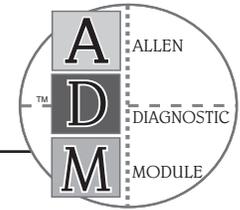


# CU-19: Mug (3.0 – 4.6)



## Supplies:

### KIT INCLUDES:

Plastic mug 

Paper liner 

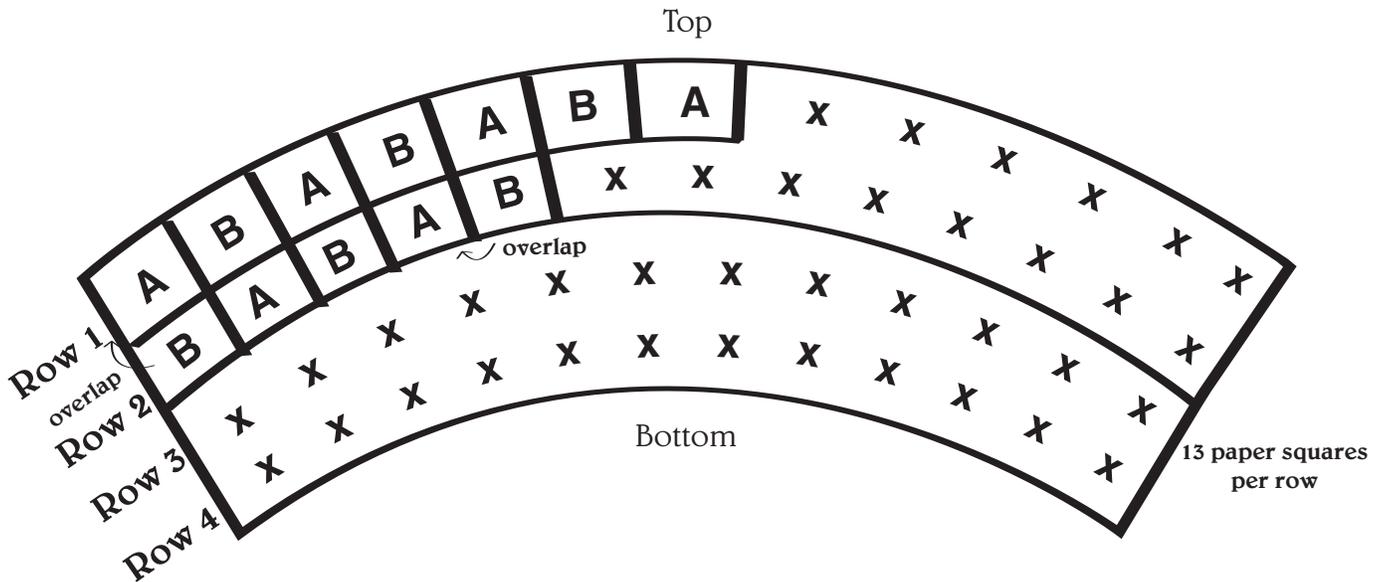
7/8" Paper squares

### YOU WILL NEED:

Glue stick 

Bins 

Completed sample 



## Instructions For Making Sample

1. Apply glue to back of paper square (color A).
2. Starting at upper left of paper liner, place square right side up along upper edge.
3. Glue contrasting square (color B) next to first square along upper edge, overlapping approximately 1/8".
4. Continue to place squares in this fashion, alternating 2 colors to end of row 1 (13 squares).
5. Begin row 2 with color B so a checkerboard pattern is formed. Overlap squares about 1/8" on both the adjacent square in Row 2 and the corresponding square in row 1 (see diagram).
6. Adjust (increase) the overlap as needed in rows 3 and 4 so that the checkerboard pattern is maintained as the row length diminishes. Rows should follow the contour of the paper liner.
7. Assemble mug by removing white plastic insert. Place liner, decorated side out and longer curved edge up, into the clear plastic mug, overlapping ends. Replace the white plastic insert and press tight.

