

TATE: Training Assistive Technology in the Environment Training Toolkit

Section III Training

The **Training** section of the manual provides you with guidelines on how to train assistive technology for cognition (ATC), including *How To Train* videos as well as training session guides, sample scripts, data collection and progress tracking sheets. This section also includes a *Test Yourself* knowledge and video quiz to gauge your ability to apply the training principles you will learn from using this *Toolkit*.

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Julia: Case Study

Purpose: To provide a snapshot of ATC Training using a hypothetical client—“Julia.” Julia’s case is used as an example throughout the **Needs Assessment** and **Training** sections of the Toolkit.

Directions: Take a few minutes to read Julia’s case study. If you have time, briefly review the Toolkit forms suggested below.

Client: Julia is 53 years old and lives on her own. She has made significant gains since a stroke five years ago but continues to experience mild-moderate memory and organizational challenges that prevent her from returning to work as a certified nursing assistant. She has two grown sons, one of whom lives in town with his family, and several close friends that live nearby. She recently started a vocational training program working two hours a day, five days a week at a doctor’s office performing selected clerical tasks. Julia’s goal is to become more independent at work and increase her hours. Julia uses a cell phone and computer for email only.

Voc Rehab Counselor & Trainer: Tim is Julia’s vocational rehabilitation counselor and Anna is her on-site job coach. At the outset of their work together, Julia, Tim, and Anna used the *TATE ATC Toolkit* to help with the process of vocational goal planning, ATC device selection, and training. Both Tim and Anna are comfortable with a range of technologies. They determined that an iPod Touch downloaded with the *Forgetful* app would be a good match for Julia. Vocational rehab paid for the device and the app. Anna downloaded the *Forgetful* app onto Julia’s device. (See **Needs Assessment** section of the Toolkit for more details.)

Before training: Anna mapped out a training plan beginning with the basic skills of operating the iPod Touch (turning it on, charging it, knowing what to do when stuck) as well as using the *Forgetful* app video recorder. Anna practiced with the device and app on her own first, writing out the steps then developing several different training examples.

During training: In a quiet, unused office space with a computer, Anna and Julia began training with basic device operations. Julia mastered how to turn on the device and charge it and learned what to do when stuck within two sessions. They then started training on the *Forgetful* app. Anna modeled the first three steps of using the *Forgetful* app to record various tasks followed by Julia practicing just those steps—with breaks—until these were easy to do. They continued adding steps until all the steps were

mastered. This basic skill training took four sessions total. Julia and Anna then began training the *routine* use of the app with real job tasks in the busy office space. Anna talked to Julia's supervisor ahead of time to make sure they had plenty of opportunities to model and practice the routine. The routine training phase took approximately three weeks before Julia was independent in using the app to video record multi-step tasks. They did not work on any other apps during the *Forgetful* app basic skill and routine training period. ***Take a moment now to briefly review the forms starting on page 4 of the Training section of this Toolkit.***

Impact: After two months, Julia's work supervisor reported that she was not having to spend as much time re-explaining office tasks and that several times Julia had ask if she could video record the supervisor's demonstrations of different tasks. The supervisor also reported observing Julia independently referring to the video to review how to do a task. She's now considering giving Julia more responsibilities.

NEXT STEPS:

Move on to *Prepare for Training*.

Prepare for Training: Before the First Training Session

Purpose: To prepare the trainer for systematically training ATC basic skills and routines.

Directions: Go through each of the items below before your first training session with the client.

I. Training Overview

Review the three documents in this section: (a) *Trainer's Session Guide: Before Training Overview*; (b) *Trainer's Session Guide: During Training Overview*; and (c) *Why Are These Training Techniques Important?* Julia's case study guides, scripts, data collection and progress tracking sheets will be used to illustrate training principles.

II. Training Videos

Watch the *TATE ATC* training videos for effective and ineffective examples of each instructional technique featured in the *Trainer's Session Guide: Overview (During the Session)*. **These videos are for trainers only, not for the client.**

III. Practice With a Device

Practice with a device while going through these training materials. You don't necessarily need to have the same device as the client; these instructional techniques are relevant for ALL devices. Talk to those people who know and see the client every day and who might be able to help with training.

