



**Recipes for teaching
Core Vocabulary and Language
with children
who use AAC Systems**

by

Gail VanTatenhove

Speech Language Pathologist

Minspeak® is a registered trademark of Semantic Compaction Systems.

September 2015

Cooking with Core

© 2015

Gail M. Van Tatenhove, PA, MS, CCC-SLP

8322 Tangelo Tree Drive

Orlando, FL 32836-5437

gvantatenhove@cfl.rr.com

www.vantatenhove.com

All rights reserved. The recipes in this book may be reproduced for classroom, home and educational purposes. Cooking with Core is NOT a product that is sold by Gail Van Tatenhove, nonetheless, this work may not be reproduced or copied in its entirety in any form or by any means – graphic, electronic, or mechanical, including photocopying, scanning, recording, taping – without permission of the author.

In 2015, the Minspeak newsletter (<http://www.minspeak.com/newsletter.php#.VfGrH87xPco>) featured a section entitled “Cooking with Core.”

As the author of the Minspeak newsletter, I gathered together 24 recipes that could easily be done in a classroom setting, with families at home, or with adults with disabilities in a residential or day program setting. These recipes are NOT specifically geared to the health or dietary needs of people with disabilities. In fact most of them are too high in sugar and fats to be good for any of us on a daily basis. But they are yummy and generally quick and easy to make.

Some recipes were chosen based on seasonal value (e.g., Basketball Pizza Bites was posted in the March newsletter during the NCAA basketball tournament). Others were included in the newsletter because teachers suggested them to me. Some are family favorites. The recipes are not organized in any categories. They are simply listed in alphabetical order by title.

The point of ***Cooking with Core*** is to help develop the person’s communication competence by:

- creating an opportunity for the person take a purposeful and active role in a social and interactive process (a social skill);
- providing the opportunity for the person to communicate for a variety of reasons, such as directing the actions of others and commenting (a linguistic skill);
- providing motivating and meaningful ways for the person to practice core vocabulary in short phrases and sentences (a linguistic skill);
- using core words to describe or define an idea when the person doesn’t have a word prestored in the AAC system and can’t spell it (a strategic skill).

This cookbook includes a list of cooking terms that have been “cored-out.” These “cored-out” definitions may or may not be exactly the same definitions that were used in the recipes in the cookbook. If cooking is a large part of your person’s life, you may want to add some of these cooking terms to the person’s pre-stored vocabulary.

A dozen ways to say “good eating.”

1. Bon appetit! (French)
2. Bonum appetitionem (Latin)
3. Buen apetito (Spanish)
4. Buon appetite (Italian)
5. En Guete (Swiss German)
6. Es gezunterheyt (Yiddish)
7. Guten appetite (German)
8. Lekker eet (Afrikaans)
9. Smakelijk (Dutch)
10. Thokoleza ukudia (Zulu)
11. Velbekomme (Danish)
12. yISop (Klingon)

Table of Contents

Glossary of Cooking Terms	1
Apple Bites	2
Apple Cake	4
Basketball Pizza Bites	6
Bird Nest Candy Cups	8
Cheesy Pretzel Knots	10
Chips & Nuts Chocolate Cake	12
Crocodile Bars	14
Easy Guacamole	16
Emerald Smoothie	18
Fireworks Fries	20
Fruit Pizza	22
Fruity Faces	24
German Chocolate Cookies	26
Grandpa Van's Grilled Cheese	28
Mac 'N Cheese Cups	30
Milk Dud Torte	32
No Bake Cheesecake	34
Pimento Cheese Spread	36
Pistachio Energy Bites	38
Pretzel Heart Pops	40
Rhubarb Butter Crunch	42
S'more Cups	44
Sugar Cookie Fruit Cups	46
Zucchini Bread	48

Glossary of Cooking Terms

baste = make wet again and again
beat = move around fast, make smooth
blanch = cook a little in hot water
blend = put things together
boil = cook in water or wet stuff
braise = cook slowly in wet stuff
bread = cover in soft dry stuff
broil = cook at top, cook fast up high
brown = cook in pan, turn brown
brush = lightly put all over, use brush
butterfly = cut down middle
carve = to cut
chill = make cold
chop = cut into small parts
coat = put all over.
core = take out middle
crush = break into small parts
crust = bottom or top part
dice = cut into small parts
dip = put in wet stuff
dissolve = put hard into wet, all hard is gone
drizzle = put over anyway you want
dust = put on lightly
freeze = make cold and hard
fry = cook in fat
garnish = put on stuff to look nice
grate = push down on sharp thing to cut into small parts
grease = put on a little fat
grill = make hot and brown
grind = turn around and cut into small parts
juice = take wet out of food
julienne = cut in long pieces
mash = push down and get soft

melt = make hot slowly, turn hard into soft
mince = cut into very small parts
mix = put together, make one thing
moisten = make a little wet
mull = slowly make a drink warm
peel = take off outside part
pinch = a little bit
pit = take out the middle part
plump = put a dry thing in wet to make it bigger
poach = cook in wet stuff
pre-heat = make it hot before cooking it
press = put it down
proof = wait and let it grow and go up (rise)
puff = come up
puree = make very smooth
reduce = cook to take out some water
roast = a way to cook meat
sauté = cook in pan with oil
scoop = take out with spoon
shred = make long thin parts
simmer = cook in water slowly
slice = cut a flat thin part off
snip = cut
spray = put it all over
spread = put all over
sprinkle = drop on a little
steam = cook in air off the water
stew = cook a wet for a long time
stir = turn around and around
toast = make brown
toss = mix by lifting and dropping
whip = beat a food to make it light
zest = cut outside of hard fruit skin

APPLE BITES



My niece is a rock-star dentist. I think of her every time I make these simple, silly treats. While the marshmallows are not teeth-friendly, the apples definitely are! If you cross your heart and promise to brush your teeth after eating one of these, they are “Dr. Van Tatenhove” approved.

Ingredients: (to make 4 smiles)

- 1 medium red apple (crunchy one)
- lemon juice
- 3 to 4 tablespoons creamy peanut butter (or a chocolate spread, like Nutella®)
- 32 miniature marshmallows

Kitchen Supplies:

- apple corer
- paring knife
- butter knife
- mixing bowl

APPLE BITES

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Wash the apple.	Wash it.
Core the apple.	Take out middle.
Cut the apple in half. Cut each half into 8 slices.	Take in half. Make 8.
Place the apples in the mixing bowl.	Put in there.
Pour a little lemon juice over the apples and mix. This will keep the apple from turning brown before you have a chance to eat it.	Put some over. Stop getting brown.
Spread peanut butter on one side of each apple slice.	Put some on all.
Place 4 mini-marshmallows on top of peanut butter on one apple slice.	Put on 4.
Top with another apple slice and press together to make a smile.	Put on top. Push down.
Eat and enjoy.	Eat now.

