



Teacher Resource Guide

6. Strategies for Successful Teaching, Part 1



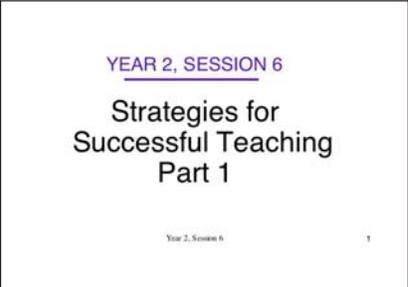
TEACHER'S GUIDE

Materials

- Television
- VCR
- Overhead projector
- or
- LCD projector and computer with Power Point software
- DSP TV video, Year 2
- Blindfolds for participants
- Short rope (12-18 inches long)
- Blank paper (for airplane)

Review Practice and Share, Session 5

- You were asked to identify an individual you support who is interested in changing their eating and/or exercise habits. You were then to assist them in making healthier food choices and/or increasing their daily activities. Discuss what you did and how it worked for the individual.



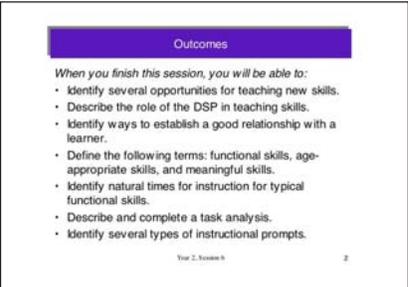
Show Overhead #1: Strategies for Successful Teaching, Part 1

Introduce this session by saying this is the first of two sessions which will focus on your role as a teacher

Outcomes

Show Overhead #2: Outcomes.

- Review outcomes for the session.
- You might want to write outcomes on a flip chart to mark off as you discuss and meet each outcome during the session.



Key Words

- Review key words for the session.

Instruct students to underline or highlight key points in their manuals as you discuss.

Student Resource Guide: SESSION 6

Strategies for Successful Teaching, Part 1

OUTCOMES

- When you finish this session, you will be able to:
- ▶ Identify several opportunities for teaching new skills.
 - ▶ Describe the role of the DSP in teaching skills to individuals you support.
 - ▶ Identify how to establish a good relationship with a learner.
 - ▶ Define the following terms: functional skills, age-appropriate skills, and meaningful skills.
 - ▶ Identify natural times for instruction for typical functional skills.
 - ▶ Describe and complete a task analysis.
 - ▶ Identify several types of instructional prompts.

KEY WORDS

Acquisition: Development of a new skill or way of doing something.

Adaptation: Objects or devices that are made or changed specifically to help an individual learn or do a skill.

Functional skills: Skills that are necessary for the individual's own self-care. Skills that someone will have to perform for the individual if the individual doesn't learn to perform them.

Generalization: Performing a newly learned skill in whatever situation the individual needs or wants. A way to help individuals overcome their fears of generalizing skills is to offer objects or activities somewhat like those used to teach the skill.

Partial participation: Teaching or supporting an individual to perform or to participate, at least partially, in an activity even though he or she may not be able to function independently in the activity.

Prompt: Providing additional information to ensure success.

Reinforcement: Rewards given after successfully performing a desired behavior.

Shaping: Teaching a skill by reinforcing behaviors that are closer and closer to the desired skill. Reinforcement of small parts of a task as an individual is learning it. This is followed by reinforcing for larger parts until the individual can perform the entire task or has reached their greatest level of independence.

Task analysis: Listing the sequence of actions or steps involved in completing a skill.

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Opening Scenario

Read opening scenario out loud and ask student for their thoughts about what needs to happen for Rachel.

- Rachel 8 years old and new to the home.
- Was physically abused.
- No records, but appears to be non-verbal and shows evidence of Autism.
- Unable to care for her basic needs

The Goal of Teaching

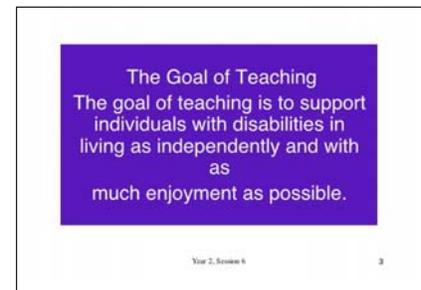
Show overhead #3 the goal of teaching.

Lecture and Discussion: Have student underline or highlight while you discuss

- Discuss the goal of teaching from listed on S-2.
- Ask students how many of them consider themselves teachers? Why?

Why is it important for the DSP to know how to teach?

- To help the individuals you support to be as independent as possible.
- Every individual is capable of growth and change throughout his or her entire life.
- When you have more control of your own life the more likely you are to be happy and content.
- Ask for reasons why it is important for the DSP to know how to teach. Ask for examples of what they teach the individuals they support. How did they learn how to teach?
- You are able to help the individuals learn because you are directly involved in many aspects of their lives.



Opening Scenario

Rachel is a young girl who lives in a small group home. She is 8 years old and has had a difficult life. Because she was physically abused, she was removed from her parent's home and moved to April's Place, which is located in a small town just outside of Bakersfield.

Rachel appears to be non-verbal and shows some evidence of autism.

Rachel has many things to learn. She is not able to care for her personal needs, such as dressing herself, basic hygiene, or getting herself something to eat. It appears that she is used to having someone do these things for her, or she has little, if any, experience in taking care of herself.

Cindy is a DSP working at April's Place. She has worked in an adult home for two years, but this is the first time she's worked with children. She wants to help Rachel, but she's overwhelmed with the task. Where does she start?

The Goal of Teaching

The goal of teaching is to support individuals with disabilities to live independently and with as much enjoyment as possible.

Why is it so important for DSPs to know how to teach?

Did you know that you are a teacher? Every individual is capable of growth and change throughout his or her entire life. We are all lifelong learners and the more we learn, the more opportunities we have for self-expression and self-determination. Because someone did not learn to wash their own hair as a child, does not mean they might not be able to learn this skill as an adult. It shouldn't surprise us to find out that the more control we have over our own life the more likely we are to be happy and content. Clearly, the most effective strategy for people with challenging behaviors is to help them replace those challenging behaviors with new skills. For example, many problem behaviors are related to communicating problems. Teaching an individual how to get help or

to express their needs when something is bothering them will lessen problem behaviors because the individual will have appropriate ways of getting the message across.

In Year I, Session 1, we discussed the multiple roles of the Direct Support Professional including how to assist people with disabilities to be as independent as possible. Helping people become more skilled in all areas of their lives is one of the most important types of support offered by human service agencies.

In your role as a DSP, you are in the perfect situation to assist individuals in learning new skills because you are directly involved in so many aspects of their lives—from self-care through participation in consumer and vocational skills. You can support individuals in learning how to have more meaningful and effective relationships, how to manage their resources, and even how to advocate for themselves.

Even if we aren't trying to teach, we actually do. Knowing how to teach helps

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The Goal of Teaching (cont.)

Examples of teaching in every day life:

- Helping an individual prepare his/her own breakfast, dress self, bathe self
 - Teaching is an art that we become better at if we learn teaching strategies.
 - When the individual continues to grow and learn, our respect for that individual also grows.
-

The Teaching Process

Show overheads #4, 5 & 6 The Teaching Process

- Describe steps listed on the overhead and discuss
 - Use of the teaching process will lead to:
 - Skill acquisition (learning new skill)
 - Fluency (practicing until easily used)
 - Generalization (using the skill in other situations/ activities.)
 - Maintenance (individual uses the skill independently)
-

The Teaching Process

- Teach during natural times.
- Establish a good relationship with the learner.
- Focus on teaching functional, age-appropriate, and meaningful skills.
- Identify natural times for instruction for typical functional skills.
- Complete a task analysis for selected skills.
- Determine the most appropriate instructional prompts.

Year 2, Session 6 4

Establishing a Relationship with a Learner

Discuss

- Ask students to think about a time they learned something new through the efforts of someone else.
 - What do you remember about the person who taught you the new skill?
 - It is easier to learn something when we have a positive relationship with the person teaching.
-

The Teaching Process, (continued)

- Use least-to-most prompting.
- Allow for partial participation.
- Use several types of adaptations.
- Use reinforcement strategies.
- Use shaping as an instructional strategy when appropriate.

