

# A Foundation for Nutritional Success

## Life Lessons from Wayfinders at Fresno State for Freshman

### Plot Points

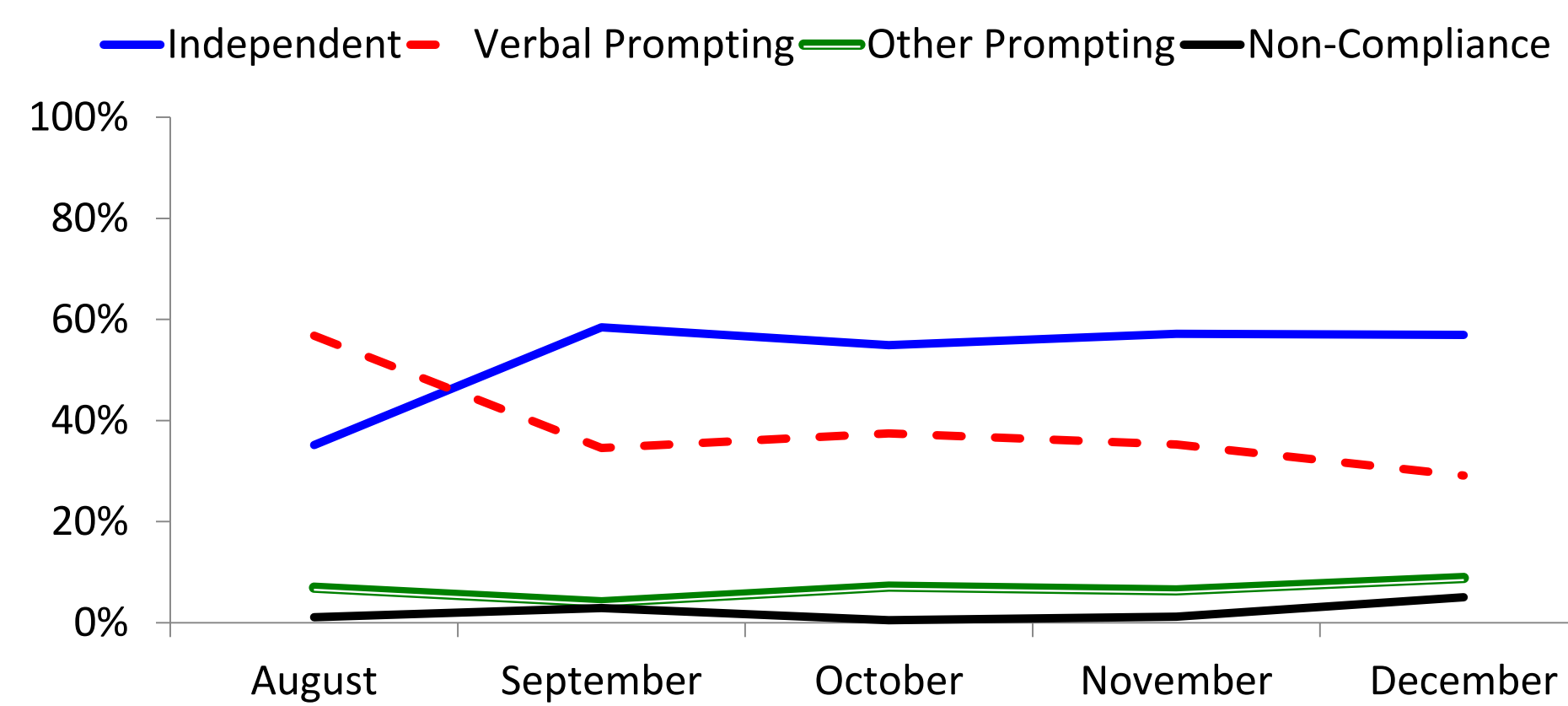
- ❖ **Meal Planning Skillset:** 1,444 scores to 5 plot points, 18 students.
- ❖ **Grocery Shopping Skillset:** 799 scores to 5 plot points, 17 students.
- ❖ **Cooking Skillset:** 498 to 5 plot points, 18 students.



