

GENERAL DIRECTIONS

Please read the following directions carefully.

Important information *unique* to this program is discussed.

Purpose of This Program

The purpose of this program is to help you teach the learner to independently perform basic self-help skills. This program will provide you with specific and practical instructions for teaching the following skills:

1. Zipping and unzipping a jacket
2. Buttoning and unbuttoning a sweater
3. Putting on and taking off socks
4. Putting on and taking off shoes
5. Tying and untying shoes

Is the Learner Ready?

Success is more likely to occur if the learner can do the following:

1. Grasp small objects with the thumb and index finger (potato chips, small marshmallows, jelly beans, gum drops).
2. Bring two objects together simultaneously and connect them (jar and lid).
3. Push, pull, and hold small objects (small toy cars, crayons, pencils).
4. Follow simple directions ("Point to your heel," "Hold the top one," and so forth). In addition, the learner should be able to understand such words as push, hold, pull, up, down, top, bottom, edge, side, and turn.

If the learner's motor skills are inadequate they

can, in many cases, be developed during the course of these lessons. In the event the learner's motor-skill problems prevent him from succeeding with the first lesson, temporarily stop teaching. Begin providing him with opportunities that will enable him to practice motor skills. Resume teaching the lessons once improvement has been made in the motor area.

If the learner is having difficulty following directions, it may be the result of misbehavior and/or inadequate language concepts. The instructor should be attentive to errors to determine what the problem might be. For information about dealing with behavior problems, the instructor should refer to When a Child Misbehaves. When teaching the learner whose language development is inadequate, the instructor should follow the suggestions given below:

1. Use simple and consistent language. There are several ways to tell the learner to button his shirt:

I: Could you button your shirt now?

I: Button your shirt.

I: Let's see you button your shirt.

Rather than using all three, it would be better to choose the simplest one, "Button your shirt," and use it consistently.

2. Use more demonstration by the instructor or by another learner:

I: Watch me button my shirt

(Button your shirt.)

Now you button your shirt.

or

I: Watch John hold the zipper tab.

(John holds the tab.)

Now you hold the zipper tab.

Learning Environment

Length: Work approximately 20 minutes each day until the learner masters the lesson. A ten-minute session in the morning and another in the afternoon is an effective schedule.

Time: Try to work with the learner the same time each day. Do not choose a time that conflicts with a highly valued activity for the learner; for example, do not schedule your work during the learner's favorite TV show, regular play time, special activity, recess, favorite class, etc.

Place: Choose a work space that is free from distractions, one that will best suit the activities required by the program.

Be Prepared: Have the work space and materials ready at the scheduled time. This will help you get the session off to a good start. It will also let the learner know that when he arrives he should be ready to work. When the learner gets ready to work, praise him. You could say "I like the way you get ready to work."

Pace and Success: If the learner is succeeding at the tasks but losing interest, speed up the lesson and/or reduce the session time.

If the learner is failing repeatedly and the correction procedures have not been successful, follow these three steps:

1. Return to a previous task the learner completed successfully.
2. Have the learner repeat that task and praise him when he completes it successfully.
3. Conclude the activity.

Do not return to the task the learner repeatedly failed until the following have been achieved:

1. You have made sure the learner has the pre-skills necessary to complete the task; for example, if the learner is having difficulty pulling up his zipper, make sure he can grasp small objects and follow simple directions.
2. You have identified other alternatives that

simplify the task; for example, if the learner is having difficulty taking off his shoe, try using a larger shoe that can be removed more easily.

General Teaching Tips

Learn How to Use This Program: One of the easiest ways to learn how to use this program is to ask another person (an older child or adult) to pretend to be the learner and to teach the program to that person. The person acting as the learner should be told to make mistakes. This will give you a chance to practice correcting mistakes, which is one of the most important parts of teaching.

Follow All Instructions Carefully: It is important that the learner's experience with this program be rewarding. As you teach the lessons, it is recommended that you follow the instructions carefully. You will increase the learner's chances of success by following instructions carefully and by paying close attention to the instructions on praising.

Despite Your Best Planning, Things May Still Go Wrong: Despite your best planning, the learner may still fail to master the skills you are trying to teach. Don't let the learner's skill failure turn into a message that he is a *failure* as a person. Make every effort to assure the learner that he is always valued as an individual, not just when he is succeeding. If you can't achieve success, stop training. *It is far better for the learner to have no instruction than to have consistent demonstrations that he is a failure.*

Symbols Used in This Program: This program uses the terms "Instructor" and "Learner" to refer to participants. Only the first letter of each term is used:

I:stands for the instructor. What the instructor says or does follows it.