IV. Trainer's Troubleshooting

Review this list of common training problems and solutions on page 36 to give you an idea of different challenges that could pop up and ways to manage these.

V. Training Tips From A Survivor

Review the *Top Ten Tips* list on page 5 of the **Introduction** section to give you a client's perspective on training.

NEXT STEPS:

Move on to *Before Training Session: Overview*.

Trainer's Session Guide: Before Training Session – Overview

Purpose: To provide a guide on what to do *before each training session*.

Directions: Read this overview. A blank copy of this form is available on page 41.

Before Each Training Session:

WHAT—Training Focus

Determine **what** *Basic Skill* and/or *Routine* you will work on. **Avoid training too many new skills/routines at once!**

WHY—Reason

State why it is important for the client to learn this skill/routine, linking this to his/her goals. This helps build motivation.

Pre-requisite Skills & Materials

Prepare several training **examples**. **Pre-program** examples into the device, if necessary. Develop a **script**, **keywords**, and **phrases BEFORE** the training session to keep your directions clear (see example scripts pages 13 and 16).

Step-by-Step

- ☐ Break the skill/routine down into manageable steps.
- ☐ Write all the steps out on the data collection sheet to keep track of how the client is doing.

WHERE—Places

Working in a quiet room is a good way to start when first teaching a new skill or routine. But don't stop there! Training needs to happen **where** the client will actually use the skill/routine. Prepare for several practice opportunities in a variety of places.

NOTE: Choose where to train in collaboration with the client. Loud, bright, and/or over-crowded places can be very uncomfortable for some clients, particularly when starting out with training.

WHO—Other People

Whenever possible training needs to include the people **with whom** the client will actually use the skills/routines. Build in several practice opportunities with other people.

WHEN—Situations

Training needs to occur during the situations **when** the client actually needs to use the skills/routines.

NEXT STEPS:

Move on to ***Before Training Session—Julia***.

Trainer's Session Guide: Before Training Session – Julia

Before Each Training Session:		<i>Julia</i>
WHAT—Training Focus		
<i>Using the Forgetful app video to record and play back multi-step office tasks.</i>		
WHY—Reason		
<i>To become more independent at work and not need to ask supervisor to repeat instructions.</i>		
Pre-requisite Skills & Materials		Step-by-Step
<i>Turning on device</i>		<u>Basic skill:</u> 1. Open app, 2. Tap New, 3. Type label ... (see data collection sheet)
<i>Charging it</i>		<u>Routine:</u> Add self-rule to Basic Skill (see script)
<i>Knowing what to do when stuck</i>		
WHERE—Places		
<i>Basic skill training—unused office in the physician's office suite</i>		
<i>Routine training—physician's office suite</i>		
WHO—Other People		
<i>Basic skill training—Anna only</i>		
<i>Routine training—Anna, work supervisor, co-workers</i>		
WHEN—Situations		
<i>Anytime she's being taught a new or difficult multi-step office task</i>		

NEXT STEPS:

Move on to ***During Training Session – Overview.***

Trainer's Session Guide: During Training Session—Overview

Purpose: To provide a guide for what to do *during* each training session.

Directions: Read this overview. A blank copy of this form is available on page 412.

- ☐ **CHECK—Is it sticking?:** Ask the client *to show you* the skill/routines from the previous session without any help. If the client does this easily & independently, move on to the next new step, skill, or routine. If not, model-practice the difficult step(s) first until mastered.
 - Record how the client does on the **Trainer's Data** sheet—*Check* section (see page 15 for example and page 43 for a blank form).
- ☐ **MODEL—Prevent mistakes:** Demonstrate new and/or difficult steps *before* the client tries them.
- ☐ **PRACTICE—A LOT!:** Provide **several correct practice opportunities** with different examples for each new/difficult step(s). **Take breaks.** Then try again to make sure the client can do the step before adding in a new step(s).
 - Record how the client does on the **Trainer's Data** sheet—*Practice* section (see page 15 for example and page 43 for a blank form).
- ☐ **REVIEW:** Review previously mastered steps, skills, and routines to make sure they are still solid.
- ☐ **FEEDBACK-CORRECTIONS:** Throughout the session, use a neutral tone of voice, providing **immediate, clear feedback** when the client is correct (“That’s right; do it again.”) as well as when incorrect (“Not quite; I’ll show you.”). If the client continues to struggle, reduce the number of steps to something more manageable.
- ☐ **SELF-REFLECTION:** At the end of each session, ask client to rate his/her performance. The client can also rate his or her understanding (“I know what to do; I just need more practice.”)
 - Use 1-5 scale on the **Client Progress Tracking** sheet (see page 18 for example and page 44 for a blank form).

