flour, almond flour)
- Liquids (e.g., water, milk)
- Dry ingredients (e.g., salt, sugar, baking powder, seasonings)
- Cooking fats (e.g., butter, ghee, margarine, vegetable oil)
- Tools for flattening the dough (e.g., rolling pin, tortilla press)
- Kitchen
- Optional: additional moist ingredients (honey, yogurt), recipe

J-13. Vacuuming using an upright, cordless vacuum cleaner; moving no furniture [uncalibrated]

Essential task

The person is expected to vacuum a bare or carpeted floor until no visible dirt remains.

Specific criteria

1. The person is **not** expected to move any of the furniture, but is expected to maneuver the cordless vacuum cleaner around existing furniture to clean the floor.
2. If there is a small throw rug on the floor, the dust and loose dirt also are to be removed from the rug by shaking it or vacuuming it.

Options

1. Appropriate vacuum cleaners include any type of upright, cordless vacuum cleaner.
2. Appropriate floors to vacuum include bare or carpeted floors in a living room, dining room, bedroom, or office area.

Restoration

The person is expected to return the cordless vacuum cleaner and tools to their original storage places.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of any electrical appliances. A variety of alternative choices should be among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain the cordless vacuum cleaner the person intends to use and the boundaries of the area the person intends to vacuum.
2. Ensure that the cordless vacuum cleaner is fully charged.
3. Ensure that the dirt canister or filter bag has been emptied, if needed.

Special rules

1. The use of a small, hand-held vacuum is **not** acceptable.
2. The use of a manual, nonchargeable carpet sweeper is **not** acceptable.
3. The use of an upright or canister vacuum that plugs into an electrical outlet is **not** acceptable.
4. If the person intends to move furniture when vacuuming, Task J-14 may be an appropriate option.

Required tools and materials

- Upright, cordless vacuum cleaner with a full charge
- Bare or carpeted floor
- Optional: small throw rug

J-14. Vacuuming using an upright, cordless vacuum cleaner; moving lightweight furniture [uncalibrated]

Essential task

The person is expected to vacuum a bare or carpeted floor (including moving lightweight furniture to vacuum underneath) until no visible dirt remains.

Specific criteria

1. The person is expected to move lightweight furniture in order to vacuum the floor underneath.
2. If there is a small throw rug on the floor, the dust and loose dirt also are to be removed from the rug by shaking it or vacuuming it.

Options

1. Appropriate vacuum cleaners include any type of upright, cordless vacuum cleaner.
2. Appropriate floors to vacuum include bare or carpeted floors in a living room, dining room, bedroom, or office area.
3. Appropriate furniture to move when vacuuming includes lightweight chairs, coffee tables, and garbage containers.

Restoration

The person is expected to return the cordless vacuum cleaner and tools to their original storage places, and to return any furniture that was moved to its original position.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of any electrical appliances. A variety of alternative choices should be among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain the cordless vacuum cleaner the person intends to use and the boundaries of the area the person intends to vacuum.
2. Ensure that the cordless vacuum cleaner is fully charged.
3. Ensure that the dirt canister or filter bag has been emptied, if needed.

Special rules

1. The use of a small, hand-held vacuum is **not** acceptable.
2. The use of a manual, nonchargeable carpet sweeper is **not** acceptable.
3. The use of an upright or canister vacuum that plugs into an electrical outlet is **not** acceptable.
4. If the person does not intend to move furniture when vacuuming, Task J-13 may be an appropriate option.

Required tools and materials

- Upright, cordless vacuum cleaner with a full charge
- Bare or carpeted floor
- Lightweight furniture (e.g. chairs, coffee table, garbage container)
- Optional: small throw rug

P-18. Washing in preparation for prayer (perform “wudu”) [uncalibrated]

Essential task

The person is expected to wash in preparation for prayer (perform “wudu”).