APPLE CAKE



Karen Kangas gave this recipe to me. Karen is an internationally known expert in the field of seating, positioning, sensory integration, and augmentative and alternative communication. She is also a fabulous cook. We've made many wonderful meals together. Thank you Karen for sharing another one of your talents with all of us.

Ingredients:

- 5 cups diced apple (leave skin/peel on)
- 2 cups sugar
- 2 eggs
- 1 tsp. cinnamon
- 2 tsp. baking soda
- ½ tsp. salt
- 1 tsp. vanilla
- 2 cups flour
- ½ cup vegetable oil
- 1 cup coarsely chopped nuts (walnuts or pecans)

Kitchen Supplies:

- 9" x 13" pan
- 1 small bowl & 2 large bowls
- sifter
- measuring cups/spoons
- fork
- mixing spoon or spatula

APPLE CAKE

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Preheat over to 325 degrees.	Make it hot.
Dice the apples into a large bowl.	Cut up into small parts.
Beat eggs in a small bowl about 30 strokes with fork.	Go around 30 times.
Pour the eggs over the apples and stir.	Put over and go around.
Put all the dry ingredients in a bowl and stir.	Put dry things in there.
Add the dry ingredients, then mix.	Put in dry and go around.
Stir in the oil, vanilla, and nuts. Stir. The batter will look just like coated apples... this is how it is supposed to look!	Put in the wet and hard things. Go around.
Pour into an ungreased 9" x 13" pan.	Put in there.
Bake for 1 hour at 325 degrees.	Put in for 1 hour.
Serve warm or cold with ice cream, whipped cream, or on its own.	Eat with something on top or by itself.

BASKETBALL PIZZA BITES



For many years, I followed my niece in her basketball exploits – from the age of 12 until she finished her college career playing as a senior in the NCAA, Division 1 “Sweet Sixteen.” I make these during March Madness and think of all her great (and often tense) games. During therapy, we all talk about basketball and discuss our favorite teams! (For me, from 2009 to 2012 it was Saint Bonaventure Women’s Basketball!!)

Ingredients:

- orange cheese slices (cheddar, Colby)
- pepperoni rounds
- round crackers
- sun dried tomato spread
- black food coloring

Kitchen Supplies:

- circle cutter (the same size as the round crackers and pepperoni you are using). Use a cookie cutter or anything round you have (clean, empty can) that is the right size and can be used to make a clean cut.
- butter knife
- tooth pick
- fine point paint brush (a new one, not re-cycled from a paint set)
- small bowl
- tray, pan, or plate

BASKETBALL PIZZA BITES

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Get out the crackers and place them on a tray, pan or plate.	Get them out. Put them on that.
Spread a small amount of sun-dried tomato spread on each cracker.	Put some on there.
Place a piece of pepperoni on top of the tomato spread.	Put this on next.
Cut circles out of the cheese slices.	Cut them out.
Put the cheese circles on the top of the pepperoni.	Put this on top.
Using a toothpick, trace the seams lines of the basketball on the cheese circles.	Put on the lines.
Pour a very small amount of the black food coloring in a bowl.	Put black in there.
Using the brush, carefully paint the basketball seams lines on the cheese circles.	Makes the lines. Be careful.
Let the paint dry.	Let it dry.
Eat right away or cover with plastic wrap and eat later.	Eat now or later. Cover. Put away.

Adapted from *Hungry Happenings* at <http://www.hungryhappenings.com/2011/03/super-simple-snack-for-your-march.html>

BIRD NEST CANDY CUPS



Many people have shared with me their version of “Bird Nests.” This is one that my friend Bonnie made for Easter Sunday dinner at her house when her daughters were little. (I believe there were actually made by her aunt Ilene, who is a great maker of candy!) Whoever gets credit, they are now something we like to make during the spring holidays.

Ingredients:

- 1 large can of chow mein noodles
- 4 oz. butterscotch, peanut butter or semi-sweet chocolate chips
- 2 teaspoons shortening
- 1 bag of egg-shaped candy (jellybeans, M&Ms, etc.)

Kitchen Supplies:

- tray that fits in the refrigerator
- 1 glass bowl or microwave-proof plastic bowl
- measuring spoon
- mixing spoon or spatula
- 6 to 8 small paper plates
- 6 to 8 spoons for shaping the nests

BIRD NEST CANDY CUPS

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Put all the chips in a glass bowl.	Put in these little things.
Measure out the shortening and add it to the chips.	Put in 2. Put it in here.
Put in the microwave.	Put in there.
Heat on high for 20 seconds. Then stir. Repeat for up to 1 or 1 ½ minutes, until melted.	Turn it on for 20. Stop. Stir it around. Do it again. Do more to make it soft. Stop when it is all soft.
Put in the noodles and stir until they are fully coated.	Put in the hard things. Stir it all around.
Drop a big spoonful of the noodle mixture on each paper plate.	Put some on here.
Using a spoon, shape each into a nest. Make it look like a nest with an indentation.	Push it down. Make it look right.
Add 3 to 5 egg-shaped candies in each nest.	Put in these things.
Move each plate onto the tray and refrigerate for 30 minutes.	Put them on this. Put it in there. Wait to get cold. Wait to get hard.
Eat and enjoy.	Eat one. Like it.

CHEESY PRETZEL KNOTS



Back in the 1960's, my mother made homemade pizza from refrigerated pizza crust she pressed onto a cookie sheet. We made all sorts of varieties of pizza, based on what we had in the house. Whenever, when I make this recipe with students, I'm taken right back to my mom's kitchen and I'm 10 years old again. Mom would have loved this simple "Mexican" style version of pizza.