Year 2, Session 6 5

Spend Time Together

How do you establish a relationship with a learner? Ask for suggestions from the students.

- It takes time and effort.
- You have to spend time together and get to know the person.

The Teaching Process, (continued)

- Teach to ensure that skills generalize.
- Evaluate teaching success and identify when it is appropriate to modify teaching strategies.
- Use strategies for ensuring that skills are maintained.

Year 2, Session 6 6

The Goal of Teaching (continued)

ensure that individuals are learning what we intend to teach! Helping an individual by preparing his or her breakfast every morning is simply teaching that person to wait. It teaches that they are incapable of doing such a task. This is not our goal as DSPs. It can also be very frustrating when, despite our best efforts, our “student” does not seem to be learning. We all need to see our efforts pay off, and one of our most rewarding experiences is to see someone learn because of our work. Teaching is an

art, one that we can all become better at if we take the time to learn teaching strategies. While we can’t teach every minute of the day, you should be continually looking for opportunities to support learning and independence.

There is one other reason it is important for you to know how to teach. When someone we support continues to learn and grow, our respect for that individual also grows.

The Teaching Process

The teaching process presented here is one that you can be implement in any setting. Distinct steps in this process lead to skill acquisition, fluency, generalization, and maintenance. We will describe and practice how to:

- Teach during natural times.
- Establish a good relationship with the learner.
- Focus on teaching functional, age-appropriate, and meaningful skills.
- Identify natural times for instruction for typical functional skills.
- Complete a task analysis for selected skills.
- Determine the most appropriate instructional prompts.
- Use least-to-most prompting.
- Allow for partial participation.
- Use several types of adaptations.
- Use reinforcement strategies.
- Use shaping as an instructional strategy when appropriate.
- Teach to ensure that skills generalize.
- Evaluate teaching success and identify when it is appropriate to modify teaching strategies.
- Use strategies for ensuring that skills are maintained.

Establishing a Relationship with a Learner

Think about something important you’ve learned in life through the efforts of someone else. It could be your parents, friends, a teacher, or anyone. Many people around us attempt to teach us one thing or another. Why did we learn some things more easily than others? What was it about those folks that made learning easier for us so that we actually looked forward to learning? Certainly, there is something about the relationship between the teacher and the learner that either supports or hinders learning. Those who know this try to create the best learning environment by establishing a good relationship. This takes time. If you attempt to get to know someone five minutes before trying to teach, then teaching is not likely to be very effective.

Spend Time Together

How do we establish an effective relationship with a learner? The answer lies in getting to know the individual. The first and most important rule is simple: Spend time together. A relationship develops over time. This time should be outside an instructional situation; doing something together, not as teacher/learner, but as two people sharing an activity.

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Spend Time Together (continued)

Show overhead #7 What we can learn by having a relationship with a learner

- Discuss
-



Look at the Individual Program Plan

- Use the information on the IPP to identify important skill needs.
 - You have to take time to learn about the individuals you support.
-

Activity: Establishing Relationships with Individuals

Time: 15 minutes

Grouping: Individual and pairs

Directions:

- Have students think about an individual they support.
- Direct them to think about what they know about that individual and how they know it.
- Then have them complete the worksheet on S-4 by listing the things they know about the individual on the left hand column and how they know it on the right hand column.
- Have them share with another person.
- Ask for volunteers to share for each item on the list.
- Ask students what they found out by doing the activity.

When students have completed the activity, ask them to think about two things that they can do this week to get to know this individual better. Share with the group.

The Teaching Process

Several things can be learned just by interacting including:

- What motivates this person.
- What this individual wants to learn.
- What this individual likes and dislikes.
- What things this person likes to do.
- How this person learns best.
- How the individual communicates.

Look at the Individualized Program Plan

In addition, each individual has an IPP that provides useful information about important skill needs. That plan should be developed with the active involvement of the individual so that it reflects his or her hopes, dreams, and choices. To provide the best possible support, you should first take the time to learn about the individual by reviewing the IPP.

ACTIVITY

Establishing Relationships with Individuals

Directions: Think about an individual you support. Using what you know about this person fill in the worksheet.

The Individual I Support:

How I know:

Is motivated by:

Wants to learn:

Likes and dislikes:

Likes to:

Learns best by:

Communicates:

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Functional, Age-Appropriate and Meaningful Skills

- What we teach must be truly meaningful and functional for the individual.
- Individuals are often taught to do things that have no real effect on helping them to live more independently or enjoyably.

Ask students for examples of times they have observed individuals doing meaningless tasks.

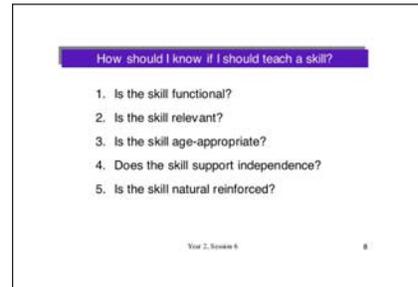
- Sorting colored pieces.
- Assembling things and taking apart to do again.
- Adults doing things not appropriate for their age, coloring in coloring books, putting children's puzzles together.

How do these activities help the individual learn how to be more independent and increase their enjoyment?

Show overhead # 8 How do I know if I should teach a skill?

How do I know if I should teach a skill - general guidelines:

- Is the skill functional? If the individual does not learn the skill will someone else have to do it for him/her?
- Is the skill relevant? Will the individual use the skill often in his/her own life?
- Is the skill age-appropriate? Do other people of the same chronological age use this skill?



Functional, Age-Appropriate, and Meaningful Skills

An individual needs to learn many things. How do we know what skills to teach? No matter what skills we select for teaching, it is important for us to remember the DSP's main goal of teaching:

The goal of teaching is to support individuals with disabilities to live as independently and with as much enjoyment as possible.

To reach this goal, you must make sure that what you teach is truly meaningful and functional for each individual. One problem observed in many teaching programs, in both school and adult programs, is that individuals with disabilities often spend time doing things that don't really help them to live more independently or enjoyably. That is, individuals spend time doing things that do not help them function in natural settings in which people of the same age live, work, or participate in recreational activities.

For example, have you observed adults with disabilities sorting colored pieces of plastic or other tasks that seemed meaningless? When they completed the work, a staff member then re-combines the materials for another individual to re-sort. How useful is this type of activity for teaching someone how to function in a natural community, work, or living setting where people like you and I spend our time?

Besides spending time on meaningless activities, sometimes we find adults or teenagers with disabilities using coloring books or putting together children's cartoon puzzles. Do these activities help an individual to do useful things with peers or are they simply something to do when nothing else is going on?

To make sure that we support individuals in learning skills that will help them live more independently and enjoyably, and to make the best use of our time, here

are **some general guiding** questions to ask:

1. Is the skill functional?

If the individual does not learn the skill I am attempting to teach, will someone else have to perform that skill? Would someone be paid to do this skill for the individual?

For example, if Sarah could not select her own clothing would someone else have to make the selection? If Jim could not make himself a snack, would someone else need to make it for him? A general guideline is that individuals need to learn skills that have immediate functional value to them.

2. Is the skill relevant?

Is the skill I am attempting to teach one that this individual will use often in his or her life?

Is it more important for Jill to learn to name the months of the year or how to greet someone appropriately?

It is important to teach skills that are used frequently.

3. Is the skill age-appropriate?

Is the skill I am attempting to teach one that other people of the same chronological age use?

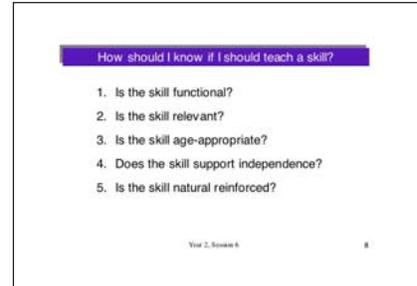
Should Mark spend a portion of each day learning to cut pictures out of magazines or would it be more appropriate for him to learn how to call a friend on the phone? Staff involved in supporting learning should ensure that individuals learn skills that are chronologically age-appropriate.