Specific criteria

1. The person is expected to remove footwear.
2. The person is expected to place removed footwear and other prespecified items (e.g., headwear, socks) in an appropriate storage location.
3. The person is expected to wash the following body parts in the order listed: hands, mouth, nostrils, face, forearms, head, ears, and feet. When washing the face, the person is expected to wash one’s beard, if present.
4. The person is expected to perform “wudu” in an indoor setting (e.g., home, hospital, mosque).

Options

1. Appropriate footwear includes shoes or slippers that slip on, are fastened (Velcro®, buckle), or are tied.
2. Removing socks is optional.
3. Removing headwear is optional.
4. Removing jewelry (e.g., watch, ring) is optional.
5. Filling a basin or bowl with water to use when washing is optional.
6. The person may wash at any type of water source (e.g., sink, faucet) or may use a prefilled container of water (e.g., basin, bottle).
7. Drying body parts after washing is optional.

Restoration

The person is expected to restore any tools and materials (e.g. basin for water, towel for drying) to appropriate places, wipe up any spills, and discard any waste (e.g., paper towels) into a garbage container.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of water taps. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain the number of times the person intends to wash the hands, mouth, nostrils, face, forearms, head, ears, and feet.
2. Ascertain whether the person intends to remove socks and/or headwear.
3. Ascertain where the person intends to place the removed shoes and any other prespecified items (e.g., socks, headwear).
4. Ascertain what tools and materials (e.g., basin, towel, paper towels) the person usually uses when washing. **Note.** This information is gathered so that the occupational therapist can be sure that all needed tools and materials are available to the person.

Special rules

1. The person is not scored on beginning to pray before or after washing.
2. The person is not scored on whether he or she dries body parts after washing.
3. The person is not scored on whether he or she removes jewelry (e.g., watch, ring) during the task performance.
4. Score washing the body parts the prespecified number of times and in the expected order under **Heeds**.

Required tools and materials

- Water source (e.g., sink, faucet) or prefilled container of water (basin, bottle)
- Shoes or slippers
- Towels (cloth or paper)
- Optional: basin, bowl, tissues, garbage container

P-19. Putting on a jacket with zipper or buttons [uncalibrated]

Essential task

The person is expected to put on a jacket or coat that is fastened with a zipper or buttons.

Specific criteria

1. The person is expected to obtain the jacket or coat from a nearby closet, wardrobe, clothes rack, or wall hook.
2. The jacket should be put on over clothing that would be typically worn outside (i.e., not over sleepwear or a hospital gown).
3. The person is expected to zip the zipper or fasten buttons.
4. If the jacket has buttons, it must have a minimum of three buttons and the person is not expected to button the top button.

Option:

1. The jacket the person puts on may be fastened with a zipper or buttons.

Restoration

Restoration is not scored.

Prior to beginning the person should

1. Be completely familiarized with the set up of the environment, including the location of all needed tools and materials. A variety of alternative choices should be among the clothing stored (e.g., extra jackets or other garments of clothing should be hung in the closet or on the clothes rack).
2. Be dressed in clothing that he or she would typically wear outdoors, underneath a jacket.

Prior to beginning the occupational therapist should

Ascertain from the person which jacket or coat he or she intends to put on.

Special rules:

1. If the coat or jacket has both a zipper and snaps or buttons and snaps, do **not** score the person on also fastening the snaps.
2. Pulling the sleeves up the arm is scored under the motor skill item **Moves**.
3. **Organizes** is scored based on how well the person spatially arranges the coat or jacket in order to put it on.
4. Ensuring the sleeves of the shirt or blouse worn under the jacket do not slide up the arm and become wrinkled is scored under the process skill item **Notices/Responds**.

Required tools and materials:

- Coat or jacket with zipper or buttons
- Variety of other clothing options
- Bed, table, dresser or chair
- Closet, wardrobe, clothes rack, or wall hooks

Q-6. Cutting grass using an electric lawn mower, moving no outdoor furniture [uncalibrated]

Essential task

The person is expected to use an electric lawn mower to cut the grass of a pre-designated area until all of the grass has been cut.

