

Lesson Plan

Objective: To teach **social problem solving skills** to high school students with mild disabilities.

Setting and materials

Best utilized with a group of students (due to interactive nature of instruction), average can be 6.5 students per group. The curriculum, "Solving your problems: a life enhancement skill" (Browning, ND) and the specific hardware used to operate this curriculum was an Apple II series microcomputer, one of many ½ inches Panasonic industrial videotape players (NV-8200 OR AG 6200), a BCD 450 computer videotape recorder interface card, and a color monitor with separate video and audio posts.

Content taught

Students are provided with five types of interactive learning opportunities, including:

- a) recording choices in their workbook,
- b) deciding which option(s) to select on the computer keyboard,
- c) discussing under teacher direction how specific situations on the video lesson relate to a key learning point emphasized in the lesson,
- d) rehearsing behaviorally the 30 learning points, and
- e) rehearsing behaviorally the 30 learning points.

Both discussion and verbal rehearsal scripts for each of the 30 learning points are included in the Teacher's Manual (Browning, ND).

Teaching procedure

The major purpose of the curriculum (Browning, ND) is to teach a set of logical steps that are applicable for solving any problem.

- The curriculum's primary mode of delivery is through interactive video. A total of 33 video scenarios and 65 slides are used in five lessons to depict three problem areas (work-related, people-related and money-related). The same step by step process is used in solving each of them.
- The curriculum consists of 30 "learning points" that are the guidelines or rules to be taught to the students. Each of the five lessons requires approximately one class period even though they may vary due to a number of factors under the teacher's discretion (pauses for discussion, review, role playing, branching, repeated trials).
- All students receive the curriculum through group instruction so that students can aid each other in discussion, decision making, and role playing.

Method of evaluation

Pre-posttests including a “Curriculum Knowledge Test” and a “Curriculum Application Test”, as well as teacher and student satisfaction questionnaires.

Lesson plan based on: Browning, P., & Nave, G. (1993). Teaching social problem solving to learners with mild disabilities. Education and training in Mental Retardation and Development Disabilities, 28, 309-317.