Sometimes individuals choose to use materials and engage in activities that you might not consider age-appropriate. For example, because 15-year-old

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Functional, Age-Appropriate, and Meaningful Skills (continued)**How do I know if I should teach a skill - general guidelines: (cont.)****Show overhead # 8 How do I know if I should teach a skill?**

- Does the skill support independence? Can this skill help the individual get what he wants or get him or her out of something he does not want?
- Is the skill going to be naturally reinforced? Will the skill result in outcomes, which occur naturally?

**Show DSP TV video Scene 9: Teaching Strategies I**

We are now going to see some examples of skills that individuals are learning. As you watch the video, look at the skills the individual is learning and at the strategies that the DSP is using to help teach the skills.

Video questions and *answers*:

1. Is this skill functional for Jason? Why?

Yes. Although a recreational skill is not one that others would perform for Jason, it is one that he wants to learn and adds quality to his life.

2. What techniques does Mike use?

Mike has a good relationship with Jason; models what he is teaching; uses reinforcement that is appropriate for Jason; seems to be teaching at a natural time for recreation and, made the teaching session FUN.

3. How does Jason's quality of life change?

Jason has learned to do an activity that is functional, age-appropriate and meaningful to him. It is an enjoyable recreational activity for Jason.

Additional discussion questions:

- *How does Mike's relationship with Jason affect teaching Jason to play basketball?*
- *What opportunities for inclusion in the community can knowing how to play basketball create for Jason?*
- *What activities have you taught individuals that made a positive change in their quality of life?*

Michael chooses to listen to children's music during his leisure time, should you tell him that it is not age-appropriate and restrict his access to such music? If someone chooses to do things that are not age-appropriate during their leisure time, then that is their choice. However, staff can ensure that Michael has frequent exposure to music that is age-appropriate and that he has opportunities to interact with other 15-year-old people to experience what they listen to. If Michael simply enjoys that particular style of the children's music, we might also be able to help him find teenage music of a similar style.

4. Does the skill support independence?

Is the skill I am attempting to teach one that can help this individual get what he wants or get him out of something he does not want?

Challenging behavior often serves as a way for an individual to get a message across about preferences. You can teach an individual how to communicate what he or she wants and does not want in a way that is effective and efficient and similar to the way we all express desires. Think about a situation when an individual is unhappy about having to shower before bed each night. Some evenings, Monica would much rather watch certain programs on TV and then get up earlier to shower before work. On these evenings, when she is asked to get ready for bed, she becomes angry and slaps at her housemates and support staff. If Monica could learn to plan her evening schedule and let staff know her preferences, she would have less trouble with evening routines.

5. Is the skill going to be naturally reinforced?

Is the skill I am attempting to teach going to result in naturally occurring outcomes for the individual?

Many times we teach individuals to do things that do not result in any outcomes that reinforce the skill; they learn to do what we request of them. For example, you might help someone learn to identify his or her body parts; for example, "point to nose, point to knees" and then you might say "good job, pointing to nose and to knees." The outcomes are artificial for this type of exercise; that is, they do not naturally occur for the rest of us. Naturally occurring outcomes result from engaging in meaningful activities. If an individual is learning how to make a phone call, the natural outcome is that he speaks to someone he's called. The natural outcome for learning to make pizza is that he can eat the pizza when it's done or even share it with friends. The natural outcome for taking a shower and using deodorant is that someone might smell good for their girlfriend.

Since the goal of teaching is to support individuals in living as independently and enjoyably as possible, understanding their interests, preferences, and needs is critical. These general guidelines will also be helpful in choosing skills to teach so that the time and efforts of the individual and the DSP are not wasted.

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Activity: Functional and Age-Appropriate

Time: 10 minutes

Grouping: Individual work, large-group share

Directions:

- Describe Raymond as a 17 year-old individual with cognitive and motor challenges.
- Ask students if they know any individuals like this and have them give examples of what they are like.
- Direct students to the worksheet on page S-7 and have students look at the list of activities on the left hand column.
- Then direct them to the list of guidelines across the top of the chart and ask them to remember back to the previous discussion of each of these items.
- Individually, have students decide if each listed activity fits the guidelines and put a check in the box if it does.
- Debrief by going through each and asking for answers from the students.

ACTIVITY

Functional and Age-Appropriate

Directions: Raymond is a 17-year-old young man with cognitive and motor challenges. Determine if the following activities meet your guidelines. Place a check in the boxes where the activity meets the guidelines. For each activity that does not meet the guidelines, identify an alternative activity that does.

Activity	Functional?	Relevant?	Age-appropriate?	Supports Independence?	Naturally reinforced?	If not, alternative activity?
Listen to country music CD						
Shopping at mall						
Putting together a Disney puzzle						
Making a toaster waffle						
Washing clothing						
Stringing beads						
Sorting colored chips						
Setting the table						
Matching pictures of farm animals						
Conversing with a friend using a picture book						
Purchasing coffee						
Swinging on a playground swing						

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Functional, Age-Appropriate, and Meaningful Skills (continued)

What about activities just for fun? Does everything have to be functional?

- An individual has a right to choose the kind of activities they like during leisure time.
- A DSP is not a guardian.
- DSPs role is to support, not to control, what they do.
- You might encourage other interests and make efforts to expand the individual's range of leisure interests.

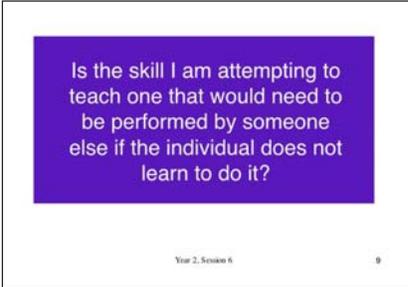
Teaching during daily routines

- Sometimes it is possible to make time during the day to structure a teaching session for an individual who needs to practice a skill.
- Usually it is best to provide instruction during times when the individual would naturally use the skill.
- Opportunities to teach are available throughout the day.
- It is important to remember that teaching must be balanced with opportunities for individuals to enjoy their lives and engage in preferred activities.

Show overhead # 9

Remember this and ask yourself this when you are not sure that a skill is necessary to teach.

- Ask students to think of a time during the day that you have performed a task that you could have assisted the individual learn to do for him or her self.
- Ask for examples from students.



What about activities just for fun? Does everything have to be functional?

What an individual chooses to do during leisure time is different from skills that he or she is learning to become more independent. During leisure time, we all have the right to choose what makes us happy, even if it isn't considered functional. You are not a guardian; your role is to support individuals with disabilities, not to control what they do. If you are concerned that what an individual chooses to do is resulting in negative behavior toward the individual by others, you might encourage other interests and make efforts to expand the individual's range of leisure interests.

Teaching During Daily Routines

Sometimes it makes sense to arrange formal teaching sessions, particularly when staffing patterns permit. There may be times during the day or evening when staff have the opportunity to provide one-on-one time, assisting an individual to learn a skill. For example, because Lucinda returns from her school program at 3:30 p.m. and her roommates don't get home from their jobs until 5:00 p.m., staff members have time to work with her on some of her self-care skills such as washing and ironing her clothes. Such scheduled teaching sessions may assist Lucinda in learning because you will have her undivided attention in the early stages of learning these tasks. However, one-on-one time is often difficult to arrange and staff may find that individuals are not getting the chance to practice these skills to learn them fully.

One of the best ways to support an individual's ability to learn new skills is to provide the instructional support they need during the times he or she would naturally use those skills. The more an individual has the opportunity to practice

a skill, the more likely he or she will gain independence in using it. If the skill is important in the life of that individual, it is more likely the skill will be learned and maintained. DSPs constantly seek opportunities to teach throughout the day and in all environments. Opportunities can be signaled by:

- An individual attempting unsuccessfully to do something on his own.
- An individual asking for help to do something.
- A staff member completing a task the individual could have done.

Countless opportunities for learning are available throughout the day. Assisting an individual to attain an enjoyable life means active participation in that life. One of the guiding questions we discussed earlier addresses how to assist individuals in living more independently and enjoyably:

If the individual does not learn the skill I am attempting to teach, will someone else have to perform that skill?