Ingredients:

- 1 can refrigerated pizza crust
- 8 oz. cheddar cheese, cut into 10 to 15 cubes
- 8 oz. bacon, crisply cooked, crumbled
- 1 tablespoon olive oil
- 1 tablespoon coarse sea salt
- 1 jar salsa and/or queso (optional)

Kitchen Supplies:

- parchment paper
- cookie sheet
- cutting board
- knife
- olive oil brush
- bowls for salsa and/or queso

CHEESY PRETZEL KNOTS

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Pre-heat the oven to 350°F.	Make it hot. Make hot before put in. Turn it on.
Line a cookie sheet with the parchment paper.	Put this on there.
Unroll the dough onto a cutting board.	Open it. Lay it out.
Cut out 10 to 15 (5 x 3-inch) strips.	Cut into 10. Cut into 15.
Place 1 cheese cube in the middle of each strip.	Put one in middle.
Sprinkle with bacon.	Put in some of those.
Wrap dough cheese and bacon to resemble a knot.	Tie it up.
Gently, pinch the dough to seal it tightly so the cheese doesn't leak out.	Press down sides. Be careful. Stuff not come out.
Brush each knot with olive oil.	Put this all over.
Sprinkle tops with salt for a pretzel flavor.	Put a little on top.
Bake about 15 minutes, or until golden brown.	Put it to cook. Make brown on top. 15 minutes.
Remove from the oven and allow to cool slightly before eating.	Take out. Let get a little cool to eat.
Dip in salsa or queso and eat!	Put in. Eat it.

CHIPS & NUTS CHOCOLATE CAKE



For Sunday dinner (September 6, 2015), my niece asked me to make this cake. She was leaving for a new job and she wanted this dessert before she left. I was only too glad to make it for her. I'll be sending the ingredients to her in a monthly "care package" so that she can make it for her new friends and colleagues. It's always a big hit!

Ingredients:

- 1 box chocolate cake mix (may require egg, water, and cooking oil)
- ½ cup white sugar
- ½ cup chopped nuts (walnuts or pecans work best)
- 1 standard package chocolate chips (any kind)

Kitchen Supplies:

- 9" x 13" pan
- mixer and mixing bowl
- ½ cup measuring cup
- mixing spoon or spatula

CHIPS & NUTS CHOCOLATE CAKE

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Preheat the oven according to the directions on the cake mix box.	Make it hot.
Follow the recipe on the cake mix box and make the cake.	Do what it says.
<ul style="list-style-type: none"> • Add water. 	<ul style="list-style-type: none"> • Put in wet.
<ul style="list-style-type: none"> • Add egg. 	<ul style="list-style-type: none"> • Put in that.
<ul style="list-style-type: none"> • Add oil. 	<ul style="list-style-type: none"> • Put in fat.
<ul style="list-style-type: none"> • Mix. 	<ul style="list-style-type: none"> • Turn all around.
Pour the cake into the 9 x 13 inch pan.	Put in there.
Jiggle the cake in order to make sure the batter is evenly spread throughout the pan.	Go back and forth to get it all over.
Sprinkle the sugar over the cake.	Drop a little all over.
Sprinkle the nuts over the cake.	Drop a little all over.
Sprinkle the chocolate chips over the cake.	Drop a little all over.
Using a rubber spatula, gently press down the nuts and chips a LITTLE WAY into the batter.	Push down a little.
Bake according to the directions on the cake mix box.	Put in. Cook.
Remove from the oven and let cool.	Take out. Let cool.

CROCODILE BARS



No one in my family has ever met anyone else who makes “Crocodile Bars.” We don’t know where this recipe came from, but we don’t care. We just call them “Grandma Van’s Crocodile Bars.” It is one of our “go-to” recipes when we need to make bars. They always disappear in a hurry.

Ingredients:

- 3 cups flour
- 1 ¼ cup brown sugar
- ½ cup shortening
- ½ cup butter (1 stick)
- 1 cup chunky peanut butter
- ¼ tsp. salt
- 1 egg
- 1 tsp. vanilla
- 1 cup semi-sweet chocolate chips
- 1 ½ cups slightly crushed Rice Krispies® cereal

Kitchen Supplies:

- jelly roll pan (10 x 15) or cake pan (9 x 13)
- measuring spoons and cups
- large mixing bowl
- glass or microwave-safe plastic bowl
- spatula
- mixing spoon
- fork
- sharp knife

CROCODILE BARS

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Preheat oven to 375 degrees.	Turn it on. Make it hot.
Get out all the ingredients and measure things out. (Impress your friends by using the French cooking term: "mise en place" ([mi ză 'plas]) which means "putting in place.")	Get everything ready. Do put in place.
In a large mixing bowl, combine the dry ingredients: flour, brown sugar and salt.	Put in three things. Put in the dry things.
Cut the butter and shortening into small cubes.	Cut up.
Put in the butter and shortening. Combine until crumbly using a fork or your clean hands.	Put in the soft stuff. Use your hands.
Measure out ½ cup (not 1 cup) peanut butter. Add it to the mixture and combine, using your clean hands again.	Put in some of that. Use your hands again.
Beat 1 egg in a small bowl.	Break and stir up.
Add the vanilla to the egg and stir.	Add another wet thing.
Add the wet ingredients into the mixture and combine once again with your clean hands.	Put the wet into the dry things. Use your hands again.
Press the mixture into the pan. Use your fingers and hand to spread it around evenly.	Put in there. Put it all over. Push it down all over.
Bake for 15 to 20 minutes, until slightly brown at edges.	Put it in and wait.
Remove from the oven and let cool slightly.	Take out when ready.
In a glass bowl or microwave-safe plastic bowl, melt the chocolate chips. Stir to make it smooth.	Make them soft. Make them smooth.
Add ½ cup peanut butter and mix thoroughly.	Put in more of that. Make it smooth
Add the Rice Krispies® cereal and mix.	Put in those.
Spread the chocolate mixture over the crust.	Put this all over the top.
Cool before cutting into long, narrow bars.	Cool. Cut. Eat.

EASY GUACAMOLE



I sometimes whip up this guacamole as a way to entice my nieces and nephews to get to Sunday dinner on time. A bowl of freshly made guacamole with chips is on the kitchen counter as I finish up Sunday dinner. If they dilly-dally coming over, it will be gone by the time they get there.

Ingredients:

- 3 ripe avocados
- 1 cup prepared salsa (fresh is preferred)
- 1 Tablespoon lemon juice
- ¼ tsp. salt
- ¼ tsp. pepper
- corn chips

Kitchen Supplies:

- medium mixing bowl
- knife to cut the avocado
- fork to mash the avocado
- measuring cup
- measuring spoons
- mixing spoon

EASY GUACAMOLE

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Cut each avocado in half and remove the pit.	Cut each of them. Take out hard middle.
Cut the flesh of the avocado (while still in the peel) into a small grid pattern.	Cut inside into squares.
Pop out the cubes into a mixing bowl. Use a spoon to help you. It doesn't matter if they get messed up because you are going to mash them.	Push out the squares.
Add the lemon juice.	Put in the sour stuff.
Use a fork to do a rough mash of the avocado.	Mash it up a little.
Add the salsa.	Add the red stuff.
Add the salt and pepper.	Add the white and black stuff.
Mix it thoroughly.	Stir it up.
Taste it. Add more salsa, lemon juice, or salt and pepper if you think it needs it.	Taste it. Add more stuff maybe.
Serve with corn chips.	Eat with chips.