NEXT STEPS:

Move on to ***Why Are These Training Techniques Important?***

Why Are These Training Techniques Important?

Check - Is it sticking?	<p><i>Why is it important to ask the client to show you the skill/routine taught during the previous session?</i></p> <p>A client may easily retain the steps from one session to the next or struggle. Conducting a check at the beginning of the session helps you modify your training to meet your clients where they're at each session. If they're having a tough day, they may struggle more and need extra models, more practice, or fewer steps to learn for the day.</p>
Model	<p><i>Why is it important to give clear instructions and models?</i></p> <p>Clear instructions reduce confusion for clients.</p> <p>Modeling new or difficult steps reduces the risk of making mistakes. This is particularly important for clients with more severe memory impairments, who might not remember and learn from past mistakes.</p>
Practice - A lot!	<p><i>Why is it important to include plenty of practice with breaks and a range of examples?</i></p> <p>Practicing several times with breaks locks the skills into memory.</p> <p>Including several different examples shows the client how to apply the skills in different situations.</p> <p>Practicing in other places with other people increases the likelihood that the client will use the skill in daily life routines, not just where the skills were taught, and only with the trainer.</p>
Review	<p><i>Why is review important?</i></p> <p>Regular review of previously mastered skills and routines refreshes the memory, making it easier for the client to perform skills and routines automatically. Plus, it provides a nice boost to the client's confidence, letting them see how far they've come.</p>
Correcting Mistakes	<p><i>Why is it important to correct mistakes immediately?</i></p> <p>Immediate corrections reduce the risk of the client remembering the mistake rather than the correct response.</p>
Self-Reflection: Prediction & Reflection	<p><i>Why is it important for the client to predict how it will go using the skill or routine in other places with other people?</i></p> <p>Prediction and reflection on one's performance increases engagement and motivation.</p>

NEXT STEPS:

Move onto **Training Videos**.

Training Videos

Purpose: To provide trainers with video-based examples of selected instructional techniques.

Directions:

Watch & Learn: Watch the sample training videos for effective and ineffective examples of important training techniques. Check each example as you go to keep track of which videos you have watched. Each video is approximately five minutes long.

Note: These videos are for the trainer to watch, not the client. Also, wait to watch the *Test #1* and *Test #2* videos until you get to page 10 - *Knowledge Test*. Finally, Video 1 is the “Why is Training ATC Important?” video mentioned on page 4 of the Introduction section of the Toolkit, and can be accessed here: cbirt.org/products/training-assistive-technology-environment-tate/.

Video	Effective	Ineffective	Comments
Video 2. Instructions—Model			
Video 3. Practice—Examples			
Video 4. Correcting mistakes			
Video 5. Practice – Other Places and People.			
Video 6. Self-Assessment - Prediction			
Video 7. Self-Assessment—Reflection			
Video 8. Routines			

NEXT STEPS: Move on to *Test Yourself*.

Test Yourself

Purpose: To determine your knowledge regarding systematic training techniques based on your review of these materials and your ability to recognize examples of effective and ineffective instruction.

I. Knowledge Quiz

Answer the following multiple-choice questions.

1. **John (trainer) is working with Steve (client). Steve has mild–moderate memory impairments due to brain injury. He wants to learn how to enter appointments into his smartphone. (He has already mastered checking appointments that someone else has programmed into his phone.) John demonstrates the 6-step sequence for Steve, and he gets it right the first time. What should John do next? (Circle only one answer.)**
 - A. Move on to a new basic skill.
 - B. Practice entering the same appointment 1 more time.
 - C. Practice entering at least 2–3 different appointments across different months. Take a short break in between each practice trial.
 - D. Practice entering appointments outside, down the hall, with someone else.
 - E. C and D.