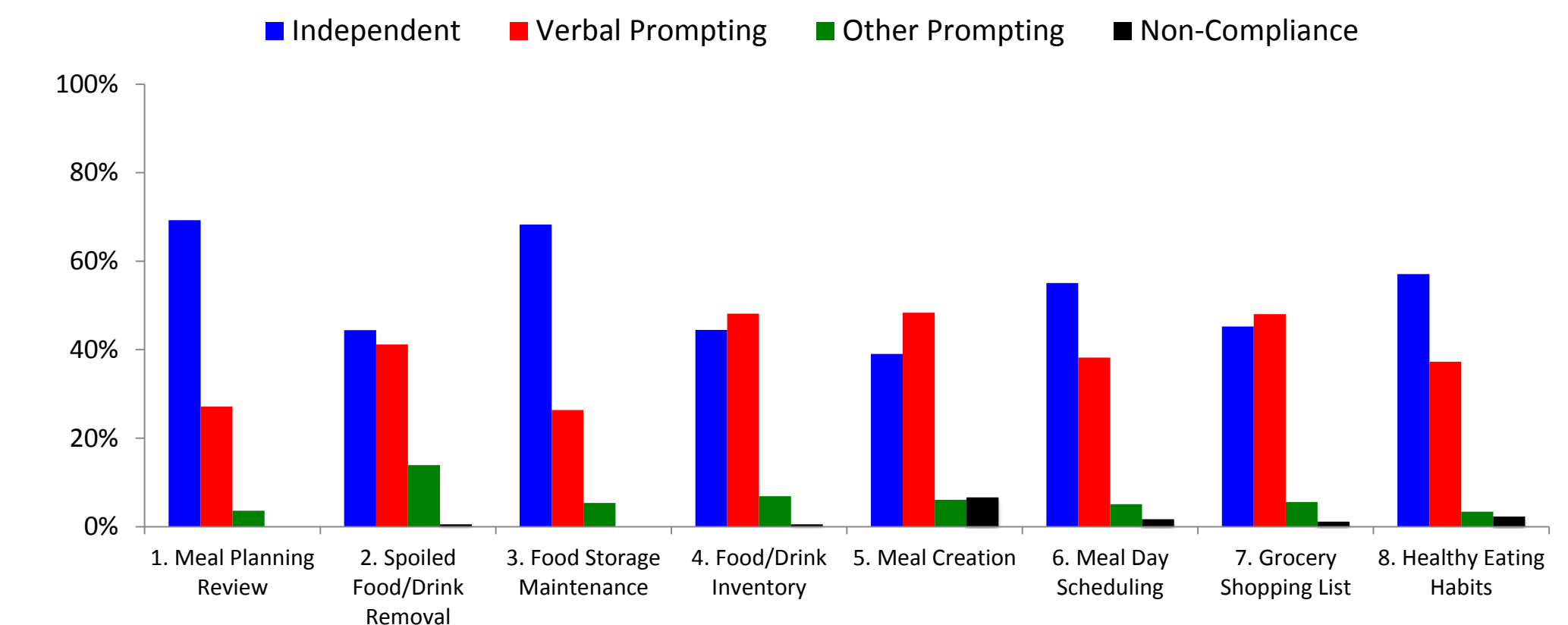
### Methodology

- ❖ 18 students from the Class of 2019 in their 1<sup>st</sup> year at Wayfinders at Fresno State.
- ❖ Over the course of the Fall 2017 semester, 8/1/17 – 12/31/17.
- ❖ Overall prompting ratios, multiple score per program and per student. Four prompting ratios: overall independence, verbal prompting, other prompting, and non-compliance.
- ❖ Overall independence should be going up, both types of prompting (especially verbal prompting) and non-compliance (if any) going down, as each month passes.