We do many things each day that fit this guideline. We get ready for school or work, prepare something to eat, choose our clothing, turn on the radio, clean up the house, travel to and from our destination, call friends, plan activities, and many other typical routines. The more we can do these routines independently or participate at least partially in them, the more control we have over our lives. One of the first things you can do as a DSP is to identify the many opportunities for learning that exist in the individual's daily schedule. These are the best times to provide instruction because these skills allow frequent practice, are relevant to the individual, and learning such skills means more independence and control.

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Activity: Naturally Occurring Skills

Time: 10 minutes

Grouping: Individual and pairs

- Direct students to worksheet on page S-9.
- Think about one of the individuals you support and their schedule for morning and evening activities.
- In the first column list the time of day.
- In the second column list the activity they are involved in at that time of the day.
- In the third column note if this activity requires instruction for the individual.
- In the fourth column, note how this would benefit the individual.
- When the students have completed their own worksheet, have them share with another student.
- Ask for feedback from the group of what they learned from the activity.

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Teaching Tools: Developing a Task Analysis

When Individuals Don't Seem to be Learning

- Ask students to think about a time when they had trouble learning a new skill. Ask for a few examples.
- What did the instructor do to help you learn?
- Sometimes when the individual's you support have a difficult time learning something we question their ability or motivation to learn the skill.
- Successful teachers remember that they only have control over what they do not what the student does.
- They will look for more powerful teaching strategies to help the individual learn.

Activity: From the Learner's Perspective

Time: 45 minutes

Grouping: Dyads (pairs)

Materials:

- Blindfolds for participants
- Directions for knots (found in the Appendix 6-A)
- Short rope (12-18 inches long)
- Blank paper (for airplane)
- Directions for paper airplane (found in Appendix 6-B)
- Paper

Directions for activity

- Have students count off by 2's.
- Group 1 will be teachers and Group 2 will be learners.
- Take group 1 to a separate room and provide one set of materials (knots or plane).
- Allow approximately 5 minutes for them to learn the task. While they are learning the task, provide group 2 participants with a blindfold.
- Direct group 1 participants to return and pair with a learner to teach the skill without telling their learner what they are making.
- Group 2 learners should have blind-folds in place when group 1 returns.
- After approximately 15 minutes, stop activity and de-brief.

Questions for teachers

- Did your students learn? How do you know?
- What made it difficult for you to teach?
- What worked for you?

Questions for students:

- Can you complete the task independently?
- What did the teacher do that helped you learn?
- What did not help?
- Using wall charts, generate two lists noting what helped and what hindered learning.

When Individuals Don't Seem to Be Learning

Think about a time when you could not seem to learn to do something despite your best efforts. It might have been a school task or something you wanted to do in your leisure time; for example, snowboarding or playing the piano. Or think about the first time you tried to drive with a clutch. Despite all the advice and teaching you received, learning was still difficult. Sometimes you finally got it and sometimes you just gave up. What did your teacher do that actually helped you in those situations? Sometimes they just stuck with you until you got it, or they tried a new approach, or they asked what would help and then followed your lead.

When the individuals you support have a difficult time learning something, you sometimes question their ability or their motivation to learn. You may find yourself becoming angry with them, blaming them for not trying, or even giving up on the lesson. The most successful teachers adapt their approach when their students have difficulties; they remember that they only have control over what they do. Rather than wasting time questioning whether an individual is capable of learning, they look for a more powerful teaching strategy. It might be helpful to experience teaching from the learner's perspective.

ACTIVITY

Teaching from the Learner's Perspective

Directions:

Count off by twos. Group 1 will be teachers and Group 2 will be learners. Teachers will be taken to another room to discuss a new skill that they will teach the learners. The teachers need to pair with a learner when they return without telling their learner what they are making. When you have completed the activity, be prepared to answer the following questions:

Questions for teachers:

1. Did your student learn? How do you know?
2. What made it difficult for you to teach?
3. What worked for you?

Questions for students:

1. Can you complete the task independently?
2. What did the teacher do that helped you learn?
3. What did not help?

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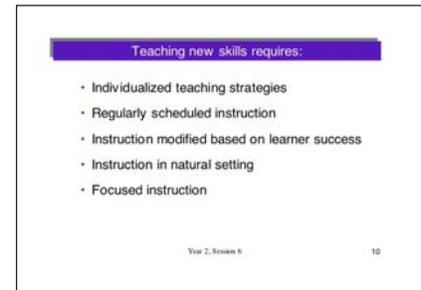
Teaching New Skills

- Many things we learn we learn by observation and trial and error not formal instruction.
- Many individuals have a difficult time learning and require planned and systematic instruction which includes:

Systematic Instruction

Show overhead # 10 - Teaching new Skills Requires:

- Individualized teaching strategies
 - All learners learn in different ways.
 - You need to tailor your strategies to their style.
- Regularly scheduled instruction
 - Frequent practice will help learning speed.
 - Consider how often the skill will be used when selecting skills to teach.
- Instruction modified based on learner's success
 - If student is learning quickly you can move more quickly.
 - If student is making errors, you might need to move more slowly or re-teach.
- Instruction in natural settings
 - Teach skills where they will be used.
- Focused instruction
 - Try to teach during times when your full attention can be directed to teaching.



Teaching Tools: Teaching New Skills

A number of strategies support learning. Sometimes just the opportunity to participate in interesting, functional activities with a bit of coaching results in an individual's learning, especially when the activity is motivating to the individual. Many of the things we've learned were not formally taught to us; we just learned by trial and error. For example, how did we learn to make toast? It's likely that we learned by watching someone else do it and then learned through trial and error about the toaster setting. However, many other things took a more formal approach such as, playing scales on the piano. Many of the individuals we support have a difficult time learning, and for that reason, teaching a new skill often takes a planned and systematic approach that includes:

- Individualized teaching strategies
- Regularly scheduled instruction
- Instruction modified based on the learner's success
- Instruction in natural settings
- Focused instruction

Systematic Instruction

What is systematic instruction? A number of practices characterize this type of organized, planned teaching.

First, teaching strategies are individualized based on how an individual learns best. All of us learn in different ways and if our teachers know this, they can tailor their strategies to our style. For example, some of us have a tough time listening to directions, but if someone draws us a map, we've got it. Some of us can listen to a song and remember the words and others need to read the words to learn the song. Explaining to me how to build something may not help, but letting me actually get my hands on the materials makes learning much easier for me.

Think about some of the things you've learned. Do you tend to learn best through seeing, hearing, or touching? Becoming familiar with the way an individual learns is a good way to start the teaching process. For example, Amanda may learn best by seeing an example of what is expected of her, so staff always provides a model to help her learn.

Second, instruction must occur on a regular basis, particularly when someone is first learning a new skill. Long periods between practicing a skill will likely mean our learner will be starting over each time. Teaching community consumer skills once a week may not allow an individual to remember new skills. If he or she practiced purchasing in a store two to three times a week, learning might be quicker and also might be more easily maintained. When selecting skills to teach, consider how often the skill will be used.

Third, teachers modify their teaching plan based on how successful the instruction is. If the teaching plan is not working, it's time to change the plan. Instruction should result in continual student progress. It is also important, however, to give the plan a chance. If staff members have been teaching Amanda to make her bed for a long time using the same strategies and she seems to be at the same place in her learning as when she started, it is obvious that the teaching plan should have been changed earlier.

Fourth, systematic instruction is provided in the natural settings where the skills are used. Individuals tend to learn better when skills are relevant, functional, and result in natural consequences. If you want Jim to recognize the "Men" sign on a bathroom door, it makes more sense to teach it in a real location where "Men" is on the door, rather than to have him practice reading a sign at home.

TEACHER'S GUIDE

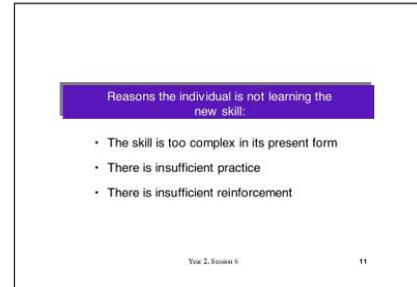
How can we organize teaching time so that we are successful?