Time to completion: 20 minutes

## Mug (continued)

### When to use this activity

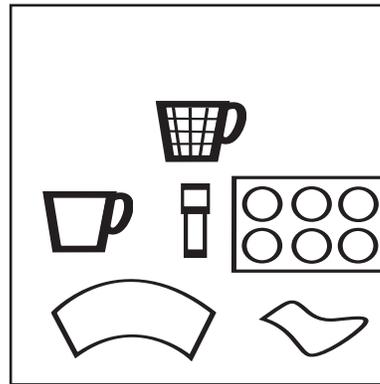
Mugs are useful for assessment of severe to moderate disability (3.0-4.6). One therapist may monitor groups of up to 8. It is useful for bedside treatment (tray table), involves little mess and appeals to a wide age range.

Time to completion ranges from 15 minutes to 1 hour.

### Evaluation Set-Up

#### Individual

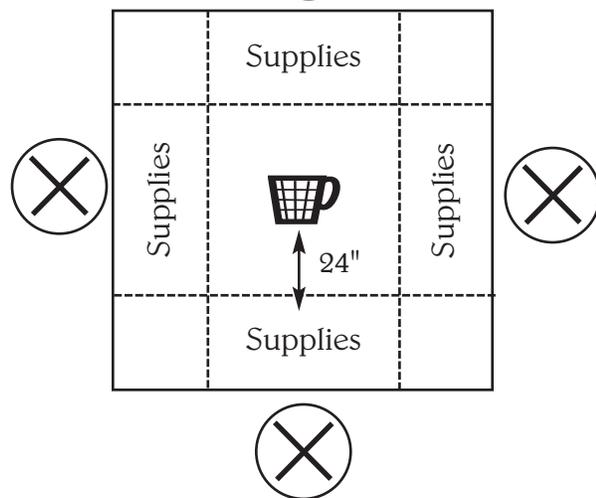
Seat person at table with supplies and sample located within easy reach (24") as shown in diagram. Provide choice of 4 contrasting paper squares, 2 of which match the sample (at least 26 of each color).



#### Group (to 8)

Seat persons at table, each with individual set of supplies within easy reach and sample within (24").

Larger groups (6-8) may require additional samples. Provide choice of 4 contrasting paper squares, 2 of which match the sample (at least 26 of each color).



## **Mug (continued)**

### **Therapist's Instructions**

Introduce activity: "This is a plastic mug that can be used for hot or cold drinks." (Remove white plastic insert from the sample and take out decorated paper liner). "The liner is decorated with paper squares. All of the supplies needed to complete this mug are in front of you. In order for me to see how you are doing today, it is important that you try to make your mug look as much like this sample as possible. When you are finished decorating the liner, the mug is assembled like this." (Demonstrate placing the liner into the plastic mug and replace the white insert.)

Provide steps as listed below. Observe performance, provide appropriate prompts or assistance and rate behavior for each step (see rating criteria).

### **Step 1: Gluing paper squares**

"This is a glue stick. You can get glue out by twisting the bottom like this." (Demonstrate taking off the cap of the glue stick and twisting the base of the stick until the glue is visible.) "The first step is to place some glue on the back of a square like this." (Demonstrate.) "Place this square in the upper left corner of the paper liner like this." (Demonstrate.) "Pick up a different color square, put glue on it and place it next to the first one, overlapping it like this," (demonstrate). "Try to make the checkerboard pattern like you see on the sample mug."

Introduce Step 2 when Step 1 is abandoned, person says "I'm done" and/or sits, or person requests next step.

### **Step 2: Assembly**

"See if you can assemble the mug by yourself." For persons who cannot do this correctly and do not self correct with a verbal cue, demonstrate assembly with a sample.

Precaution for future use: "If you wish to wash your mug after use, remove the paper liner first. Otherwise the water will seep through the crack and ruin the liner."

## **Mug (continued)**

### **Critical Observations:**

Step 1 (gluing squares)

Attention to: Right/wrong side of paper squares  
Rows follow contour of liner  
Number of rows  
Number of squares within a row  
Overlapping squares  
Alternating colors within row  
Checkerboard pattern  
Adjusting overlaps  
Glue amounts

Step 2 (assembly)

Ability to recall or figure out assembly  
Orientation of liner (right side up, decorated side backwards)

### **Other Important Observations:**

Starting to work without instruction  
Consulting sample (frequency/purpose)  
Moving on to next step/asking for next step  
Requests for additional supplies (such as scissors to trim/cut squares)  
Requests to deviate from sample