2. **John and Steve meet again the next day. Steve is very fatigued, having gotten little sleep the night before, and can do only the first few steps of the entering skills sequence. What should John do next? (Circle only one answer.)**
 - A. After briefly acknowledging Steve’s fatigue and gaining his approval to continue, isolate the steps, then model-practice them multiple times and in varied ways (e.g., standing up, sitting down).
 - B. Let him keep trying on his own to see if he gets it.
 - C. Show him a different way of accomplishing entering skills.
 - D. Stick with just 1 example to make it easier on Steve.
 - E. None of the above.

3. Sharon (trainer) and Elena (client) are working together in Elena's supported living community. Elena has moderate–severe memory impairments and therefore needs staff to take over more complex tasks for her. Elena has mastered the basic skills of checking her device for appointments for the current day (today) as well as across months. Elena is now ready to move on. What should Sharon do next?

- A. Train Elena to enter appointments on her own.
- B. Continue to enter appointments for Elena.
- C. Train Elena to make checking appointments a part of her daily routine.
- D. Involve other staff and family members to help support/remind Elena to check her schedule *before* appointments/activities, rather than waiting until she forgets an appointment/activity.
- E. B, C, and D

II. Video Recognition Test

Play Test Example 1 (Video 9) and Test Example 2 (Video 10) as many times as you like before answering the questions below.

4. Which video showed systematic training?

- A. Test Example 1
- B. Test Example 2

5. Which of the following training techniques did you see in the systematic training video? (Choose all that apply.)

- A. Check—Is it sticking?
- B. Model—Prevent mistakes
- C. Practice—A LOT
- D. Review
- E. Self-reflection
- F. Feedback—Corrections

NEXT STEPS:

Find answers on page 12.

Move on to ***Mini Script—Basic Skill Training and Data Collection Sheet.***

Answers to Test Yourself Knowledge Quiz

Directions: Compare your answer to the Test Yourself Knowledge Quiz (page 10) to the answer key below.

Question 1: The correct answer is E (both answers C and D).
Steve (the client) benefits from high amounts of practice with different examples, different people and in different locations.
Question 2: The correct answer is A.
John (the trainer) customizes the training to meet Steve where he is at given his fatigue. John scales back the training to focus on a few key steps.
Question 3: The correct answer is E.
Sharon (the trainer) focuses the training on strengthening Elena's (the client) ability to <i>check</i> appointments when she needs to while staff continue to enter the appointments for Elena.
Question 4: The correct answer is B (Video #2).
<p>Video 2 demonstrates systematic instruction while Video #1 demonstrates more of a trial-and-error approach. In Video #1 (trial-and-error), the trainer allows the client to try and figure out the steps on her own, stepping in only when necessary and modeling all the steps at once. The client is clearly frustrated. Also in Video #1, there are several items on the table, which can add to the client's confusion.</p> <p>In Video #2 (systematic instruction), the trainer and client focus on just a few key steps at a time. The trainer first models the steps then the client practices the steps several times with different examples. The trainer carefully fades her support as the client gains independence. Also in Video #2, notice that the trainer has used "sticky dots" to cover up any extra buttons on the device not needed for the training. This helps to focus the client's attention and reduce confusion. Later on, as the client gains more proficiency, the trainer will remove these dots.</p> <p>(NOTE: The device used in these videos-the Palm Pilot-is no longer manufactured. However, the focus of these videos and this entire Toolkit is not on ATC device technology but on the <i>instructional technology</i> used to teach these devices.)</p>
Question 5: The correct answers are B, C, D, and F.
In Video #2, two components were missing: the "check" and "self-reflection" components. The "check" component was completed during the segment of the training session not captured on video. And the trainer forgot to ask the client to self-reflect on his performance.

Mini-Script—Basic Skill Training Julia (Client) & Anna (Trainer)

WHAT— Training focus—Using “Forgetful” video app to record and review multi-step work tasks such as data entry

WHEN— work; training session 30 minutes before shift begins

WHERE— work setting— quiet office space in a physician’s office

WITH WHOM— Anna

CHECK

Anna: Last session you learned the first few steps for using the video recorder. Let’s see how it’s going. I have a new data entry task to show you...