- An individual may not be learning a skill for a number of reasons.
- We will consider the three most important:

Show overhead #11 - Reasons the individual is not learning

Have students underline or highlight the following from page S-12:

- Skill is too complex in its present form - need to break it into smaller steps
- Insufficient practice - find more time to practice skill or look at whether it is a skill the individual needs to learn if it is not used that much.
- Insufficient reinforcement - find ways to make it more rewarding for the individual.



Task Analysis

- All tasks are made up of many skills linked together to complete the task.
- We can break down complex tasks into small steps so an individual can learn to perform the task. This is called a task analysis.
- Direct students to page S-12 to the task analysis for making toast.
- Ask students if this is the exact way they make toast. Have them describe how they might do it differently. Discuss how the individuals they support might need to do it differently as well. (Individual might need an adaptation to help them)
- For some individuals you might need fewer steps to learn the task and for some you might need to break it down into more steps.
- You need to make the task analysis, as the individual would do the task not as you would do it.

Teaching Tools: Teaching New Skills (continued)

Finally, systematic instruction is focused. If you are engaged in teaching, you need to give your full attention to that. It is very difficult to provide the support a person needs if your attention is distracted by things going on around you. If you can't focus, it might be better to leave the instruction until a time when you can provide undivided attention. In the home, you have so many things competing for your attention that trying to provide systematic instruction to one individual while managing other situations is counterproductive. If providing the instruction is important, you might need to advocate for more support during certain times of the day.

How can we organize teaching time so that we are successful?

An individual may not be learning a particular skill for a number of reasons. For the purposes of this session, we'll consider the three most important:

- The skill is too complex in its present form.
- There is insufficient practice.
- There is insufficient reinforcement.

Task Analysis

Take a moment to consider all the things you do between the time you get out of bed in the morning and leave for work. You've done these things so often, you don't even have to think about them. Even though some tasks involve several steps, (brushing your teeth, shaving, showering, dressing, making breakfast, gathering up your things), they've become such a familiar habit that you can glide through them without really thinking about what you're doing. However, if you looked closely at each of these morning activities, you would find that they are made up of a number of skills, linked together to complete a task. When you

first learned to complete these tasks independently, it took a little more thought and probably some help. How did you learn to dress? Most of us learned parts of the dressing routine at different times. For example, we learned to pull our pants up and get our shirt over our heads before we learned to button and zip. We learned to pull our shoes on before we learned that complex task of tying the laces.

Each task is made up of several small steps and if we break down complex tasks into small steps, an individual may be more able to learn to perform the task. Listing the sequence of actions or steps involved in completing a task is called *task analysis*. The following is an example of a task analysis for making toast:

Task Analysis for Making Toast

1. *Get bread from cabinet.*
2. *Open bread package.*
3. *Remove two slices from loaf.*
4. *Place bread in toaster.*
5. *Push down toaster lever.*
6. *Wait until toast pops up.*
7. *Remove toast.*
8. *Place toast on plate.*
9. *Butter toast.*
10. *Serve or eat.*

You might decide that some steps are not really needed because the individual you support already knows how to get the bread or how to wait. Or you might need to include even more steps. For example, you may find you need to add a step between 5 and 6 and have the individual get the butter and jam out of the refrigerator. That's the nice thing about a task analysis. You can make the analysis as detailed and as long as necessary. A task

TEACHER'S GUIDE

Activity: Observing the Steps Involved in an Activity

Show DSP TV video Scene 10: Task Analysis

- When video is finished ask students to list the steps in the activity they saw on the video on the worksheet on page S-13.
- When they have finished, have students pair up with another student and share their steps in setting the table.
- Discuss differences with the group and continue the discussion with the following questions:
Discussion questions and answers from video:

1. Why use a task analysis?

Help Jason learn more quickly, eliminate confusion.

2. Which is the “right” way? Why?

There are many ways to set a table; the key is to teach Jason in a consistent way.

3. How does Jason feel?

Confused, conflicted.

Additional discussion questions:

What are some additional problems teaching different steps of a task can cause? To staff? To Jason?

Should we prepare a task analysis for everything we teach?

- Not every skill needs to be taught using a task analysis.
- Don't need a task analysis when:
 - Teaching an individual a skill they already know
 - Teaching an individual to perform a skill more quickly
 - TA is only useful for teaching a new skill
- Need to list the steps as the individual will complete the task because not everyone completes the task in the same way.

analysis for the same task might look different for two individuals based on their abilities and learning needs. A task such as making a phone call might have

eight steps or 25. It's important for staff to build a task analysis based on how the individual might complete the task, not necessarily how you would do it.

OPTIONAL ACTIVITY

Observing the Steps Involved in an Activity

Directions: Watch the video scenario. Write down each step in the activity as you observe it. When the tape stops, pair up with another student to share your task analysis. Discuss any differences. Be prepared to share you observations with the group.

Setting the Table—Steps

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1.
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2.
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3.
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Should we prepare a task analysis for everything we teach?

Not every skill needs to be taught using a task analysis. Teaching a skill that the individual already knows does not require a task analysis. Another type of teaching objective that does not require a task analysis is when you teach an individual to perform a skill more quickly or for a longer period of time. Task analysis is useful when teaching an individual a new skill.

Not everyone does things the same way. For example, do you wet your toothbrush before putting on the toothpaste or after? One key reason for listing the steps in a task analysis is to define exactly what the individual is learning to do so that the skill can be taught the same way every time. This helps the individual learn more quickly. It also avoids confusion for the individual because everyone who is helping him learn will teach him in the same way.

TEACHER'S GUIDE

Activity: Drawing a Place setting

Time: 10

Grouping: Individual

- Direct students to page S-14.
- Instruct them to draw a place setting on the place mat. The place setting should include a plate, knife, fork, spoon, napkin and cup.
- Have students work individually to complete the place setting.
- Ask for volunteers to share their place settings and comment on the differences.
- Ask what might happen if Sam teaches Jim to do the task his way and Mary teaches Jim to do it her way?
- How do you think a TA might help this?

Have students generate a task analysis for setting the table that results in the picture from their placemat being consistent. Write their task analysis down on page S-15.

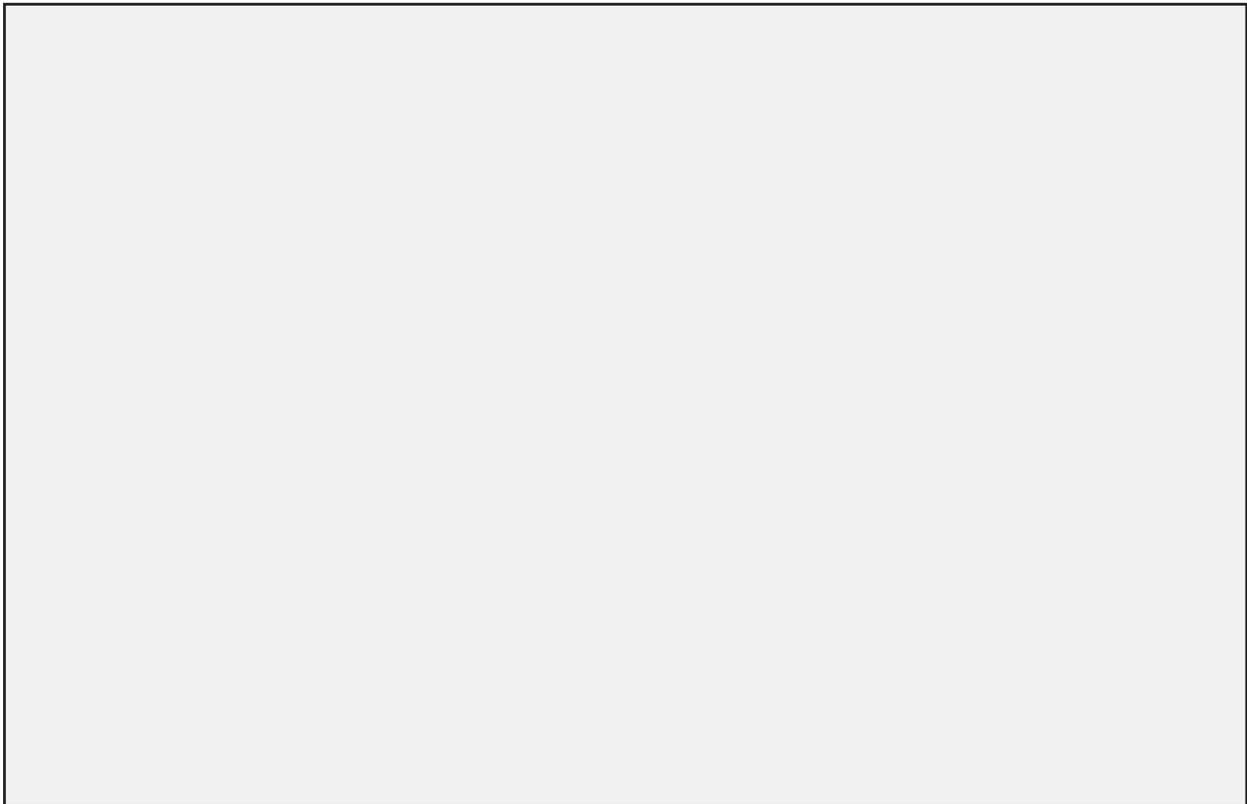
When creating a task analysis for teaching a skill, it is important that you and the staff practice the steps in the task analysis prior to attempting to teach the

skill. By practicing the task analysis, staff can make sure it is complete and that the steps are arranged in a logical order.