EMERALD SMOOTHIE



As an itinerant speech-language pathologist, I am often driving from place to place during my “lunch hour.” The simplest way for me to get a nutritious lunch (and keep at least 1 hand on the wheel of my car) is to drink a smoothie. This is one of my favorites.

Ingredients:

- 1 cup green, seedless grapes
- 2 cups unsweetened pineapple juice
- 1 cup ice cubes
- 2 cups unsweetened pineapple chunks
- 1 cup firmly-packed baby spinach (washed)
- 1 small container of vanilla yogurt (6-8 oz.)
- 2 Tbs. chocolate hazelnut spread (like Nutella)

Kitchen Supplies:

- waxed paper
- scissors
- muffin tin
- LARGE blender
- large (4 cup) measuring cup

If you don't have a large or powerful blender, like a Vitamix, you will need to reduce the recipe and make it in batches for your group.

EMERALD SMOOTHIE

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Cut out squares of waxed paper to fit into the cups of the muffin tin.	Cut them out.
Place the waxed paper squares into the muffin tin cups.	Put one in each one.
Divide the grapes evenly into the muffin tin cups. (By using a muffin tin instead of a cookie sheet, the grapes don't go rolling all around!)	Put these in there. Put same in each one.
Freeze the grapes for at least 15 minutes.	Put in there. Wait to get cold and hard. 15 minutes.
Measure out the pineapple juice in the measuring cup.	Put in cup up to 2.
Add ice cubes until it measures 4 cups total.	Put in those. Go up to 4.
Pour the juice and ice into the blender.	Put in there.
Add the frozen grapes.	Put in these.
Add the pineapple.	Now those.
Add the spinach.	Put in green.
Add the yogurt.	Put in white.
Add the chocolate hazelnut spread.	Put in brown.
Blend until it is smooth.	Turn it on. Make it smooth.
Pour into 4 to 8 glasses to drink.	Pour it. Drink it.

FIREWORKS FRIES



My mother is a great pie maker. If she had extra pie crust, she would let us sprinkle it with colored sugar and bake it for a treat. These fireworks fries remind me of doing that. When I make them now, I always use some of my mom's homemade jam for the filling. It makes me feel 8 years old again.

Ingredients:

- 3 boxes refrigerated pie crusts, softened as directed on boxes
- fruit preserves or jam (3 kinds, about ½ cup of each)
- 1 egg, beaten
- red, white, & blue coarse sugar crystals

Kitchen Supplies:

- large cookie sheet(s)
- knives to spread the jam
- small bowl
- fork
- pastry brush

FIREWORKS FRIES

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Pre-heat the oven to 350°F.	Turn it on.
Unroll 3 pie crusts.	Open up three of them. Lay them out.
Spread one of the jams or fruit preserve onto one of each of the 3 pie crusts.	Put some on each one.
Top each with another pie crust.	Put another on top.
Gently press to seal.	Press to keep it in. (seal)
Brush beaten egg evenly over the top of each.	Put it all over.
Sprinkle each pie crust with one of the colors of sugar.	Put all over. (sprinkle)
Cut each filled pie crust stack into 1-inch-wide strips. Cut the strips once crosswise so they aren't too long.	Cut long way. Cut side way.
Place in a single layer on the cookie sheet(s).	Put on this.
Place on a center rack in the oven and bake 20 minutes or until golden brown.	Put it in the middle. Wait until brown.
Remove from oven.	Take them out. (remove)
Cool 5 minutes.	Let them cool off.
Eat and enjoy like a kid again!	Eat.

FRUIT PIZZA



My sister is the first person that I knew who ever made a fruit pizza. She was home for the summer from college and it seemed so very exotic. Now it is one of my “go-to” desserts when I want something simple and semi-healthy. If you eat the whole thing, you can say, “I only had 1 cookie with some fruit and cheese.”

Ingredients:

- 1 roll (16 oz.) refrigerated sugar cookie dough
- 8 oz. cream cheese (softened)
- 1/3 cup sugar (white)
- ½ tsp. vanilla
- different kinds of fruit (strawberries, blueberries, banana, kiwi, grapes, peaches, etc.)
- ½ cup apple jelly

Kitchen Supplies:

- pizza pan
- cooking spray
- knife & cutting board
- 2 small bowls
- electric mixer
- knife to spread cream cheese
- spoon
- brush

FRUIT PIZZA

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Pre-heat the oven to 350°F.	Make it hot. Turn it on.
Spray a 12-inch pizza pan with cooking spray.	Put it all over.
Break up the cookie dough.	Break it.
Press dough evenly in the bottom of the pan to form a crust.	Push it down. Bottom part.
Place on a center rack in the oven and bake 16 to 20 minutes or until golden brown.	Put it in the middle. Wait until brown.
Remove from oven and cool completely, about 30 minutes.	Take out. Let cool off.
In a small bowl, beat the cream cheese, sugar, and vanilla with the electric mixer on medium speed until fluffy.	Put in these things. Move around fast.
Spread mixture over the cooled crust.	Put it all over.
Arrange the fruit over the cream cheese mixture. Create a design and pattern with a variety of fruits.	Put these on. Make it look nice. Put on different things.
Put the jelly in a small bowl and stir until it is smooth.	Put this in there. Stir it around.
Gently brush the jelly over the fruit.	Put this all over. Be careful.
Refrigerate until chilled, at least 1 hour.	Put in there. Wait to get cold.
To serve, cut into wedges of squares.	Cut it up to eat.
Cover and refrigerate any leftovers.	Cover. Put away.

FRUITY FACES



I often make “fruity faces” during therapy activities because they involve no real cooking and can be made with any fruit you have on hand. They aren’t necessarily pretty, but they are fast and easy to make. If you don’t have fruit, try veggies instead.