Julia: [Step 1. Opened app; Step 2. Tapped New; Step 3. (Forgot to type label); Step 4. Did not get to Tap Done]

MODEL—Isolate & Demonstrate Difficult Step

Anna: You did well with the first few steps but didn’t type in a label for the video. Let’s get some more practice with that step then blend the steps together. I’ll show you. [Anna demonstrates typing label 2-3x, then blends this back in with the other steps.]

Anna stresses both what Julia did correctly and what was

PRACTICE—Difficult Step

Julia: [Practices Step 3 then Steps 1-4 several times with short breaks and different types of tasks such as saving a word doc, copying and pasting, etc.]

MODEL—New Steps

Anna: Great! You’ve got those first few steps down; let’s add the next few steps. [Step 5. Tap video Camera; Step 6. Tap Camera to face out; Step 7. Tap red for record; Step 8. Tap to stop.]

Here’s an example of chaining clusters

PRACTICE—New Steps

Julia: [Practices all 8 steps several times with different examples and short breaks.]

CORRECTIONS

See “MODEL – Isolate and Demonstrate Difficult Step” above.

SELF-REFLECTION

Predict-Reflect

Anna: We're going out into the main office in a bit, so you can practice with a new office task. How do you think it will go? What will be easy? Difficult?
[Afterwards....] How did it go? What went well?

End of session-Progress Tracking Sheet:

Anna asks Julia to rate herself based on today's performance and where she'd like to see herself by the next session.

WHAT HAPPENS NEXT?

Anna and Julia continue to work on the basic skill of recording with the video app and playing it back to remember how to do new office tasks. They continue until all the video steps are mastered—3 training sessions in a row at 100% accuracy. They move on to training the routine of using the app in the work setting.

NEXT STEPS:

After reviewing the *Training Data Collection Sheet*, move on to *Mini Script—Routine Training*.

Training Data Collection Sheet

Name Julia Date 10/29

What - Training Focus: Basic Skill—Forgetful app-video

Where & When - Places & Situations: Doctor's office—quiet space

Who - People: Anna

SCORING: + (correct) — (incorrect) **B** (write "B" whenever you take a break)

"CHECK" (Columns 1 & 2) Without providing any assistance at first, ask client to do previously trained steps to see if these are sticking.

"PRACTICE" (Columns 3-15) Provide lots of practice on new and/or difficult steps. Remember to take breaks, then practice again.

	Check	Check	PRACTICE (model new and/or difficult steps)												
Steps	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Open Forgetful App	+				+	B	+			+	B	+	B	+	+
2. Tap New	+				+	B	+			+	B	+	B	+	+
3. Type label—what is the office task	-		+	+	+	B	+			+	B	+	B	+	+
4. Tap Done	-		+	+	+	B	+			+	B	+	B	+	+
5. Tap video camera								+	+	+	B	+	B	+	+
6. Tap camera face out								+	+	+	B	+	B	+	+
7. Tap red for record								+	+	+	B	+	B	+	+
8. Tap red to stop								+	+	+	B	+	B	+	+
9. Tap Use															
10. Pick time for reminder															
11. Tap Add this Reminder															
12. Go to Home screen															

Comments:

NEXT STEPS:

Move on to *Mini-Script—Routine Training*.

Mini-Script: Routine Training Julia (Client) & Anna (Trainer)

WHAT— Training focus— Using *Forgetful* video app to record and review multi-step work tasks such as data entry

WHEN— 5x weekly

WHERE— work setting—physician’s office among other co-workers

WITH WHOM— Anna, work supervisor, co-workers

CHECK

Anna: [Before Julia’s work shift in a quiet office, Anna wants to confirm Julia has the **basic skill** of using the video app on her PDA.] *I have a new work task on the computer to show you; how would you record it?*

Julia: [Independently completes all steps.]

Anna: *Excellent! You’re now ready to make this part of your daily work routine.*

BRIEF DISCUSSION

Anna: An important step will be remembering a self-rule for **when** to use the video app. **There are two parts to this:** (1) You determining that you need to record the task; and (2) Letting your co-workers know you need to record. Let’s figure out a couple of catchy phrases to remember this. [They discuss and come up with some options.]