ACTIVITY

Drawing a Place Setting

Directions: On the place mat below, draw a picture of a dinner place setting including a plate, knife, fork, spoon, napkin, and cup. Compare differences in the drawing among the group. Then, create a task analysis that would result in a consistent picture of the place setting.



TEACHER'S GUIDE

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Activity: Drawing a Place setting

Task Analysis Form

Directions:

- The form on this page is to be used with the activity on the previous page.
- Individually have students generate a task analysis for setting the table that results in the picture from their placemat being consistent.
- When they have finished have them pair up and discuss with another student.
- Share results with the class.

ACTIVITY

Setting the Table: Task Steps

List the steps for setting the table as you drew it on the placemat on the previous page.

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TEACHER'S GUIDE

Instructional Prompts

Show overhead # 12 Steps we go through when learning something new:

Have students underline or highlight as you discuss:

- Steps we go through when learn something new
 - **Acquisition** - learning the skill will need a lot of support.
 - **Maintenance** - practicing the new skill so we can complete it independently.
 - **Fluency** - using the skill comfortably.
 - **Generalization** - using the skill in other settings or circumstances.
- When learning a new skill it is usually necessary to provide additional support. This is called prompting.



Different Types of Prompts

There are many different types of prompts. Think about all the ways that you provide assistance to help someone learn a new task.

Ask students to give you examples of ways they provide assistance to tindividuals they support.

Show overhead # 13; Prompts are additional information to ensure success.



Instructional Prompts

When learning to do something new, we go through common stages of the learning process regardless of who we are or what the skill is. We begin with the difficult stage of **acquisition**. During this stage we require a lot of support. Think about a time when you were learning something difficult and the type of help you needed until you became more familiar with the task. When learning to make French toast, Rhonda will need to first learn the sequence of steps involved and she'll need a lot of assistance until she can remember the steps.

A second stage of learning, *maintenance*, is the period of learning when we practice a skill we've just learned so that we can complete it independently. Now each Saturday morning, Rhonda practices making French toast with the help of the DSP in case she forgets something.

The more we practice the skill, the more we demonstrate **fluency** with the skill. Now, Rhonda is comfortable with making French toast and is finding ways to complete the task more quickly. For example, she is able to cook two pieces of French toast at the same time she is dipping the next two pieces in the egg.

The real test of our competency with a skill is our **generalization** of that skill. Now Rhonda is able to cook French toast when she visits her mother.

Simply learning how to do something during teaching situations is not sufficient. This is why we teach skills that are functional, relevant, and likely to be performed frequently. Following these guidelines allows for sufficient practice and for the individual to become fluent and able to perform a skill across environments, people, and activities.

When an individual is first learning a new skill, it is usually necessary to provide additional support. This support or assistance is called prompting and the goal is to provide just enough assistance so that the individual is able to correctly perform the skill. If you think of prompts as additional information, you are simply providing extra information about what the individual should do.

Prompt = Providing additional information to ensure success.

For example, Matthew is learning to load the dishwasher at home. The task analysis identifies several steps for Matthew to complete in sequence. One step he continues to have difficulty with is remembering to add the dishwashing detergent. Matt typically misses this step and closes the door. How can you prompt him to remember?

Different Types of Prompts

There are many different ways to prompt. You've used many prompts throughout your life, sometimes without being aware of it. You might have said, "What are you forgetting?" to someone as they left the house. This example provides additional information about what the other person is supposed to do. Let's take a minute to generate all the types of prompts you can think about.

TEACHER'S GUIDE

Activity: Brainstorm

Time: 10 minutes

Grouping: small groups

- Direct students to form small groups.
- Give each group a flip chart and marker.
- Take five minutes to brainstorm as many examples of prompts as you can.
- Remind students that during brainstorming, all ideas are accepted and not evaluated.
- If students get stuck, ask: “What might we do to help someone learn something new?”
- After 5 minutes of brainstorming ask the groups to take five minutes to categorize the ideas.
- Ask each group to assign a reporter to report their ideas to the whole group.

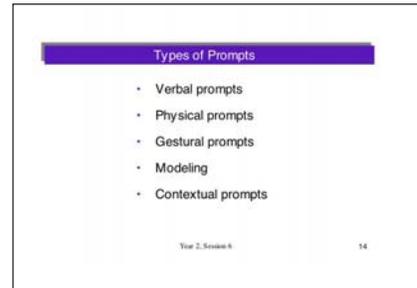
Prompting strategies

Show overhead # 14 Types of prompts

Have students underline or highlight as you discuss.

Review list of prompts and have students see if they can give examples of each type as you discuss.

- Verbal prompts - talking to the learner to provide information
- Physical prompts- touching or guiding an individual's body through a movement to learn to perform the skill.



ACTIVITY

Brainstorm

Directions: Break into small groups. Each group will be given a flipchart and markers. Take five minutes to brainstorm as many examples of prompts as you can. Remember, during brainstorming, ideas are not evaluated. Every idea is accepted and written on the flipchart. Evaluation comes after brainstorming. If participants become stuck, it might be helpful to lead with the question, "What might we do to help someone learn something new?" After the five minutes of brainstorming, take another five minutes to categorize the ideas. Select a reporter and share results with the large group.

Instructional Prompts (continued)**Prompting Strategies**

It's obvious that you can use many different types of prompts to help an individual complete a new skill. Here are some common categories of prompts:

- Verbal
- Physical
- Gestures
- Modeling
- Contextual

Verbal Prompts

Verbal prompts involve talking to the learner to provide assistance. You simply describe what to do, or you give verbal information that helps the person know what to do. These types of prompts should contain only the information necessary to correctly perform the skill. Long complex explanations of what to do are not helpful and are at times counter-productive. There are two subsets of verbal prompts—direct verbal prompts and indirect verbal prompts. The direct verbal prompt describes what the individual is to do. For example, when Marsha is getting ready to leave for the store and is gathering up her things to go, she often forgets to take the shopping list. Just prior to leaving a staff member prompts, "Don't forget the shopping list."

Indirect verbal prompting informs the individual that he or she needs to do something, but it doesn't explain what. As Marsha becomes more capable at going shopping, she sometimes forgets to take something she needs. Just prior to leaving a staff member prompts, "What are you forgetting, Marsha?" This strategy allows Marsha to think about what she needs and moves her a bit closer to independence.

Physical Prompts

Physical prompts, touching, or guiding an individual's body through a movement can help an individual to perform a skill. These prompts may involve a part of the body, such as the arm, and range from a brief touch to complete guidance. Physical prompts are typically used when the difficult skill is a motor skill; for example, cutting a sandwich or turning on the shower control. Physical prompts allow motor patterns to become established by frequent practice; for example, you've learned to write your name without looking at it or thinking about it.