Ingredients: (to make 8 faces)

- 8 rice cakes, 4 English muffins, or 4 bagels (split in half for 8 servings)
- 1 small container of cream cheese
- 1 can pineapple rings, drained
- 1 large can mandarin oranges, drained
- 8 to 16 grapes
- 8 strawberries
- 16 blueberries
- 1 bananas
- cinnamon sugar
- Use any other fruits that you have available. Raspberries make a nice nose or fun hair, kiwi slices cut into half moons make cute ears, and 2 mandarin oranges make a “kissy” mouth. Be creative! Have fun.
- Substitute creamy peanut butter for cream cheese.
- Try hummus as a base and replace the fruits with veggies, making olive eyes, a carrot nose, a red pepper slice mouth, sprout hair, and cucumber slice ears!

Kitchen Supplies:

- butter knives to spread the cream cheese
- sharp knife (to pre-cut the fruit)
- 8 paper plates
- shaker with cinnamon sugar

FRUITY FACES

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
If using English muffins or bagels, split into 2 halves.	Make into two parts.
If using muffins or bagels, toast it.	Make hot.
Give each person a rice cake, muffin, or bagel.	Give one to me/you. Give one to him/her.
Spread cream cheese on the bagel.	Put this all over.
Cut a pineapple slice in half, into 2 half moon shapes. If the bagel, muffin, or rice cake is small, cut the pineapple slice the long way into 2 thin mouths.	Cut. Make thin. Put on one. Make a mouth.
Equally divide the available mandarin orange slices into 8 portions. Give each student mandarin oranges to use as hair.	Put on top. Make hair.
Slice the strawberries in half from top to bottom.	Cut these.
With the cut side down, place the 2 halves as eyes.	Put on two.
Put a dollop of cream cheese in the middle of each eye.	Put on a little there.
Add a blueberry on each cream cheese dollop.	Put this on top. Make eyes.
Use 1 large grape or two small grapes to make the nose.	Put on one or two. Make a nose.
Peel the banana and slice into 16 narrow slices. Cut into 16 narrow ears.	Take outside off. Cut up.
Put on 2 slices of banana as ears.	Put on two. Make ears.
Sprinkle the bagel with cinnamon sugar to add some “color” and sweetness to the face.	Put this on. Make pretty and sweet.

GERMAN CHOCOLATE COOKIES



My mother is always clipping recipes out of magazines. We try it out and if it passes the family's approval, it is filed away in one of her many recipe boxes. This one was a keeper. (Note: I have "dibs" on my mom's recipe boxes, with the intention of scanning all of them so everyone has access to them.)

Ingredients:

- 1 box (15 oz.) German Chocolate Cake Mix
- 2 large eggs
- ½ cup butter or margarine (melted)
- ½ cup quick-cooking oats
- 1 cup semi-sweet chocolate chips
- ½ cup raisins

Kitchen Supplies:

- mixing bowl & microwave safe bowl
- small bowl to beat the eggs.
- measuring cup
- teaspoon
- mixing spoon or spatula
- cookie sheet

Makes about 3 ½ dozen cookies.

GERMAN CHOCOLATE COOKIES

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Pre-heat the oven to 350 degrees F.	Make it hot.
In a microwave safe bowl, melt the butter.	Make it hot and running.
In a mixing bowl, stir together the dry ingredients (cake mix, oats).	Put in dry things. Go around and around.
Add the chocolate chips and raisins, then mix.	Put in sweet. Some hard. Some soft. Go around.
In a small bowl, beat the eggs slightly.	Put in there. Go around 10 times.
Add the eggs and butter and mix until well blended.	Put in wet. Go around and around.
Drop batter by heaping teaspoonful 2 inches apart onto ungreased cookie sheet.	Put little on there.
Bake for 9 – 11 minutes, or until set.	Put in. Wait 9 to 11 minutes.
Cool for 5 minutes.	Wait to cool.
Remove to wire racks to cool thoroughly.	Take off. Let cool more. Then eat.

GRANDPA VAN'S GRILLED CHEESE



My dad loves to have a piece of toast with jam and sharp cheddar cheese. My adaptation of that, dedicated to my dad, is a grilled cheese sandwich made with good bread, homemade strawberry or raspberry jam, and some really sharp, aged cheddar cheese. NEVER make these sandwiches with margarine or fake cheap cheese. Everything is better with butter and cheddar cheese from Wisconsin! And anything that helps you remember people you love is even better.

Ingredients:

- 2 slices of bread per sandwich
- 1 – 2 tablespoons of strawberry or raspberry jam
- 1 – 2 slices aged cheddar cheese
- butter

Kitchen Supplies:

- knife to spread the jam
- cheese cutter to cut the cheese if NOT using pre-cut slices
- working surface, like a cutting board
- grilling skillet or sandwich grill (e.g., George Foreman® grill)
- spatula to flip in skillet or remove from grill

GRANDPA VAN'S GRILLED CHEESE

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Heat a skillet over medium heat. Or heat a sandwich grill.	Make it hot
Get 2 slices of bread. Spread butter on 1 side of each piece.	Get 2. Put on 1 side.
Place cheese on the unbuttered side of one piece of bread. Adjust the amount of cheese based on the size of the bread and your taste.	Put on yellow stuff. Put on dry side.
Place jam on the unbuttered side of the other piece of bread. Adjust the amount of jam based on the size of the bread and your taste.	Put on red stuff. Put on dry side.
Put the bread together to make the sandwich.	Put together.
If cooking in skillet, put the sandwich in the pan with the cheese side at the bottom. Grill for 3 minutes until bread is brown and cheese is melted. Then flip and grill other side until brown. Remove from the pan.	Put in. Make brown. Make soft. Turn over. Take out when done.
If cooking in a grill, put in grill for about 3 minutes until the bread is browned and the cheese is melted.	Put in. Make brown. Make soft. Take out.
Serve while warm.	Eat when warm.

MAC 'N CHEESE CUPS



Even though my family has been cheese makers for 4 generations, we didn't often have mac 'n cheese for dinner. We had cheese and more cheese, but it wasn't until I started working in schools and doing cooking activities that I started to appreciate the goodness of mac 'n cheese.