Julia: *I could say to myself “If I need to remember it, I need to record it.” Then to my co-workers--“Would you mind if I record you doing this task?”*

MODEL - PRACTICE

Anna: Let’s get some practice with the self-rule here in the office first. The first part of your self-rule: “If I need to remember it, I need to record it.” Again, what is your self-rule?

Julia: [Correctly states rule] [Anna repeats the question with longer breaks in between until Julia can easily state the rule, then...]

Anna: Now, let’s practice *the other part—what you say to your co-workers—“Would you mind if I record you doing this task? What would you say to your co-workers when you need to record?”*

Julia: *Is it okay with you if I record this?*

Anna: *Great!* [They practice a few more times in the office, then in the midst of real data entry tasks assigned by office staff.]

Anna doesn’t require that Julia state the question exactly as modeled. It’s more important that Julia gets the concept behind it, not the exact wording.

CORRECTIONS

Anna provides immediate, clear but kind feedback.

SELF-REFLECTION

Predict-Reflect

Anna: Your supervisor would like to assign you a new data entry tasks. How do you think it will go remembering your two-part self-rule and use of the video app? Will it be easy? Difficult? [Afterwards....] How did it go? What went well?

Notice the two different kinds of self-reflection represented here.

End of session-Progress Tracking Sheet

Anna asks Julia to rate herself based on today's performance and where she'd like to see herself by the end of the next session.

WHAT HAPPENS NEXT?

Anna and Julia continue to work on the routine training of the *Forgetful* video app on the job site. Anna fades out her models and support as Julia gains more independence. They discuss her progress with her office supervisor and Tim, reviewing her **Client Progress Tracking** and updates **Goal Planning Sheet** as part of this process.

NEXT STEPS:

Move on to **Client Progress Tracking Sheet**.

Client Progress Tracking Sheet

Purpose: To help the trainer and client evaluate overall progress each session. A blank copy of this form is available on page 44.

Directions: Before starting to learn a new program or app (calendar, phone, notes, etc.) or routine, ask the client:

Trainer:

- “What is your starting point?” for the Program/Routine.
- “What would mastery look like?” (Write in client’s answers.)

At the end of each training session (during Self-Reflection), ask the client:

- “Where would you place yourself on the 1-5 scale with this Program/Routine?”
- “What would it take to move from 0-1 or 1-2 or 2-3, etc, on the 1-5 scale of progress?” (Write in client’s answers.)

Name Julia

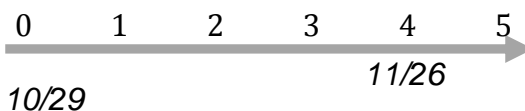
Focus Video app-record & playback multi-step office tasks

Write in **starting point**.

Struggling to remember office tasks

11/12

w/ video app



Write in what **mastery** would look like.

Independently use video app to remember office tasks

NEXT STEPS:

Move on to updated **Goal Planning Sheet**.

Client's Goal Planning

Goals for: Julia

Today's Date: 12/1-updated

Completed By: Tim

How will technology help? (Check top 1-2 choices)

- ☒ MEMORY: Remembering where I need to be, what I need to do, and when (Ex. Calendar & alarms for appointments, birthdays)
- ☒ ORGANIZATION: Keeping track of important information (Ex. To do list, memos)
- ☐ CONNECTION: Getting in touch with other people (Ex. Phone, email)
- ☒ GETTING AROUND: Going places (Ex. Camera, GPS)
- ☐ STIMULATION: Exercising my brain & having fun (Ex. Games, music)

YOU ARE HERE

I need fewer reminders on how to complete new office tasks

Notice how Julia's statement under "You Are Here" has changed since her training with the *Forgetful App*, her goal remains the same.

My goal is to:
Maintain current employment and increase number of hours

Examples of goals

- Increase contact with family
- Volunteer
- Get a job
- Go to school
- Do more around my apartment/house
- Take my medications
- Take care of a pet
- Other:

Next Steps: Move on to **Determining Impact of ATC**

ATC Trainers: Determining Impact of ATC Use

Purpose: To determine how the client and trainer will know whether the use of ATC is having its intended impact on personal goals. Changes along these lines often don't occur until after the client has mastered basic skills and is beginning to learn and/or master routines.