Specific criteria

1. The person is expected to use an electric lawn mower. Using a gas powered, manual, or cordless lawn mower is **not** acceptable.
2. The lawn mower must have a detachable grass catcher bag.
3. The person is **not** expected to move any outdoor furniture, but is expected to maneuver the lawn mower around existing furniture to cut the grass.
4. The lawn mower and any other needed garden tools (e.g., rake, broom, plastic bags) must be stored in a garden shed, garage or other similar enclosure.
5. The person is expected to cut an area of grass 33 m² to 55 m² (300 ft² to 500 ft²) in size. The size of an appropriate area of grass to cut ranges from approximately 5 m x 7 m (15 ft x 20 ft) to 7 m x 8 m (20 ft x 25 ft).
6. The person is **not** expected to use shears or a grass trimmer to trim the edges of the lawn, or to use a broom and/or dustpan to collect the grass clippings that might fall on any walkways or patio surfaces.

Options

1. The person may use an extension cord to plug the lawn mower into an electrical outlet, if desired.
2. The grass clippings collected in the grass catcher bag may be placed loose into a garbage container or on a compost pile.

Restoration

The person is to return the lawn mower, grass catcher bag, and extension cord, if used, to their original storage places and place the grass clippings into a garbage container or on compost pile.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of any electrical appliances. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain the boundaries of the area of grass to be cut and where the person intends to discard the grass clippings.
2. Ascertain whether the person intends to use an extension cord to plug in the lawn mower. **Note.** This information is gathered so that the occupational therapist can be sure that all needed tools and materials are available to the person.
3. Ensure that the grass collection bag has been emptied and reattached to the lawn mower either by the person or by the occupational therapist.

Special rules

1. Do **not** score the person on whether or not he or she cuts the grass in back and forth, alternating parallel lines.
2. If the person intends to move outdoor furniture when cutting the grass, Task Q-7 may be an appropriate option.

Required tools and materials

- Electric lawn mower with detachable grass catcher bag
- Outside area of grass (33m² to 55 m², or 300 ft² to 500 ft²)
- Electrical outlet
- Storage shed or garage
- Compost pile or garbage container

Optional: extension cord, outdoor lawn furniture

Q-7. Cutting grass using an electric lawn mower, moving lightweight outdoor furniture [uncalibrated]

Essential task

The person is expected to use an electric lawn mower to cut the grass of a pre-designated area (including moving lightweight outdoor furniture to cut the grass underneath) until all of the grass has been cut.

Specific criteria

1. The person is expected to use an electric lawn mower. Using a gas powered, manual, or cordless lawn mower is **not** acceptable.
2. The lawn mower must have a detachable grass catcher bag.
3. The person is expected to move lightweight outdoor furniture in order to cut the grass underneath.
4. The lawn mower and any other needed garden tools (e.g., rake, broom, plastic bags) must be stored in a garden shed, garage or other similar enclosure.
5. The person is expected to cut an area of grass 33 m² to 55 m² (300 ft² to 500 ft²) in size. The size of an appropriate area of grass to cut ranges from approximately 5 m x 7 m (15 ft x 20 ft) to 7 m x 8 m (20 ft x 25 ft).
6. The person is **not** expected to use shears or a grass trimmer to trim the edges of the lawn, or to use a broom and/or dustpan to collect the grass clippings that might fall on any walkways or patio surfaces.

Option

1. The person may use an extension cord to plug the lawn mower into an electrical outlet, if desired.
2. The grass clippings collected in the grass catcher bag may be placed loose into a garbage container or on a compost pile.

Restoration

The person is to return the lawn mower, grass catcher bag, and extension cord, if used, to their original storage places and place the grass clippings into a garbage container or on compost pile.

Prior to beginning the person should

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of any electrical appliances. A variety of alternative choices should be included among the tools and materials stored.