Ingredients:

- 3 tablespoons plain dry bread crumbs
- 1 teaspoon butter, melted
- 1 can (10 $\frac{3}{4}$ ounces) condensed cheddar cheese soup
- 2 tablespoons milk
- $\frac{1}{8}$ teaspoon ground black pepper
- 1 cup elbow macaroni, spiral pasta, or shell-shaped pasta (when cooked should equal 2 cups cooked pasta)
- 1 cup (4 ounces) shredded cheddar cheese

Kitchen Supplies:

- pasta cooking pot
- colander to drain the pasta
- muffin tins – each with 2 $\frac{1}{2}$ inch cups
- small bowl
- medium bowl
- spoon
- spatula

MAC 'N CHEESE CUPS

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Cook the pasta according to directions. Drain thoroughly. NOTE: The pasta can be cooked in advance and cooled.	Cook it before. Get all water off.
Heat the oven to 400 degrees F.	Make it hot.
Spray 8 muffin-pan cups with vegetable cooking spray.	Make them wet.
Lightly coat each cup with 1-tablespoon breadcrumbs.	Put a little in. Put all over.
Put the butter in a small bowl and microwave to melt.	Make run.
Add the remaining breadcrumbs to the butter and stir.	Put in dry stuff.
Get a medium sized bowl. Stir in the soup, black pepper, cooked macaroni/pasta, and ¾ cup of the shredded cheese.	Put in stuff.
Spoon about 1/3 cup of the mixture into each muffin-tin cup.	Put some in.
Sprinkle with the remaining cheese.	Put on top.
Sprinkle with the remaining breadcrumb mixture.	Put on top.
Bake for 20 minutes, or until hot and bubbly.	Put in and cook. Make hot.
Let stand and cool for 20 minutes before removing the mac 'n cheese cups from the pan.	Let cool. Take out. Eat.

Adapted from *Campbell's' Kitchen* at <http://www.campbellskitchen.com/recipes/mini-macaroni-cheese-cups-61718>

MILK DUD TORTE



My grandmother Van Tatenhove used to dunk a Holland Rusk in her coffee. This recipe is a much more decadent way to use Holland Rusk. It is definitely a family favorite for Sunday dinner. It is Mary's (my sister-in-law) favorite dessert.

Ingredients:

- 48 Milk Duds®
- 1 cup Holland Rusk® crumbs
- 6 egg yolks
- 1 cup sugar
- 1 tsp. baking powder
- 1 tsp. vanilla
- 6 egg whites
- ½ cup chopped pecans (optional)
- 1 cup powdered sugar
- ½ cup cold milk
- ¼ cup butter, melted
- 1 cup whipping cream

Kitchen Supplies:

- mixer
- large mixing bowl
- rolling pin or food processor
- 2 rubber spatulas
- 1 small microwave-safe bowl
- double boiler (or microwave-safe bowl)
- clean, cold bowl in which to whip the cream (with clean beaters!)
- 9 x 13 inch cake pan

MILK DUD TORTE

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Preheat oven to 325 degrees.	Turn it on. Make it hot.
Get out all the ingredients and measure things out.	Get everything ready.
Separate your eggs.	Break and take apart.
Melt the butter.	Make it wet.
Grease your cake pan.	Make it slippery.
Crush your rusk into fine crumbs.	Make them small.
Put the eggs yolks and sugar in your mixing bowl.	Put that in there.
Cream the egg yolks and sugar.	Turn it on. Make it go fast. Make it smooth.
Mix in the rusk crumbs, baking power, vanilla, and nuts.	Put in those things.
Using a CLEAN bowl, CLEAN beaters, and CLEAN spatula, beat the egg whites until fluffy and semi-stiff. The egg whites should make soft peaks and have plenty of air.	Turn it on. Make it go fast.
Using a spatula, gently FOLD the egg whites into the first mixture. <i>Folding involves passing a spatula down through the mixture, starting in the center, then across the bottom, and up over the top. Turn the bowl a quarter turn, and repeat. Keep repeating until everything is mixed. This traps air bubbles in the cake mixture and helps it rise and be airy.</i>	Put that in there. Turn it over. Turn it around. Be careful.
Put it in a greased pan and bake for 30 minutes at 325°.	Put it in and wait.
Take it out when ready. Cool.	Take it out. Let it cool.
In a double boiler pan (or microwave-proof bowl), mix the powered sugar, melted butter, and milk. Add the Milk Duds® and melt.	Put everything in there. Make it all soft.
Cool the Milk Dud® mixture.	Let it cool.
Whip the cream to hard peaks. Don't add any extra sugar because the Milk Dud® topping makes it sweet enough.	Turn it on. Make it go fast.
Spread the whipped cream over the cooled cake.	Put it all over.
Pour the cooled Milk Dud® mixture over the whipped cream.	Put it all over.
Chill before eating. Keep refrigerated until ready to eat.	Make cool. Keep it cold.

NO BAKE CHEESECAKE



This is “Julie’s Cheesecake.” Julie is not known in our family circle as our most inventive or sophisticated cook. But her cheesecake is simple, quick, and very no-fail. When you’re hungry for cheesecake and don’t want to make too much of a fuss, this recipe will do the trick.

Ingredients:

- 1 ½ cups finely crushed graham crackers
- 3 T white sugar
- 1/3 cup butter, melted
- 2, 8-oz. pkgs cream cheese – at room temperature
- 2 cups powdered sugar
- 1 T lemon juice
- 1 tub of whipped topping (e.g., Cool Whip)
- 1 can pie filling (cherry or whatever you like)

Kitchen Supplies:

- 1 mixing bowl
- spatula
- 9” x 9” pan or pie plate
- electric mixer and bowl
- food processor or rolling pin/bag

NO BAKE CHEESECAKE

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Crush the crackers using a food processor or using a rolling pin with the crackers in a zip lock bag.	Make these very small.
Make the crust. Put the crushed crackers, sugar, and melted butter in a mixing bowl. Mix it together.	Make bottom part. Put dry, sweet, and wet things in there. Mix them.
Press the cracker mixture into the 9 x 9 pan or pie plate.	Push down and all around and up.
Chill for at least 10 minutes (while you are making the filing.)	Make very cold.
Using the electric mixer, beat the cream cheese until smooth.	Make soft and smooth.
Beat in the sugar and lemon juice.	Put in sweet and sour.
Gently stir in the whipped topping.	Put in white stuff.
Pour the filling into the crust. Cover it with plastic wrap.	Put over bottom.
Chill for at least 4 hours or until set.	Make cold.
When serving, spoon on fruit topping.	Put some on top.

PIMENTO CHEESE SPREAD



This is becoming a new favorite with my Florida Sunday night church group crowd. It is simple to whip together and a vast improvement on store-bought pimento cheese spreads. Yuck. Those are NOT allowed in my house because of my Wisconsin cheesemaker heritage.