There are, of course, different levels of physical prompts. As noted previously, a physical prompt may simply be a light touch to the hand or it could be the full manipulation of someone's arm to scoop and bring a spoon of pudding to his or her

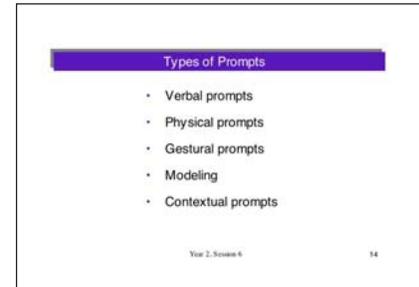
Prompting strategies (continued)**Show overhead # 14 Types of prompts**

Have students underline or highlight as you discuss.

Gestural Prompts - Very common - involves pointing or touching something to draw attention to it.

Modeling - showing the learner how to part or all of the skill.

Contextual prompting - providing additional information through the context of the situation.



- Prompts can vary in strength depending on how much help the prompt is to the learner
- Types of prompts used with each individual must be selected with the individual in mind.
- You have to know the individual before attempting to teach them.

Show DSP TV Scene 11: Prompting

Discussion questions and answers:

1. What kind of prompts does Mike use?
Verbal, physical, gestural, and modeling.
2. What reinforcement does Mike use?
Verbal praise.
3. What mistakes did you observe?
Provided multiple prompts.

Additional discussion questions:

- At what stage of learning to wash her hands is Tammy?
- What would you do to improve this teaching session?
- Have the class write a task analysis to match the steps Mike taught Tammy.

The steps in this handwashing task are:

1. Turn water on.
2. Check water temperature.
3. Wet hands.
4. Pick up soap.
5. Rub soap in hands.
6. Put soap down.
7. Rub hands together.
8. Rinse hands.
9. Dry hands.
10. Turn water off.

mouth. It's important to consider, however, that some individuals do not like to be touched or physically manipulated. A physical prompt is never forcing someone to do something. The most helpful physical prompt is to lightly touch or shadow an individual's movement in the correct response.

Gestural Prompts

A very common type of prompt is one that involves simply pointing toward or touching something to draw the attention of the individual to the item. Gestures may consist of nodding one's head or looking in a certain direction. Gestural prompts are natural, non-stigmatizing prompts that are easily used individually and in group situations. For example, Raymond is preparing chicken for dinner. He's done a wonderful job of cleaning the chicken and laying it out in the pan, but he has forgotten to turn on the oven. His support staff member nods toward the stove, prompting Raymond to turn it on.

Allison is trying to tell staff about what happened at work today and is having difficulty communicating clearly. A staff member points toward her Dynavox reminding her to use it to get her message across.

Modeling

Modeling involves showing a learner how to do part or all of a skill. Examples include demonstrating what is to be expected of the learner, providing an example to copy, or describing the outcome through pictures or symbols. This type of prompt requires that an individual be able to imitate or copy what they see. Sometimes picture schedules are helpful for individuals to understand what is expected of them.

James is learning the steps in doing his weekend cleaning at his home. Staff has prepared a picture schedule of each task so that as he completes each one, he can flip the picture over to see the next task. For individuals with more needs, modeling might involve demonstrating the up and down brushing motion in tooth brushing as Sara learns to do this task more effectively.

Contextual Prompting

Additional information can be provided through the context of a situation. Materials, actions, communication, and other environmental cues can assist a learner to complete a step correctly. Contextual prompting is simply placing an individual in a situation in which he or she must demonstrate a skill. For example, Tim is learning to start a conversation with co-workers during his break time. Staff taught Tim that whenever he gets himself a cup of coffee, the polite thing to do is to ask co-workers in the break room if he can get them a cup. Being in the break room and having the opportunity to get coffee reminds Tim to interact with his friends.

Prompts can vary in strength depending on how much help the prompt is to the learner. Physical prompts might seem stronger or provide more support than gestures or indirect verbal prompts, but this is not always the case. We all learn differently and some prompts may not help us at all. It's clear that for a person with a visual impairment, providing a visual model is not going to be much help. Also, verbal prompts are not helpful for those with hearing impairments. Physical prompting is also not helpful if we are working on learning conversation skills on

TEACHER'S GUIDE

Instructional Prompts (continued)

Levels of Assistance

- While there is no clear sequence of prompts, a general rule is that verbal prompts usually provide a little assistance while full physical prompts provide the most assistance.
 - Direct students to the graphic on page S-19.
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Activity: Drinking From a Cup

Time: 10 minutes

Grouping: pairs

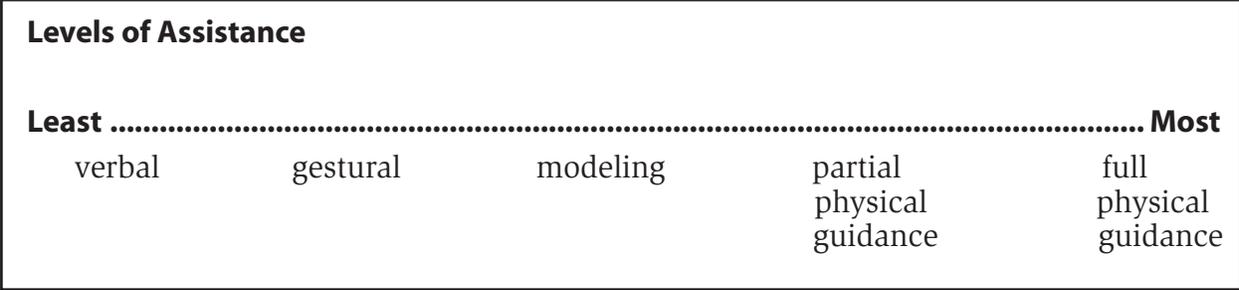
- Direct students to form pairs with another student.
- One should take the role of the teacher and one of the students.
- Follow the task analysis on page S-19.
- Have the teacher assist the student to “drink from a cup”
- When students have finished, have them discuss the following questions:
 - How will I know when to begin to provide a milder prompt?
 - What should I do if the prompt I planned is not enough?
- Discuss results with the class.

Instructional Prompts (continued)

the phone. Some individuals may not like to be physically guided through a task.

The types of prompts used with each learner must be selected with the individual in mind. As suggested earlier, selecting prompts according to the individual learner will be easier if you have taken the time to get to know the individual.

While there is no clear sequence of prompts from most support to least support, as a general rule, verbal and gestural prompts usually provide only a little assistance while full physical guidance provides the most assistance.



A C T I V I T Y

Drinking from a Cup

Directions: Pair with a partner, one taking the role of teacher and one of the student. Follow the task analysis and prompting plan provided.

Step	Present level	Prompt
<i>Grasp cup</i>	<i>Grasps top of cup, not handle</i>	<i>Light touch, then shadow prompt over hands</i>
<i>Raise cup to mouth</i>	<i>Cup not level, spills</i>	<i>Shadow over hands to lift cup to mouth</i>
<i>Drink</i>	<i>O.K. (some spilling)</i>	<i>none</i>
<i>Place cup on table</i>	<i>Drops cup</i>	<i>Full physical prompt to put cup on table</i>

TEACHER'S GUIDE

- Direct students to page S-20 to the Practice and Share
- Ask students to follow along while you read it.
- Direct students to be prepared to discuss what they did in the next session.

PRACTICE AND SHARE

Take a few moments to consider an individual with whom you are working. Think about the type of help that seems to have been most successful in the past. Did the individual seem to do better when shown how to do something or when told? Did the individual learn best when actually working with materials or when told step-by-step instructions? How will what you have learned in this session change the way you support that individual in learning new skills? Be prepared to share your insights with the class at the beginning of the next session.

TEACHER'S GUIDE

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Quiz

Directions: The quiz consists of 10 questions. You will be given 20 minutes to answer them. Remember to fill in the oval that corresponds to the correct answer. We will review the answers as a class. As we review, mark the correct answers so that you can use them to study for the Test After Training.