L:stands for the learner. What the learner says or does follows it.

There are other points to remember:

Information within parentheses () tells what the instructor or learner should do.

Words in bold print are what the instructor says to the learner.

Teaching Procedures: To teach the learner to independently perform basic self-help skills, a method for systematically reducing assistance has been developed. This method is based on the SHOW, HELP, and TELL teaching procedure:

SHOW. The instructor demonstrates to the learner how to perform the skill.

HELP. The instructor physically assists the learner in performing the skill. The HELP step has been expanded so that physical assistance is reduced gradually as follows:

Help. The instructor and learner work together to perform the skill.

Touch. The instructor touches the learner's hand to prompt him to perform the skill.

Point. The instructor uses pointing to prompt the learner to perform the skill.

TELL. The instructor asks the learner to perform the skill alone to determine if he has mastered it. The TELL step has been expanded so that verbal directions are reduced as follows:

Tell Steps. The instructor verbally directs the learner through the skill one step at a time.

Tell. The instructor tells the learner to perform the skill alone. The learner performs the skill without help or prompting.

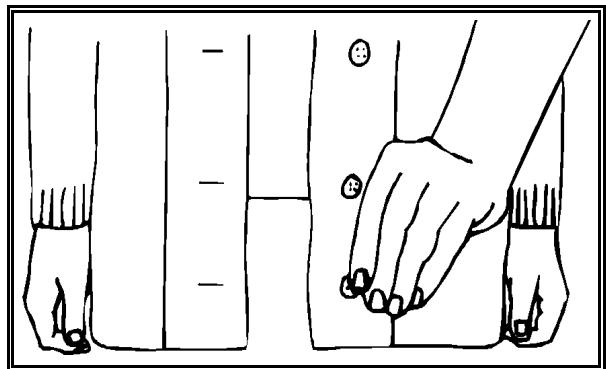
The following examples show how the steps are used:

SHOW: Give the spoken direction and show the learner how to complete each step:

I:(Point to the bottom button on the sweater.)

Watch me unbutton this button. First, I hold the button like this.

(Hold the button between the thumb and forefinger of one hand.)



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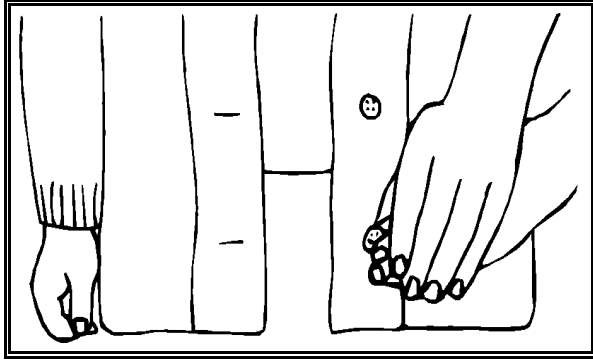
HELP: Take the learner's hand and give physical assistance by moving the learner through each step:

I:Let's hold the button together.

(Place your hand over the learner's hand and help him hold the button.)

L:(Holds the button with the instructor's help.)

I:Good holding the button!



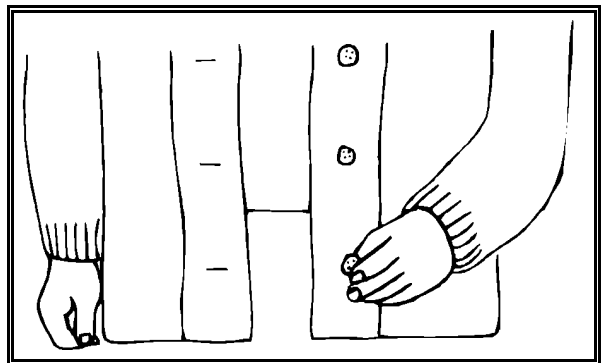
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TELL: Give the spoken direction to the learner. The learner must complete it alone. *Do not* show or help the learner follow the direction:

I: Hold the button.

L: (Holds the button.)

I: Great! That's the way to hold the button.



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Note: Additional directions on how to teach this program are located within each lesson.

Providing Rewards

If a learner's achievements are to be meaningful, they must be recognized by others, particularly by those people important to him. Recognition can take the form of tangible rewards or social rewards. Both types of rewards are used throughout this program.