Ingredients:

- 4 ounces cream cheese (softened)
- ½ cup mayonnaise
- 1 T Dijon mustard
- 1 T hot sauce
- ½ tsp. liquid smoke* (optional, if you have it)
- ½ tsp. black pepper
- 8 ounces shredded sharp cheddar cheese (very cold)
- 8 ounces shredded Monterey Jack cheese (very cold)
- 4 ounces diced pimentos, drained

Kitchen Supplies:

- electric mixer
- rubber spatula
- storage bowl or container
- measuring cup
- measuring spoons

PIMENTO CHEESE SPREAD

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Let the cream cheese come to room temperature so it is soft.	Let it out. Wait to get soft.
Keep the cheddar and jack cheese cold in the refrigerator until you are ready to use it. It makes it easier to mix it in when it is cold.	Keep those in. Keep them cold.
Combine the cream cheese, mayonnaise, mustard, hot sauce, liquid smoke, and black pepper in the bowl of the electric mixer.	Put those things in.
Mix it until combined and just about smooth.	Mix and make it smooth.
Add the cheese and jack cheese.	Put them in.
Mix gently until everything comes together.	Get it all together.
Drain the pimentos.	Get the wet out.
Stir in the drained pimentos.	Put them in.
Transfer to a storage bowl or container and cover tightly.	Put in there. Cover it tight.
Refrigerate for at least 2 hours before serving.	Keep cold for 2 hours. Wait to eat.
Serve with cracker, carrot sticks, or jicama strips. Or make sandwiches or even grilled cheese.	Eat.

Adapted from *The Pioneer Woman* at <http://www.thepioneerwoman.com>

PISTACHIO ENERGY BITES



The lifeguards at my local YMCA Aquatic Center love these for an energy pick-me-up. They usually each have 2 or 3 devoured before I even put my toes in the pool for my early morning swim. They are rich and yummy.

Ingredients: (makes 9-12 balls)

- 6 dates, pitted
- 1/3 almond butter
- ½ cup pistachios, shelled
- ½ cup sesame seeds
- 1 tablespoon coconut oil
- 1 tsp. lime juice

Kitchen Supplies:

- knife
- food processor
- spatula
- pan covered with waxed paper

PISTACHIO ENERGY BITES

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Coarsely chop the dates.	Cut them.
Put the dates and almond butter in the food processor.	Cut in there. Put in that.
Blend until smooth.	Make smooth
Add the pistachios, sesame seeds, coconut oil, and lime juice.	Put all in.
Continue blending until evenly combined.	Make smooth again.
Place waved paper on a pan.	Put on there.
Roll batter into 1-inch balls.	Turn around. Make balls.
Place each ball on the pan.	Put on there.
Refrigerator to firm them up before eating them.	Make cold. Wait to get hard. Eat later.

PRETZEL HEART POPS



Last Valentine's Day, I made these with several of my students. I have to admit, helping people with physical disabilities pipe melted chocolate into the pretzels was exciting. I think we had much more chocolate on our faces, hair, and mouths than ever made it into the pretzels. As we waited for them to get hard, we talked about St. Valentine and about people that we love and who love us. It was a nice, albeit messy, therapy session.

Ingredients:


- mini pretzels (knot shaped)
- pink and/or red melting candy (Look for the Wilton **Candy Melts**® brand wafers because they are fast melting, smooth textured, and have a great taste.)

Kitchen Supplies:

- wax paper
- cookie sheet
- a decorating bag for each color candy melts
- lollipop sticks

PRETZEL HEART POPS

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Line a cookie sheet with wax paper.	Put this on there.
Arrange mini pretzels on the tray and set aside.	Put these on there.
Fill a decorating bag or zip lock bag with 1/2 cup of candy melts.	Put in some of these.
Melt in the microwave at 70 percent power for 90 seconds, then 30 second and 15-second intervals, massaging after each turn in the microwave until fully melted. DO NOT OVERHEAT!	Slowly slowly slowly, make them hot. Don't make them too hot.
Snip 1/2 inch from the tip of the decorating bag.	Cut off the end.
Pipe a dot of candy on the tray of wax paper. Place a lollipop stick on the dot. Add the pretzel. Pipe to fill in the pretzel. 	Get out a little. Put on the things. Put in more. Fill it up.
Let the pretzels rest at room temperature until fully set, about 1 hour.	Wait to get hard.
Remove from the wax paper and eat!	Take them off. Eat them!

Modified from *The Decorated Cookie* at <http://thedecoratedcookie.com/2014/02/easy-chocolate-pretzel-hearts-on-pops-or-not/>)

RHUBARB BUTTER CRUNCH TORTE



There is always an abundance of rhubarb growing in the Van Tatenhove garden. We make rhubarb sauce, rhubarb jam, rhubarb pie, and rhubarb torte. Recently, my niece brought her boyfriend along for Sunday dinner. He had NEVER eaten rhubarb in his life (he's 20 something). He passed my test by eating a slice of this rhubarb butter crunch torte and liking it.

Ingredients:

- Rhubarb Base
 - 6 cups fresh or frozen rhubarb cubes
 - $\frac{3}{4}$ cup sugar
 - 6 T flour
- Butter Crunch Topping
 - 1 cup brown sugar
 - 1 cup oatmeal
 - 1 $\frac{1}{2}$ cups flour
 - 1 stick butter (1/2 cup)
 - $\frac{1}{2}$ cup shortening

Kitchen Supplies:

- mixing bowl
- cooking spray
- 8 $\frac{1}{2}$ x 11 inch pan
- rubber spatula
- fork
- clean fingers

RHUBARB BUTTER CRUNCH TORTE

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Grease the baking pan with the cooking spray.	Put on there.
Make the rhubarb base with the rhubarb, sugar, & flour.	Make bottom part.
Pour the rhubarb base mixture into the baking pan.	Put in there.
Combine the dry ingredients for the butter crunch topping (brown sugar, oatmeal, flour).	Make dry part of top part.
Cut the butter and shortening into small cubes and mix in with the dry ingredients. Use a fork or your clean fingers to mix it in.	Cut up. Put into dry part.
Sprinkle the topping on the rhubarb base.	Put on top of the bottom part.
Bake for 45 to 50 minutes (or until brown along the top and edges).	Bake until brown.

S'MORE CUPS



I served these recently at a summer-time family gathering. The adults loved them. The kids still wanted to make s'mores from scratch. Oh well..... who doesn't love roasting marshmallows?