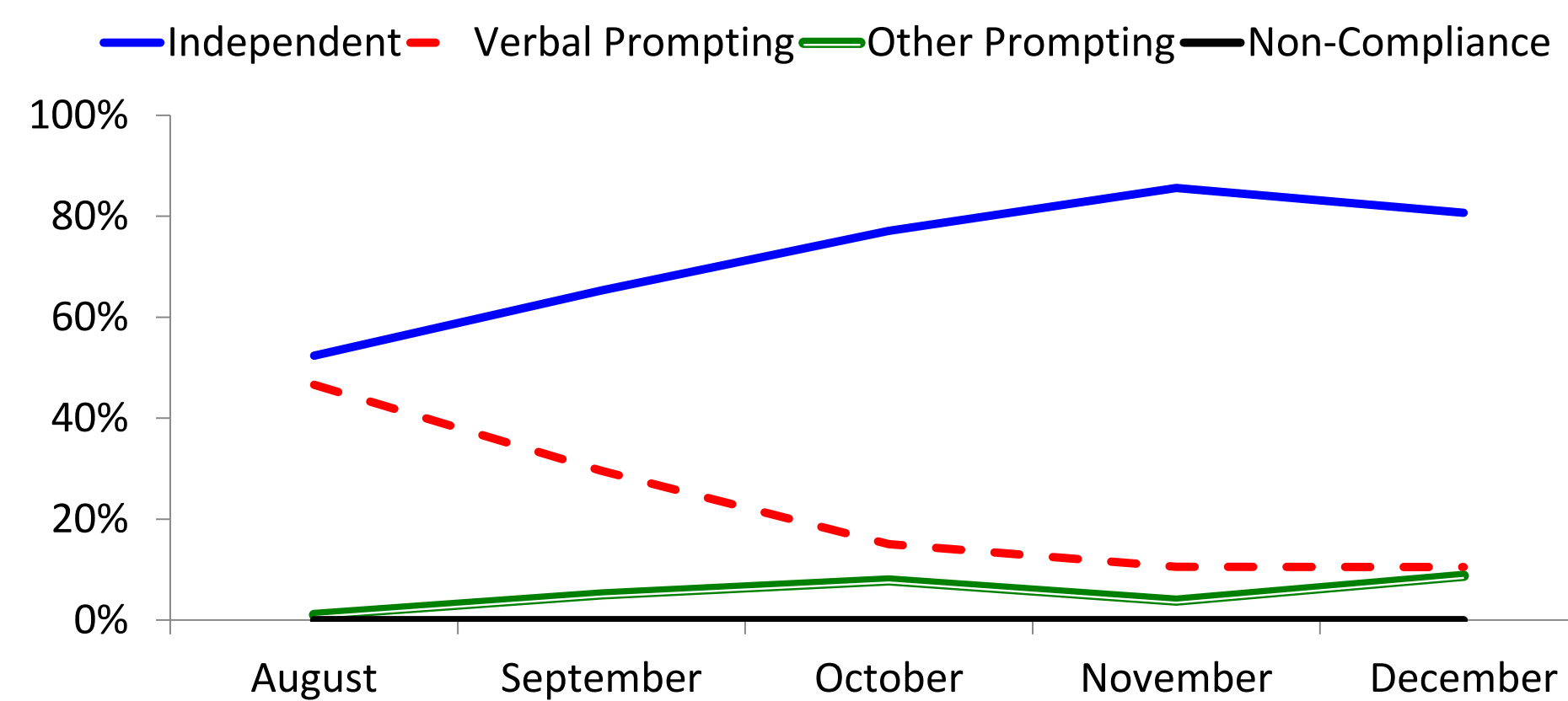
### Prompt Ratios in Meal Planning Skillset