Prior to beginning the occupational therapist should

1. Ascertain the boundaries of the area of grass to be cut and where the person intends to discard the grass clippings.
2. Ascertain whether the person intends to use an extension cord to plug in the lawn mower. **Note.** This information is gathered so that the occupational therapist can be sure that all needed tools and materials are available to the person.
3. Ensure that the grass collection bag has been emptied and reattached to the lawn mower either by the person or by the occupational therapist.

Special rules

1. Do **not** score the person on whether or not he or she cuts the grass in back and forth, alternating parallel lines.
2. If the person does not intend to move outdoor furniture when cutting the grass, Task Q-6 may be an appropriate option.

Required tools and materials

- Electric lawn mower with detachable grass catcher bag
- Outside area of grass (33m² to 55 m², or 300 ft² to 500 ft²)

- Lightweight outdoor furniture (e.g., chairs, coffee table)
- Electrical outlet
- Storage shed or garage
- Compost pile or garbage container
- Optional: extension cord, broom, dust pan

R-2. Purchasing prepared food from a food court [uncalibrated]

Essential task

The person is expected to (a) walk at least 20 m (65 ft) to a predetermined food center, (b) purchase two food items, (c) choose appropriate eating utensil(s), (d) transport the food items on a food tray, and (e) serve the food items on a table or eating counter.

Specific criteria

1. This task includes the process of the person getting to the ordering counter of the predetermined food center.
2. The person is expected to order food from a person at an order counter; choosing food from a cafeteria line is **not** an acceptable alternative.
3. The person is expected to choose appropriate eating or serving utensils for the food items.
4. The two food items and the utensils must be carried on a food tray directly to the table or eating counter.
5. The food items and utensils are to be removed from the tray and served directly on the table or eating counter.
6. The food items cannot be placed inside a paper bag or covered in a food take-away container.
7. Purchasing food that is then transported (take-away) to another location (e.g., home) is **not** an acceptable alternative.
8. The person is expected to handle the financial transaction of paying for the food items.

Options

1. The person may choose to purchase any two prepared food items including main meal, appetizer, side dish, beverage, or dessert.
2. The beverage may be served in a bottle, glass, cup, or mug by the server, or the person may obtain the beverage from a nearby refrigerator or beverage dispenser.
3. The serving or eating utensils may include a spoon, fork, knife, and/or chopsticks.
4. The person may also choose straws, napkins, or small packets of salt, pepper, or condiments (e.g., ketchup), if desired.
5. The prepared food items may be purchased at a food center, food court, fast-food outlet, food store, coffee-shop, or food cart provided there is nearby seating for customers and trays to carry the food items.
6. The person may pay with cash, check, credit card, gift card, or mobile phone app.

Restoration

After paying for the food items, the person is expected to return any change, checkbook, credit card, or mobile phone to a secure location (e.g., purse, pocket, backpack). After serving the food items and utensils, the person is to place the tray in an appropriate location. The person also is to wipe up any spills and discard any waste into a garbage container.

Prior to beginning the person should

Be completely familiarized with the **general** layout of the food center, including the location of all needed tools and materials.

Prior to beginning the occupational therapist should

1. Ascertain what prepared food items the person intends to purchase.
2. Ascertain where the person intends to place the tray after serving the food items and utensils. **Note.** This information is considered when scoring **Restores**; do not score restoring the tray to a different location than prespecified under **Heeds**).

3. Ascertain whether the person intends to choose straws, napkins, or small packets of salt, pepper, or condiments. **Note.** This information is gathered so that the occupational therapist can be sure that all needed tools and materials are available to the person.
4. Ascertain the method of payment the person plans to use to purchase the items.

Special rules

1. Do **not** score the person on eating or drinking the purchased items.
2. Do **not** score the person based on whether or not he or she selects or reserves a seat prior to purchasing the food items.

Required tools and materials

- Money, checkbook, credit card, mobile phone
- Purse, wallet, pocket, or backpack
- Food center, food court, fast-food outlet, food store, coffee-shop, or food cart with nearby seating for customers and trays to carry the food items