Ingredients:

- 1 package sugar cookies (24 cookies)
- ¼ cup chocolate graham cracker crumbs
- ½ cup chocolate spread (e.g., Hershey®)
- 1 cup mini marshmallows
- chocolate bars (e.g., Hershey) – enough to break into 24 pieces
- cooking spray to “grease” the muffin tin cups

Makes 24 cookie cups

Kitchen Supplies:

- mini muffin tin(s)
- medium size mixing bowl
- knife
- spoon
- cookie sheet

S'MORE CUPS

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Heat oven to 350 degrees F.	Make hot.
Spray/grease the muffin tin.	Make wet.
Put the graham cracker crumbs in the medium bowl.	Put in dry stuff.
Roll each cookie dough square into a ball.	Make into ball.
Roll each ball in the graham cracker crumbs.	Roll around.
Place each ball in one of the cups of the tin.	Put 1 inside.
Bake from 14 – 16 minutes.	Bake.
As soon as the cookies come out of the oven, press in the centers gently. KEEP IN THE TIN.	Push down. Keep in.
Let the cookies cool in the tin for 3 – 4 minutes.	Wait to cool.
Use a knife to gently lift them out of the tin.	Take out.
Let them cool completely.	Let cool.
After they are cool, fill each cookie cup with a dollop of chocolate spread.	Put in some.
After filling, place on a cookie sheet.	Put there.
Change the oven to BROIL, on high.	Make hotter.
Top each cookie cup with 5 to 7 marshmallows.	Put on some.
GENTLY place under the broiler for 20 to 30 seconds. Be careful not to burn them.	Put under. Watch.
Remove from the oven and top with a chocolate square.	Take out. Put on 1.

Adapted from *Inside BruCrew Life* at <http://insidebrucrowlife.com/2014/06/smores-cookie-cups/>

SUGAR COOKIE FRUIT CUPS



Every Wednesday for the past 20+ years, I have gone to the same adult day training program to work with clients. There is a staff member (LaTasha) who has a hard time remembering the names of all the therapists. So she uses terms of endearment instead. Some of her favorites are “honey,” “puddin’ cup,” and “cookie.” This is for you, “sugar.”

Ingredients:

- 1 package (16 oz.) refrigerated sugar cookies (24 cookies)
- 1 snack-sized container (4 oz.) vanilla pudding
- ¼ cup sour cream
- 1 T brown sugar
- 4 cups fresh fruit (blueberries, strawberries, peaches, kiwi, etc.)

Kitchen Supplies:

- 12 regular sized muffin cups
- muffin tins (for 12 cups)
- wooden spoon
- 1 small bowl to mix the filling
- 4 – 5 small bowls, 1 for each fruit used

SUGAR COOKIE FRUIT CUPS

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Pre-heat the oven to 350°F.	Make it hot. Turn it on.
Place a paper baking cup in each of the muffin cups.	Put one in each one.
Place 2 cookie dough rounds in each cup, pressing in the bottom and up the sides to form a shell.	Put two in each one. Push down and up sides.
Place on a center rack in the oven and bake 24 minutes or until golden brown. Dough will puff.	Put it in the middle. Wait until brown. They will come up.
Remove from oven.	Take out (remove)
Dip end of a wooden spoon handle in sugar and carefully press into the bottom of the cups to reshape.	Use this. Put in that. Push back down. Be careful.
Cool 5 minutes.	Let them cool off.
Remove cookie cups from the tin to a cooling rack. Cool for 15 minutes more.	Take them out. Let them cool more.
In a small bowl, mix the pudding, sour cream, and brown sugar.	Put in these things. Use this. (spoon)
Divide the pudding mixture evenly among the cookie cups. The cups will not be full.	Put some in each one. Same in each one. Not be full.
Wash and dry any berries. Put each type of berry used in a bowl.	Wash and dry them.
Peel and cut any other type of fruit.	Take outside off. Cut up.
Divide the fruit evenly among the cookie cups.	Put some in each one. Same in each one.

ZUCCHINI BREAD



This recipe is a favorite of the Van Tatenhove's in the summer when zucchini are growing in abundance in the family garden. For some variety, we add surprises to the bread, like chocolate chips! Makes it into great dessert bread. The original recipe was passed down from my great-aunt Meta Heinen to my mother, from mother to me, and now from me to you!

Wet Ingredients:

- 1 cup vegetable oil
- 3 eggs
- 1 cup white sugar
- 1 cup brown sugar
- 1 T vanilla

Dry Ingredients:

- 2 cups flour
- ¼ tsp. baking powder
- 2 tsp. baking soda
- 1 tsp. salt
- 1 T cinnamon

Veggie Ingredients:

- 2 cups shredded raw zucchini
- 1 cup chopped nuts

Kitchen Supplies:

- 2 mixing bowls
- spatula
- mixer
- measuring cups & spoons
- 2 large or 5 small loaf pans
- cooking spray

Directions: State the original direction. Ask if the student(s) knows what it means. Explain the original direction (and vocabulary in the direction) with the simplified direction while visually modeling it on the AAC system. Encourage the person using the AAC system to re-state the step, using as many of the modeled core words as possible.

<i>Original Direction</i>	<i>Simplified Direction</i>
Put the wet ingredients in a mixing bowl.	Put in wet things.
Beat the wet ingredients on a medium speed until thoroughly mixed together.	Put all together.
In a second mixing bowl, combine the dry ingredients.	Put in dry things.
Add the dry ingredients to the wet ingredients.	Put the dry with the wet things.
Slice the zucchini in half the long way. Then shred the zucchini on a food grater.	Cut. Rub up and down to make little pieces.
Add the zucchini and nuts to the mixture.	Put them in.
Stir gently until mixed together.	Stir.
Spray your bread pans, then dust with flour.	Get those ready.
Evenly distribute the batter in your baking pans. DO NOT overfill.	Put in there. Make them the same.
Bake at 350 degrees for 55 minutes.	Bake.
Check “done-ness” by inserting a toothpick in the center of a loaf. If it comes out dry, the bread is done.	Check it is dry.
Allow the loaves to cool and remove from the pans.	Let cool. Take out.
Wrap in plastic wrap after completely cool.	Cover up.

I hope you enjoyed these “cored-out” recipes and that you will continue to use cooking as an effective strategy for teaching core vocabulary and developing generative language with people who use AAC system.

Please share these recipes with others.

Gail Van Tatenhove

List recipes that you use in your cooking activities. Core them out using the format I’ve used in this cookbook, or any other format that works better for you.

MY RECIPES:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