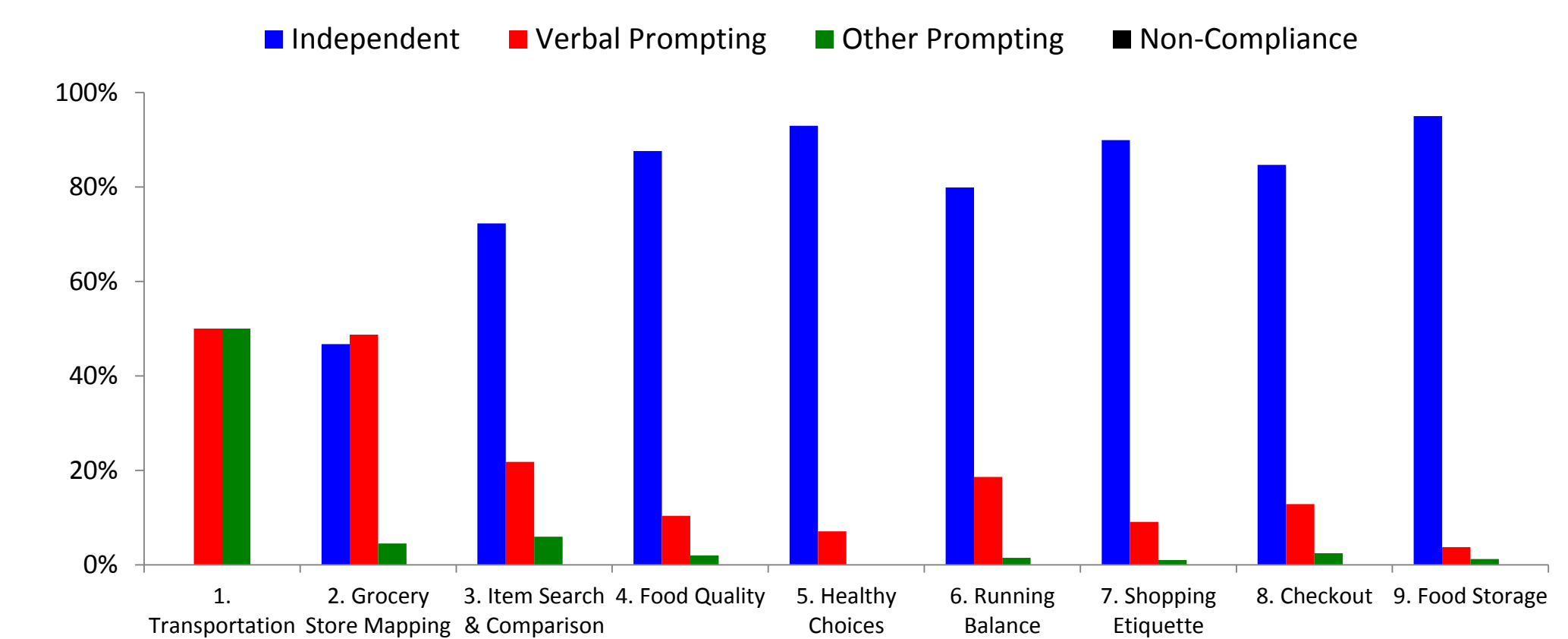
### Prompt Ratios in Meal Planning Skillset



