

Overview of Lesson Plan Sheet

Directions:

- There are 46 lesson plans. Every lesson plan has a Part 1 (Review/Assess), Part 2 (Model/Practice) and Part 3 (Practice after breaks). Parts 1-3 are described in detail below.
- Read this Overview sheet while referring to lesson plan sheets 2.3, 2.4, and 2.5 as examples.
- Read through the Procedures column first to get the “big picture”, then refer to the Example column to clarify what to do with each step.
- Review this sheet again after you watch the Email Training video.

Lesson Section: Part 1. Review/Assess (previous steps)

Purpose:

- To find out if the resident remembers the new steps learned during the previous training session
- If the step(s) is difficult to perform, then the resident is given extra practice with the step.

Why?

- If previous steps are not reviewed and assessed, then it is unknown whether or not the client is ready to move on in the program.

Procedures	Example
1. Start by looking at Part 1 of the lesson plan sheet for the new step you will train.	1. Today, John should be ready to learn Step 2.5 (scrolling up and down). So, I will take out the lesson plan sheet for Step 2.5
2. Refer to Progress Notes to determine the new step(s) practiced during the previous training session	2. I can't remember all the new steps John learned during his last session, so I will read the Progress Notes to check. While reviewing Progress Notes, I see that he learned Steps 2.3 (answer/send) and 2.4 (scrolling down).
3. Find the Lesson Plan sheet(s) for that step(s)	3. In order to 'set up' a review of those two steps, I need to locate those two lesson plan sheets.

4. Find the set up box in upper left hand corner of Part 2 of the lesson plan sheet and do what it says.	4. First, to set up a review of Step 2.3, I need to Click on the Mouse practice area, then press F6 followed by the Enter key.
5. Tell the resident you will review steps taught during the last session.	5. Then I say to John: “We’re going to review what you learned during the last session.”
6. Then read out loud what it says under “Practice SAY: ...”	6. For Step 2.3. Look for- Practice SAY: “Follow the directions at the top of the screen.”
7. Record performance (check correct or incorrect for each step) in the Part 1 section of the lesson plan sheet for the <u>new step</u> to be introduced for the day.	7. I record John’s performance as correct or incorrect in the Part 1 section of the Step 2.5 lesson plan sheet.
8. Do what it says “if correct” vs. “if incorrect” for each step	8. If he correctly performs the step, I will move on to review of Step 2.4. I start over again with Steps 3-8 above.
9. If correct, move on to the new step (Part 2)	9. If both Steps 2.3 and 2.4 are correct during Part 1 Review/Assess, then John can move on to learning Step 2.5. (Part 2 of Step 2.5 lesson plan sheet.)
10. If incorrect, model the step(s) 2-3 times, then ask the resident to practice 4-5 times or more until solid.	ON THE OTHER HAND... 10. If either of those steps are difficult for John, then I need to model the difficult step and ask him to practice several times until it is solid.
11. Move on to Part 2	11. Once I know that Steps 2.3 and 2.4 are solid, then he can move on to Part 2 of Step 2.5 lesson plan sheet.

Lesson Section: **Part 2. Model/Practice** (new steps)

Purpose:

- To demonstrate how to do the new step
- To give the resident plenty of opportunity to practice the step

Why?

- It’s important for the resident to see how to do the step correctly. If the resident tries to figure it out on their own, they may not learn the step correctly.
- The only way for the resident to learn and remember the step well is to practice it several times.

Procedures	Example
<ol style="list-style-type: none"> 1. Find the Set Up box in the upper left hand corner of Part 2 2. Find “Model-What you say/do” 3. The trainer demonstrates how to do the step at least 2-3 times. 4. Find “Practice-SAY”, to ask the resident to practice the step 5. Record a + for each correct practice trial; record a – for each incorrect trial. 6. If initially correct, ask the resident to practice the step at least 4-5 more times. 7. If incorrect, model the step. Then ask the resident to practice several times (5-10) until solid. 	<ol style="list-style-type: none"> 1. For Step 2.5, I press the F8 key followed by the Enter key 2. I see ‘Isolated Practice’ and read: “This is a long message. I can’t see all of it on the screen...” 3. I show John how to move the mouse arrow to the “down arrow” (review of 2.4), then show him how to scroll to the top using the “up arrow. I do both up and down at least 2-3 times. 4. Then I go to- Practice SAY: Read and respond to the message. Remember to scroll up and down to read the message before you click on REPLY. 5. If he correctly scrolls up and down on the first try, then I write a + in one of the little boxes on the sheet. 6. I ask him to try it again at least 4-5 more times. He seems pretty solid with the step, so now we’re going to move on to <u>Sequenced Practice</u> in which all the steps (2.1-2.5) are blended together. Each time I write a + in one of the boxes. After 4-5 correct practice trials, we take a break (i.e., move on to Part 3 on the lesson plan sheet). 7. ON THE OTHER HAND... If he misses a practice trial, I show him what to do right away. I ask him to practice it the sequence 10 times until solid. After that, he is ready for Part 3.

Sometimes, if the resident is performing several steps in sequence (e.g., 2.5), s/he may get all the steps correct, except one.

In this case, it’s best to “isolate” the difficult step and model/practice the step by itself, then practice it with the other steps.

Lesson Section: Part 3. Practice the step(s) again & go back to Practice SAY after each of 3 short breaks. Brief chat or review previous steps during breaks

Purpose:

- To practice the step(s) after a brief distraction period.

Why?

- Practice after distraction helps to solidify learning/memory of new steps

Procedures	Example
1. After completing Part 2 of the lesson plan sheet, tell the resident that you're going to take a brief break.	1. I tell John we're going to take a very short break
2. Fill the break (distraction period) with a brief chat or review of a previously trained step.	2. During the break we review Step 1.4 (reposition mouse).
3. Check the "Break 1" box	3. After reviewing Step 1.4 OR a brief chat, I check the Break #1 box on the 2.5 lesson plan sheet.
4. Ask the resident to do the step again.	4. Then I go back to where it says "Practice SAY:" on the 2.5 lesson plan sheet and read what it says.
5. Record + or - in "Practice 1 box.	5. Great! He got it correct, so I record a + in the Practice 1 box.
6. Repeat for Break/Practice 2 & 3	6. We start over again with the distraction-review breaks until Practice 2 & 3 are completed. If he makes a mistake, I need to show him what to do right away.
7. Move on to new step 2.6	7. John is now ready to learn Step 2.6. And since we conducted a review of previously learned steps at the beginning of today's session, I don't need to do Part 1 of the 2.6 lesson plan sheet. I just move ahead to Part 2 Model/Practice for Step 2.6.
Do not repeat Part 1 in the same session	
Conclude the session with model/practice of "Shutdown"	