Tangible rewards are objects you give a learner for good behavior. Tangible rewards include edible treats, such as fruits, vegetables, nuts, cookies, etc.; special items, such as stickers, small toys, pencils, etc.; and activities, such as playing games, singing, coloring, etc.

Social rewards include any behavior a person exhibits in an attempt to reinforce the good behavior of another. This may include smiling,

touching, patting, and certain words and phrases like "You are doing a good job, Edward."

How to Use Praise: The social reward we are probably most familiar with is praise. This program emphasizes the use of praise as an effective way to increase good behavior. To be effective, though, praise must be specific. When the learner gives a correct response, it is important to let him know exactly what he did correctly. "Very good!" does not tell the learner exactly what he did. Here are some better ways to praise the learner:

I:Great! That's the correct way to hold the button.

I:You're doing a good job pushing the button through the buttonhole!

If the learner is having trouble or is making a lot of mistakes, keep encouraging him with comments like:

I:Zipping is tricky, isn't it? I like the way you are trying so hard to zip!

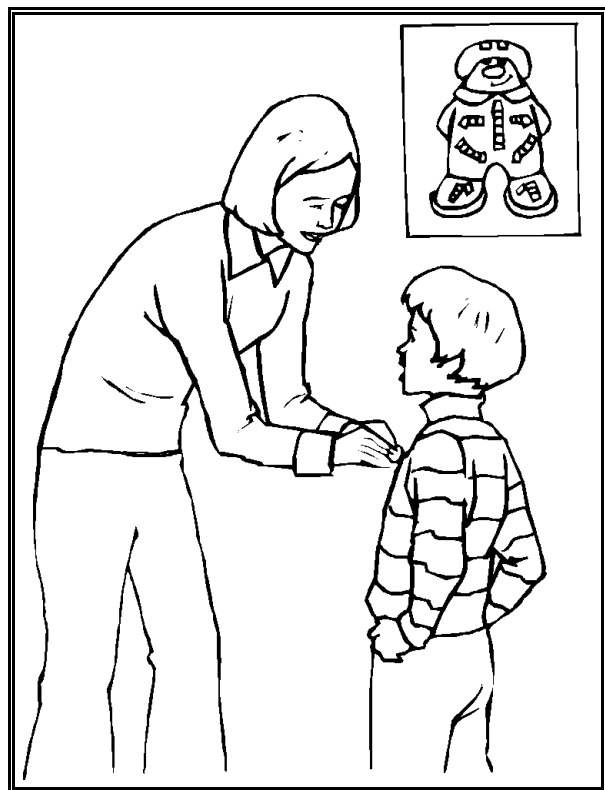
I:Good try! You've almost put on the shoe by yourself.

How to Use the Learner's Chart: One tangible reward used in this program is the Learner's Chart. It serves to remind adults important in the learner's life to give him attention when he does things correctly. Having the learner color his chart is a relaxed and positive way to complete each session.

There are five Learner's Charts provided with this program. They are found in the introduction of each unit. At the conclusion of each session, the learner may color a portion of his chart. When he has completed all the lessons within a unit, he may complete the uncolored portions of the chart and keep it.

How to Use the Reward Badge: Another tangible reward used in this program is the reward badge. It also serves to remind adults to give the learner attention when he does things correctly. Once the learner has acquired a skill, he should receive a reward badge. Select a badge (or allow the learner to select a badge) from among those

found on page 7. Give the badge to the learner. The reward of a badge can intensify the learner's sense of accomplishment.



Note: If providing rewards is not successful in maintaining appropriate behavior, you may need more help. Refer to the program When a Child Misbehaves.

Monitoring Learner Progress

How to Use the Instructor's Chart: The Instructor's Chart found on page 6 is designed to help you keep an accurate record of the learner's progress. The following blanks and columns are to be filled out on the chart:

Learner's Name. Record the learner's name on the line.

Date Started. Record the date on which you begin teaching the skill.

Date Mastered. Record the date on which the learner is able to complete the skill

independently three times in a row.

Notes. List in this section any additional information you feel may be useful, like a special teaching problem or the number of sessions you spent teaching the lesson.

There are several lines at the bottom of the chart that will allow you to add other related skills, such as the use of snaps or buckles. Write the skill you are teaching in the column marked Skill.

