

TEACHING FROM THE LEARNER'S PERSPECTIVE

ACTIVITY 1

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 doing**. (Example skills to teach: write your name, make a phone call, pour a glass of water, wash hands, wipe table.) 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?
4. Did you give rewards?

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?
4. Did you receive rewards?

*****This activity can be done individually with the Trainer acting as the student or teacher.**
OR

****An individual who lives in the home could volunteer to be the teacher!**

QUALITY OF LIFE QUESTIONS

ACTIVITY #2

Look over the questions that follow and think about how they might be helpful in developing a plan for an individual with challenging behavior.

Quality of Life Questions to Consider

1. What would increase or strengthen the individual's friendships and social activities?
2. How can you help the individual to be involved in more activities in the individual's home, school, work, or community?
3. How could you help the individual have more opportunities for choice making and be able to control more aspects of his or her life?
4. How can the individual's self-esteem and confidence be strengthened?
5. What might interfere with the individual's ability to have greater independence and a higher quality of life?

FUNCTIONAL AND AGE-APPROPRIATE

ACTIVITY #3

Raymond is a 27-year-old man with cognitive and motor challenges. Determine if the following activities meet the guidelines for functional & age appropriate skill development or leisure pursuits. 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						

WHAT ABOUT YOUR REINFORCERS?

ACTIVITY # 4

1. List some reinforcers that you enjoy (include things, activities, foods, music, people, and so on):
2. List some reinforcers that you need to have every day.
3. How would you feel if someone told you that you couldn't have those reinforcers today (from question #2)?
4. You had a "bad" day; (for example, you made a big mistake, such as saying or doing something truly inappropriate and you regret the action). 'What do you do? Circle the answer that best fits you.
 - a. You punish yourself by not doing anything you enjoy for the rest of the day?
 - b. You feel bad about it and go out and do something you enjoy to help you feel better (like shopping, going out to dinner, putting your favorite CD on, meeting with a friend)?
 - c. Something else? Please share:

One key concept in Positive Behavior Support is to teach a positive replacement behavior or skill as an alternative to a challenging behavior. Once you understand the “function” or meaning of the behavior, you can teach the person a more appropriate way to meet their needs.

ACTIVITY 5

Say It Another Way

Directions: Each scenario below is an example of a DSP making a request or responding to a request from an individual in a way that caused a challenging behavior to occur. Read each brief scenario and think of how the DSP could have made the request or responded to a request in another way.

Scenario 1

John, an individual with autism who is 35 years of age and lives in a licensed residential home, is sitting on the couch watching his favorite game show. He watches the show every night and does not like to be interrupted during it. Juan is the DSP who asked John 20 minutes ago to take the dishes out of the dishwasher and has had it. He goes into the room and turns the TV off and says, "John, I told you 20 minutes ago to put the dishes away. Do it now." John starts screaming and throwing things.

What could Juan have done differently?

Scenario 2

Missy is a 28-year-old woman with a developmental disability who is very social. She walks into the family room where everyone is watching TV after dinner and says, "I need some nail polish. Can we go to the store?" Sue is the DSP who has been working in the home for five years. She responds to Missy, "No, you don't need any nail polish." Missy gets mad and yells at her.

What could Sue have done differently?

ACTIVITY 6

Quality of Life

Directions: Look at the boxes below and focus on the first section ("My Home"). Write three to five brief statements or phrases that indicate what you value about your HOME (Examples: I live close to my job; I live with my family, spouse, friends, or alone; I value privacy and my stuff; I'm safe; I have good neighbors and a good view). Repeat for each of the other three sections.

My Home

Community

My Job

My Free Time

Trainers Notes for Quality of Life Activity

The purpose of this activity is to identify things that we believe are important to the quality of our life at home, work, play and in the community and then compare them to the same areas in the lives of one or more of the individuals we support.

This activity can be done individually or the Trainer may break students into small groups after the "Quality of Life worksheet" is completed.

- Write a list of 3 to 5 things that indicate what you value about your HOME. (Examples: I live close to my job; with my family, spouse, friends, or alone; privacy, my stuff, safe, good neighbors, good view, etc.).
- Repeat for each of the other three sections.
- Allow students 8-10 minutes to individually complete their lists in the boxes.
- Then have students work in a group to compare and review the list of quality indicators that we value in "OUR" lives.

Then Trainer will ask: "HOW ARE THESE THINGS THAT WE VALUE REFLECTED IN THE LIVES OF THE PEOPLE WE SUPPORT?"

Have the students review the list in each section and determine if the value is reflected in the lives of the people they provide support to.

- Put a check (X) next to the items that are the same in your life as they are in the individuals you are thinking about.
- Put a line through those items that are NOT the same for you as the person you support.
- Put a question mark (?) next to the items where the answer is "maybe", or "sometimes" the same in the life of the person you support.

Students should share their answers with other group members and discuss:

- How are your values similar to those in the lives of the individuals you support?
- How are they different? What can a DSP do to increase quality in the lives of the people we support?

If doing individually Trainer should review with DSP.

ACTIVITY #7

Important Values

Directions: Read the list of values and questions on the left side of the chart. As you read, think of individuals that you support and ask yourself how you might answer those questions about their lives. On the right side of the chart, write down some ways that each value could be included in the daily lives of the individuals with whom you work.

Values	Ways to Include Values in Individuals' Daily Lives
Choice <ul style="list-style-type: none">• How much choice do individuals have throughout their lives?• Do individuals have choices from preferred options that they understand?• Do individuals have choice about when they perform necessary activities, such as chores?• How much are individuals involved in planning their days, evenings and weekends?• How do individuals communicate their choices, and how are their choices respected?	Choice
Relationships <ul style="list-style-type: none">• What opportunities do individuals have to be "givers" in relationships?• How are individuals recognized for their unique gifts and talents?• Does the individual have friends?• Are there opportunities to interact with and meet others (including individuals without disabilities who are not staff)?	Relationships

ACTIVITY	
Important Values	
Values	Ways to Include Values in Individuals' Daily Lives
Regular Lifestyles <ul style="list-style-type: none"> • Are there opportunities for participation (even if only partial) in a variety of community and social activities? • How are you assisting individuals to connect within their communities (YMCAs, community colleges, support groups, social groups, gyms, sports leagues, churches and temples)? 	Regular Lifestyles
Health and Well-Being <ul style="list-style-type: none"> • Do the individuals you support eat healthy meals? • Are the individuals physically active? • Are the individuals supported in learning how to keep themselves healthy? 	Health and Well-Being
Rights and Responsibilities <ul style="list-style-type: none"> • How are individuals' routines and choices respected? • How well do you listen to the individuals you support? • Are individuals able to have personal privacy, especially at home? • Do individuals feel like they are living in their own homes or in a facility that is programmed and planned by staff? 	Rights and Responsibilities
Satisfaction <ul style="list-style-type: none"> • Are activities individuals participate in motivating and interesting to them? • Are you acknowledging individuals when they behave appropriately? • Are you giving feedback when you see positive behaviors? 	Satisfaction