

Lesson Plan

Objectives: To teach students to **self-instruct to solve work-related problems.**

Setting and materials: All training is conducted at the students' job-site.

Content taught

Work-related Problem Situations and Correct Responses

Problem situation	Instruction	Correct Responses
1. Paper towel in drain of sink; sink full of water.	Instructed by teacher to wring out	Remove paper towel; drain
2. 5 pieces of trash on table.	Instructed by teacher to go to table to begin work	Throw trash in basket located within 2m of table.
3. Radio is unplugged.	Instructed by teacher to turn on radio	Plug in radio and turn on.
4. Box is on table next to soap dispensing machine	Instructed by teacher to put tray on table	Put box in proper place or seek assistance
5. Bundle on table where work is to be conducted	Instructed by teacher to begin work	Put bundle in proper place
6. Tape dispenser is empty	Instructed by teacher to get tape dispenser	Fill tape dispenser
7. Cardboard pad is in box with chip boards	Instructed by teacher to get more chip boards	Put pad in proper place
8. Chair is in center of workroom	Instructed by teacher to begin work	Put chair next to table
9. Puddle of soap on table where work is to be conducted	Instructed by teacher to get rag from sink	Wipe up soap with rag
10. Box containing hair nets is in wrong place.	Instructed by teacher to get hair net	Put box in proper place

These situations and responses are grouped randomly into five responses to be trained and five responses that served as generalization probes. Self-instruction comprises four statements:

- a statement of the problem,
- a statement of the correct response,
- a reporting of the response, and
- self-reinforcement.

Teaching procedure

- The five problem situations chosen for training are presented randomly across all training sessions.
- During each training session, the students are given three opportunities to respond to each of the five problem situations (15 response opportunities per session).
- Each student is trained individually in the student's work area for approximately 30 min immediately before observation of actual work performance.
- After a rationale for training is presented, self-instruction training is introduced using the problem situations chosen for training:
 - Step 1. First, the appropriate task response is modeled while the teacher describes verbally what he or she is doing.
 - Step 2. Then the student performs the same response while the teacher instructs aloud.
 - Step 3. After which the student performs the same response again while self-instructing aloud.
- The students are taught to verbalize four statements while performing the correct response which consists of:
 1. a statement of the problem (e.g., "Tape empty"),
 2. a statement of the correct response to solve the problem (e.g., "Need more tape"),
 3. self-report (e.g., "Fixed it") and,
 4. self-reinforcement (e.g., "Good")
- Prompting and corrective feedback are provided if they do not verbalize an approximation of each statement.
- Feedback consists of stopping the trial, modeling the correct verbalization, and then allowing the students to practice the correct response.

Method of evaluation

For training:

- Record number of self-instruction steps verbalized by students
- Record number of correct responses to trained problem situations

For generalization

- record number of correct responses to untrained problem situations

Based on: Hughes, C., & Rusch, F. R. (1989). Teaching supported employees with severe mental retardation to solve problems. Journal of Applied Behavior Analysis, 22, 365-372.