Materials

Materials Provided by the Program:

Instructor's Manual. You are reading the Instructor's Manual. It contains all of the information you will need in order to teach the program:

Directions and Instructor's Dialogue. These sections are provided in each lesson. They guide you in what to say and do as you teach the learner.

Instructor's Chart. You will use this chart (page 6) to keep a record of the learner's progress.

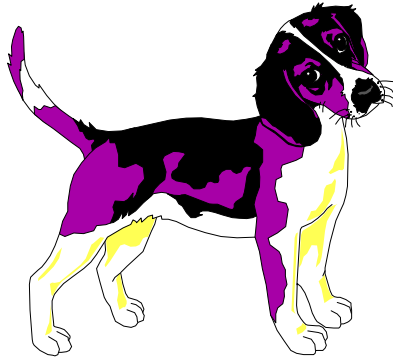
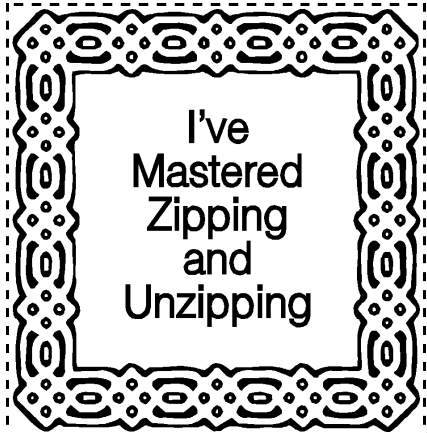
Learner's Chart. The learner will color a portion of a chart at the end of each session as a reward for working. One Learner's Chart is provided with each unit.

Reward Badges. When the learner successfully completes a lesson, he will be given a reward badge (page 7).

Materials You Will Provide: This information is provided at the beginning of each lesson.

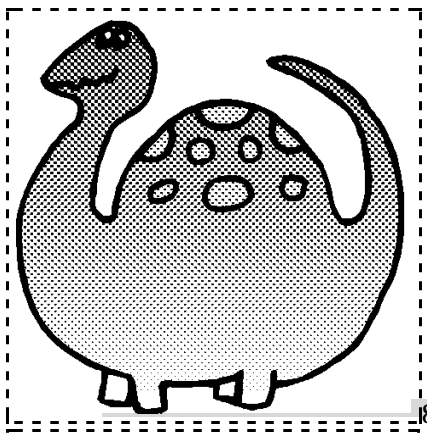
Beginning Check

This information is provided in the "Introduction" for each unit.



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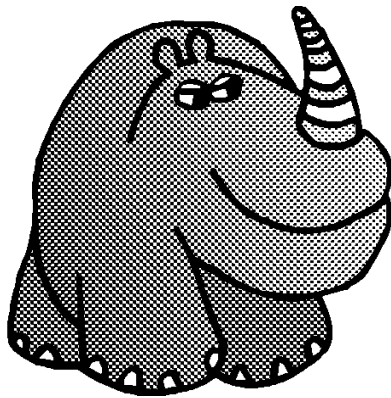


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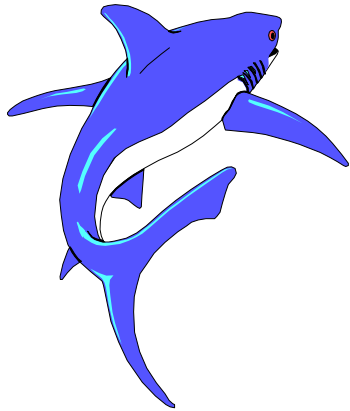
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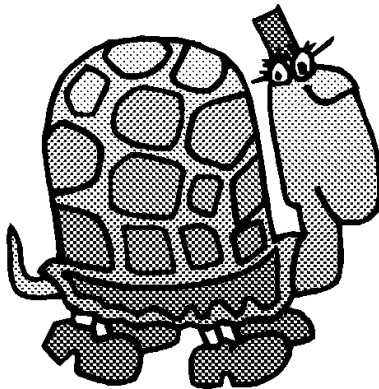
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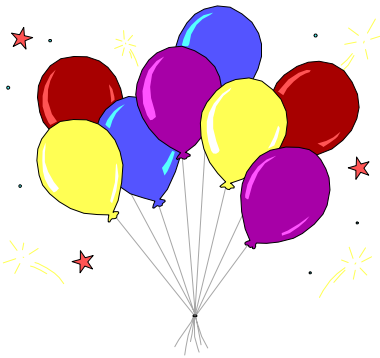
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