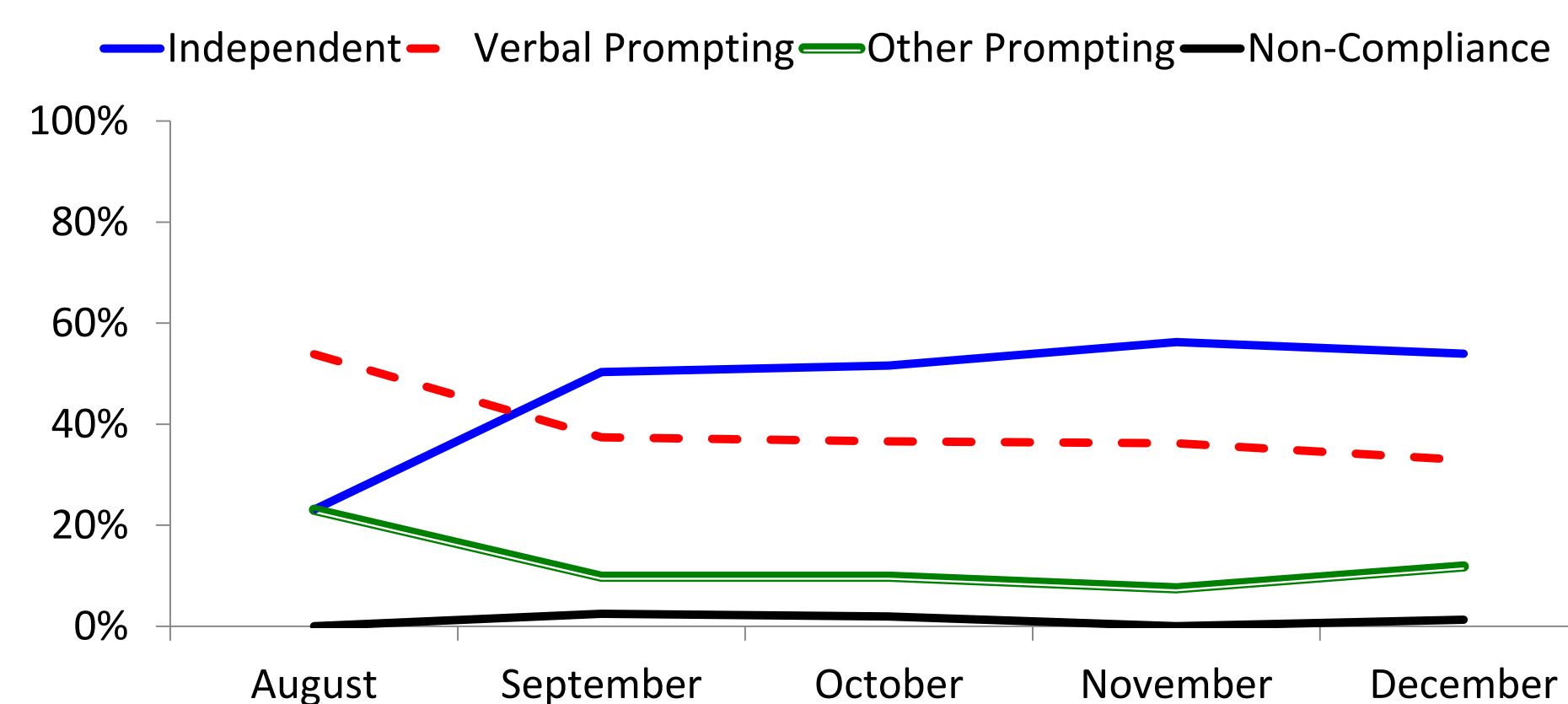
### Prompt Ratios in Grocery Shopping Skillset



