# Module .18 – Achieving Personal Outcomes

# Feedback Exercises

# Lesson 1:

1. What are two foundational beliefs in helping people reach their goals?
2. Why is it important for the team to believe that a person’s ability to achieve his or her Personal Outcomes depends on our (the service system’s) ability to provide the needed supports and services?

3. What key information about each person is needed to provide effective supports?

4. How do we find out the Personal Outcomes that are important to each individual?

5. What is the purpose of Person-Centered Planning?

6. What is Active Support?

7. Bill has been working at a local garage for one month. His employer is happy with the quality of Bill's work. However, Bill is late to work almost every day. Some days he misses his bus; other days he forgets to get off at the right stop; and sometimes he simply sleeps late. What are some options the service provider has to assist Bill to get to work on time?

# Lesson 2:

1. Explain why we avoid saying, "Before this person can ....., he must learn....." when working with people with disabilities?

2. \_\_\_\_\_\_\_\_\_ is what needs to be done. \_\_\_\_\_\_\_ is the way something can be done.

3. What are 4 types of support that can be provided to assist people to reach personal outcomes? Give an example of each.

4. T/F It is still a good idea to develop a teaching plan when a goal is being met with supports and services.

5. If the assistance needed by a worker with a disability can be provided easily by a coworker, it will draw (less/more) attention to the worker’s disability than a job coach.

6. List some potential solutions (forms) for each of the following activities (functions).

a. Getting to work –

b. Paying bills –

# c. Communicating –

# Lesson 3:

1. Difficulty is a key factor used to decide if people qualify for DD services.
2. People with severe or profound intellectual disabilities and/or complex disabilities .
   1. Cannot learn
   2. Want similar things out of life as everyone does.
   3. Don’t care about where they live or with whom they share their lives
   4. Aren’t concerned about rights to privacy and respect
3. Which of the following would qualify as active support (there is more than one correct answer).
   1. Finding out how the person wants you to help them before helping.
   2. Looking for opportunities to engage people in everyday activities.
   3. Introducing new activities, a little at a time and repeating them often
   4. Doing tasks for people that they cannot do for themselves.
   5. Setting up the daily schedule that works for staff.
   6. Having someone assist with putting a pre-measured amount of soap in the laundry.
   7. Teaching someone to cook only when there is a scheduled objective.
4. \_\_\_\_ are the main teachers in community service provider agencies because they spend so much time with people receiving support.
5. Under what circumstances would it be appropriate to do a task for an individual rather than helping the person learn how to perform the skill?
6. Why is communication among staff so important when helping people with significant disabilities learn new skills?
7. It is difficult for people with ID to think about things that aren’t actually present or visible. Therefore, learning should take place in the where the skill needs to occur using the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. It is (difficult/easy) for people with significant intellectual disabilities to combine separate skills that are learned individually.
9. True False If a learner has difficulty learning, we may need to increase the number of teaching steps.
10. True False The most important thing that staff can do to help people learn problem solving is give people chances to practice figuring things out.
11. Marc Gold, a famous researcher, said that whether or not a person with ID learns depends on the ability of the \_\_\_\_\_\_\_\_\_\_.
12. What are some strategies that staff can use to help people with intellectual disabilities cope with unfamiliar or threatening situations?
13. True False Use of pronouns, prepositions, long sentences, and time concepts may be difficult for people with intellectual disabilities to understand.

# Lesson 4:

1. Why are caring relationships important for learning?
2. What does the American Association on Intellectual and Developmental Disabilities recommend for staff who want to develop a “Good Relationship.”
3. Explain why caring (does not/does) make up for poor teaching.
4. What makes an activity engaging for a person with ID/DD?
5. Describe staff responsibilities related to providing opportunities for success.

6. Why is informal teaching and “incidental learning” so important for people with intellectual disabilities?

7. Who should make decisions about what to teach?

8. How does the self-assessment help in deciding what to teach?

9. What questions should the team use to help decide what to teach?

10. Describe how you would apply the concepts of natural learning opportunities to teach each of the following skills:

* 1. Using money –
  2. Laundry –

11. The role of staff is to help the person learn skills to be successful (with/without) them; NOT to make the person \_\_\_\_\_\_\_\_\_\_\_on them for success.

12. Think about the people you help learn. **Give a specific example** of how you would apply each of the following teaching practices:

a. Provide short, frequent teaching sessions.

b. Be consistent when you help a person learn a new skill.

c. Treat the learner with respect.

d. Encourage the learner.

e. Act as a good role model.

f. Expect success and share the results of teaching with others.

# Lesson 5:

1. Break hand washing down into a sequence of at least five steps.
2. In general, as learning needs increase, the number of steps .
3. The advantage of \_\_\_\_\_\_\_\_\_\_\_chaining is that it offers an automatic reward system.
4. T or F Usually t is easier for people with intellectual disabilities to learn a series of small steps than to learn the whole task all at once.

# Lesson 6:

1. Give the learner a chance to respond, \_\_\_\_\_\_\_\_ giving prompts.
2. Describe how you would decide which type of prompt to use.
3. What can the teacher do to avoid teaching dependence?
4. List two ways of gradually eliminating (fading) physical assistance.
5. Write three verbal cues that show a fading technique being used.
6. Describe how you would fade a gestural prompt that is used to show the person how to wipe a mirror using an "S" motion.
7. Explain what is meant by "error free learning." What are some potential problems with using this method?
8. Think about the people you help with learning new tasks. Describe a specific teaching situation in which you apply the "least to most assistive prompt process".
9. Show the learner a better way if they need correction.

Say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_instead of "No".

10. What should you do if you are not sure what kind of prompt to use with a person, and there are no instructions in the plan?

11. What is a natural cue? Give an example.

12. T or F Modeling is doing a task or a step in a task and then waiting for the learner to do the same thing.

# Lesson 7:

1. Our goal is to help people \_\_\_\_\_\_\_\_\_\_behaviors that help them.
2. A reinforcer is something the person likes well enough to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. (True/False). It is a mistake to try to give the person a reinforcer even if they don’t do the behavior.
4. Explain what is meant by "the next time the same situation arises; the behavior is more likely to occur."
5. (True/False) Everyone has items, events or activities that will reinforce them.
6. Because people have had different experiences, reinforcers (are/are not) always common to everyone.
7. What are some ways to find out what is reinforcing to an individual?
8. People do not legal rights**.** Everyone has these rights unless they have been taken away or limited by a court of law.
9. How does accidental reinforcement occur?
10. Describe two reasons why it is desirable to use immediate reinforcement.

11. T or F It is important to choose reinforcers that help people fit in and be accepted by others in their community.

# Lesson 8:

1. Define extinction.
2. List and describe the guidelines for using an extinction procedure.
3. Describe what happens to a behavior when extinction is used.
4. Describe the criticism trap and explain why it should be avoided.

5. Maria often cries if she has to dress herself. When this happens, someone usually dresses her so she will not be so upset. How is she being reinforced for crying?

6. When can extinction not be used?

# Lesson 9: Feedback Questions

# 1. Which step of the teaching plan are DSPs responsible for?

# 2. Who is responsible for writing the teaching plan?

# 3. What are 3 circumstances when you should talk to your supervisor about a teaching plan?

4. Ray is learning to use sign language to ask for help when he needs assistance with something. Give 2 examples of how you can strengthen this behavior by working on it in different areas of Ray’s day.

5. What are 4 strategies to use with people with have intellectual disabilities to promote learning?

6. Give two examples of natural supports.

7. What is generalization?

8. T or F As the person learns to complete the steps of a task, prompts from staff should be faded.