Answers:

1. B
2. A
3. B
4. C
5. D
6. B
7. D
8. A
9. C
10. B

End of Session 6

Strategies for Successful Teaching, Part 1

1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
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9	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
10	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

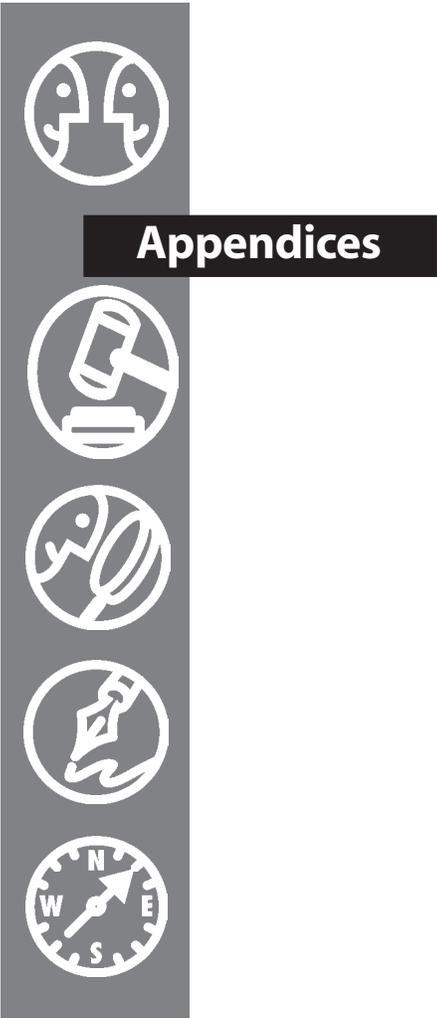
- 1. The DSP has a great advantage as a teacher of the individuals they work with because the DSP:**

 - Knows exactly what the individual must learn at any time.
 - Is directly involved in so many aspects of their lives.
 - Has to deal with problem behaviors that need improvement.
 - Has a great deal of authority over the individuals.
- 2. When something is done for an individual rather than having the individual involved in some way in doing it:**

 - The individual learns that they are incapable of doing the task themselves.
 - Lots of things get done quickly and efficiently.
 - The DSP is able to accomplish tasks quickly and effectively.
 - The individual will become bored and try to show something is bothering them.
- 3. One of the most important aspects of being an effective teacher is:**

 - Having expert mastery of the subject you are teaching.
 - Spending enough time with the individual to get to know them well.
 - Using small bribes to keep the individual's attention focused on the learning experience.
 - Keeping a wide professional and impersonal distance from the individual you are trying to teach.

4. **The opposite of a “functional” skill activity is a(n):**
- A) Enjoyable skill activity
 - B) Useful skill activity.
 - C) Meaningless skill activity.
 - D) Repetitive skill activity.
5. **One good test to find out if a skill is a functional skill is to ask:**
- A) What is the age of the individual performing this skill?
 - B) How many individuals are performing this skill?
 - C) Is the skill one that is enjoyable to perform?
 - D) Would someone be paid for performing this skill?
6. **A grown woman who spends the day cutting out pictures of dolls from a magazine is performing an activity that is not:**
- A) Interesting
 - B) Age appropriate
 - C) Immediately useful
 - D) Done with real skill
7. **An example of a natural learning experience would be learning to make a pizza and then:**
- A) Learning to name the parts of the body correctly.
 - B) Saving the pizza to show visitors the next day.
 - C) Throwing the pizza in the trash.
 - D) Eating the pizza for dinner.
8. **“If the individual does not learn the skill I am attempting to teach, will someone else have to perform that skill?” If the answer is yes, the skill is probably:**
- A) A functional skill.
 - B) An optional skill.
 - C) An irrelevant skill.
 - D) A boring skill.
9. **One of the most important ideas of “Task Analysis” is that:**
- A) No lasting learning takes place without careful lesson planning.
 - B) Any skill can be mastered by an individual if enough time is given for practice and repetition.
 - C) A complex skill can be taught by breaking up the skill into smaller and simpler parts.
 - D) Task Analysis should be used every time any skill is taught.
10. **“Instructional prompts” may include all of the following except:**
- A) Verbal prompts.
 - B) Ignoring mistakes.
 - C) Contextual prompts.
 - D) Modeling.



Appendix 6-A /Fisherman's Knot**Directions:**

Count off by twos. Group 1 will be teachers and Group 2 will be learners. Teachers will be taken to another room to discuss a new skill that they will teach the learners. The teachers need to pair with a learner when they return without telling their learner what they are making. When you have completed the activity, be prepared to answer the following questions:

Questions for teachers:

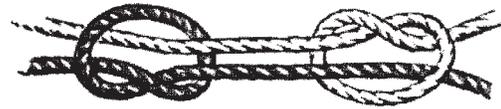
1. Did your student learn? How do you know?
2. What made it difficult for you to teach?
3. What worked for you?

Questions for students:

1. Can you complete the task independently?
2. What did the teacher do that helped you learn?
3. What did not help?

Fisherman's Knot

The fisherman's knot is used for joining two fine lines such as fishing leaders. It is simply two overhand knots, one holding the right-hand line, and the other the left-hand line. Pull each of the two overhand knots taut separately. Then make the whole knot taut so the two overhand knots come together by pulling on the standing parts of each line.



Appendix 6-B / Paper Airplane

Directions:

Count off by twos. Group 1 will be teachers and Group 2 will be learners. Teachers will be taken to another room to discuss a new skill that they will teach the learners. The teachers need to pair with a learner when they return without telling their learner what they are making. When you have completed the activity, be prepared to answer the following questions:

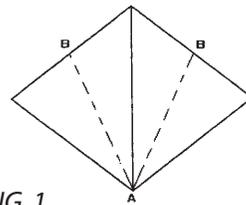
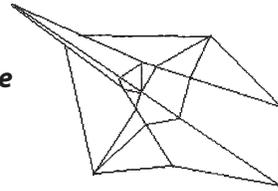
Questions for teachers:

1. Did your student learn? How do you know?
2. What made it difficult for you to teach?
3. What worked for you?

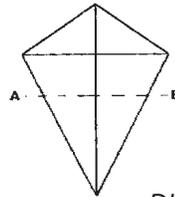
Questions for students:

1. Can you complete the task independently?
2. What did the teacher do that helped you learn?
3. What did not help?

**Paper Airplane
Directions**

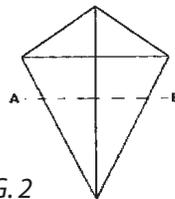


DIG. 1



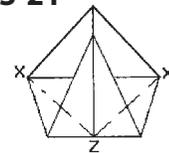
DIG. 2

1. Take a square piece of paper and fold it down the middle then open it out and fold along the lines AB in DIG. 1. Now you should have a shape like DIG. 2.



DIG. 2

S-21



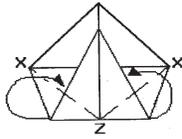
DIG. 3

2. Now fold along the line AB in DIG. 2 you should get DIG. 3. It is important that the fold AB is midway up the flaps created in STEP 1.

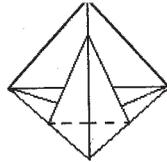
3. Now fold along the lines XZ on DIG. 3 and unfold having creased very well along these lines. Then fold them in the other direction creasing well and unfold.

Appendix 6-B /Paper Airplane (cont'd.)

4. Tuck the flaps produced in the previous step inside as the arrows show on DIG. 4. This should give you DIG. 5.



DIG. 4

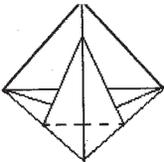


DIG. 5

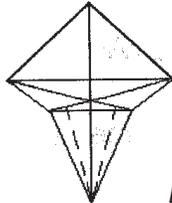
Origami Plane I Flying Lesson

This plane is basically a dart. Throw it as hard as you can straight in the direction you want it to go over arm. It flies equally well indoors and out and doesn't really have any lift or do stunts. It is just a challenge to make and a pleasure once you succeed.

5. Fold the tip down along the dotted line in DIG. 5 to give DIG. 6.

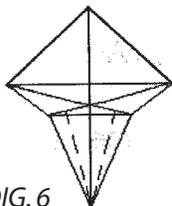


DIG. 5

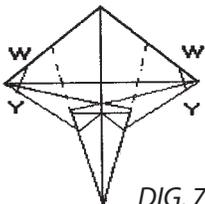


DIG. 6

6. Now fold along the two dotted lines in DIG. 6 giving DIG. 7.



DIG. 6



DIG. 7

7. To finish the model off fold along the dotted lines in DIG. 7 to give you the form at the beginning..