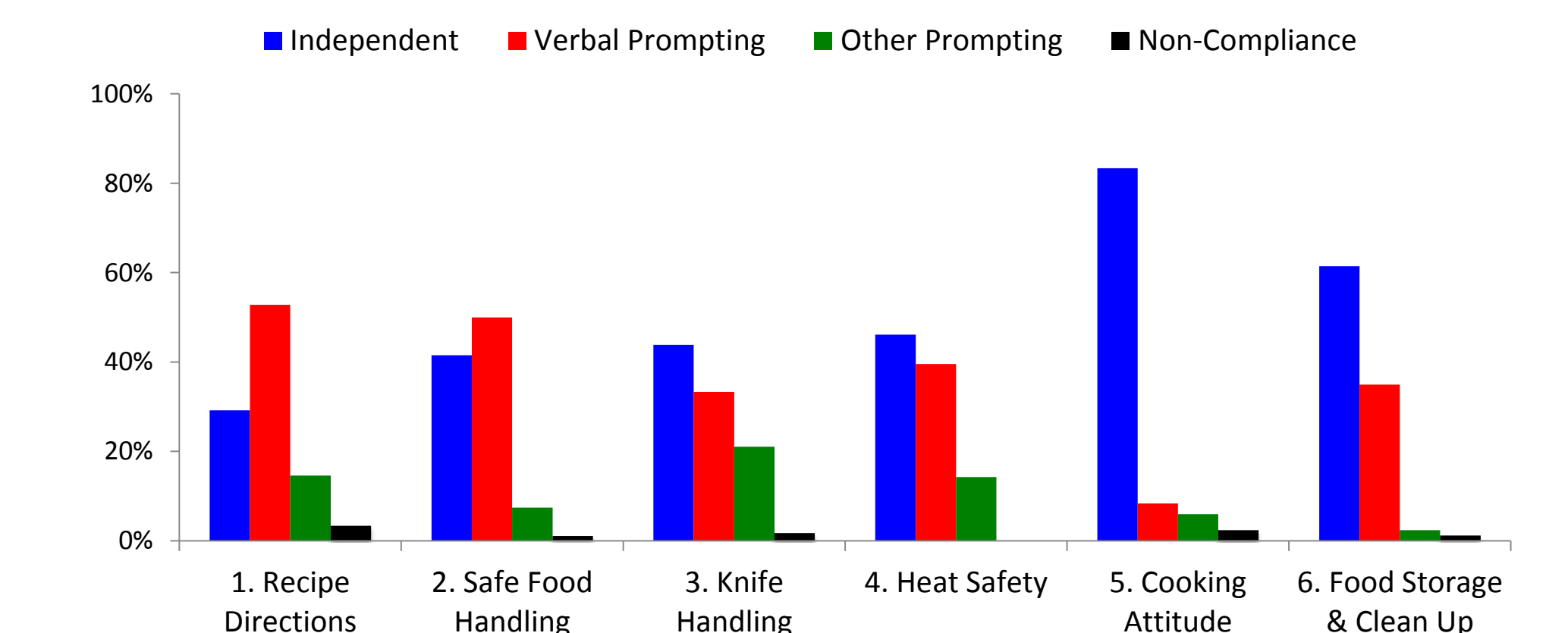
### Prompt Ratios for Grocery Shopping Skillset



### Prompt Ratios in Cooking Skillset



### Prompt Ratios in Cooking Skillset



### Portions of the Skillsets Needing the MOST Improvement (Verbal Prompting levels higher than Independent levels)

- ❖ **Meal Planning**
  - ❖ 4. *Food/Drink Inventory:* Making a list of the food you currently have and checking if it's still safe to eat. This can be perceived as time-consuming, there can be missed items, and it can be difficult to determine what is still safe to eat. Time must be set aside, it should be thorough, and students must be educated in how to determine if food is spoiled.
  - ❖ 5. *Meal Creation:* Listing meals that can be made from what you already have and also meals you would like to have for the week. Students may not have working knowledge of how to use extra/leftover ingredients or may not even know what they like or want to make. Students should be made familiar with how ingredients complement each other and should be willing to explore meals outside their comfort zone.
  - ❖ 7. *Grocery Shopping List:* Make a list of items you plan to buy based on your inventory and meal creation. If a student doesn't take inventory or create meals then they won't be able to create a good grocery shopping list that uses what they have. Before making a grocery shopping, students must put in the work beforehand.
- ❖ **Grocery Shopping**
  - ❖ 1. *Transportation:* Since our students don't typically drive their own personal vehicles they need to use public transportation to get to the store which can have a learning curve. The more they use it, the more comfortable they become using it.
  - ❖ 2. *Grocery Store Mapping:* Shopping the store efficiently that helps you keep track of your list of items, prevents you from backtracking, and limiting impulse buys. Mapping should follow the areas and aisles that food is in instead of following the list from item to item. Mapping should include a general knowledge of where certain types of food is and how it relates to your grocery shopping list.
- ❖ **Cooking**
  - ❖ 1. *Recipe Directions:* Comprehension of what the recipe calls for in terms of cooking steps, cookware, utensils, techniques, and measurements. Students may struggle particularly with measurements. Students should practice with measurements and look up certain terms if they don't understand.
  - ❖ 2. *Safe Food Handling:* Handling food in a way that reduces the risk of getting sick from foodborne illness. Because it's not a visible danger, per se, not like heat safety or knife handling, students can forget to wash their hands or cook food properly, among other things. Increase awareness of the risk and learning to use the appropriate safety precautions.