Directions: Review these examples of personal goals linked to ATC skills/routines for ideas on how to measure impact.

Example Goals	ATC Skills/Routines	Measurement of Impact
Attend medication appointments with staff consistently	MEMORY: Responds to alarms that prompt going to office twice daily to get medications.	Staff logs indicate client is making it to his medication appointments on time.
Work at a volunteer job	MEMORY: Checks and enters volunteer appointments; sets alarms to go off ahead of time.	Supervisor reports that client is making it to volunteer job on time. Performance evaluation ratings increased.
Remembers what is needed at the store	MEMORY: Uses voice recorder or notes program to keep track of items needed at the store.	Family observes fewer trips to the store for forgotten items.
Filling out job applications	ORGANIZATION: Enters information frequently asked for on applications in notes or memo app on device. Keeps references in contact list	Job Developer observes that client has independently completed a job application.

Example Goals	ATC Skills/Routines	Measurement of Impact
Improve grades at school	ORGANIZATION: Enters assignment notes into memo or notes program of device tagged to a date/alarm for later review.	Grade reports show higher grades.
Keep house clean and organized	ORGANIZATION: Checks daily “to do” list to remember to clean/pick up around the house.	Client and family observe and report fewer instances of losing things.
Socialize more with friends and family	CONNECTION: Enter phone numbers into cell phone for easy retrieval.	Call records show increased contact with family and friends.
Social connection through increased use of Internet (e.g., YouTube, Facebook, preferred websites)	SOCIAL CONNECTION: Accesses preferred, safe websites.	Family and friends observe and report increased conversations and increased topic diversity.
Learns to use mass transit system to get to volunteer job	GETTING AROUND: Learns to use Google Maps bus routes to get to desired locations.	Requires fewer rides from staff, friends, or family.
Learns to use GPS to avoid getting lost	GETTING AROUND: Learns to use GPS to determine their current location and how to get to destination. Can be useful when walking or driving.	Fewer calls received by staff, friends, or family because client is lost. Observation of more confidence in client when wanting/needing to go somewhere.

Additional Examples of Basic Skills & Routines

Purpose: To provide the trainer with additional examples of step-by-step breakdown of basic skills and routines.

Directions:

1. Review these examples to better understand the difference between basic skills (device operation) vs. routines (device integration).
2. Select an application(s) for training (see **Needs Assessment Section**). Then practice with the device/app on your own (separate from the client, if possible), to determine the specific number of steps needed for your client to use the device and app successfully. NOTE: The examples here are for general review purposes only and do not include the full range of possible devices and apps. Also, it is very likely the steps for the client's specific device and target app will be different than the examples listed here. These examples are modeled after iOS systems.
3. Write the steps down on the data collection sheet.
4. Modify the steps as you work with the client. You might need to make the list of steps more or less detailed, depending upon the client's needs and progress.

Notes:

Calendar Program Checking <i>today's</i> schedule (identifies today's date/time)	
Basic Skill (Device operation)	Routine (Device integration)
1. Turn on (wake up) device. 2. Tap calendar icon. 3. Tap today's date. 4. Read schedule.	1. State rule (to self) Ex. "Daily schedule with daily bread." Ex. "What's on my plate." Ex. "Check before I say yes." (Check schedule before committing to an appt.) 2. Recognize when it's time to check schedule. Tell others, if present. "I need to check my schedule for today." 3. Turn on (wake up device). 4. Tap calendar icon. 5. Tap today's date. 6. Read today's schedule.

Calendar program Entering a one-time appointment	
Basic Skill (Device operation)	Routine (Device integration)
Pre-requisite skills: Typing words into device 1. Turn on (wake up) device. 2. Tap calendar icon. 3. Locate month. 4. Tap date/day. 5. Tap + to add appt. 6. Say out loud the title using key words: Ex. "Check up w/ Dr. Jones" vs. just "Doctor" 7. Type in key words. 8. Select time. 9. Tap done. 10. Return to home page.	1. State rule (to self) Ex. "If I need to remember it, I need to enter it." 2. Recognize that it's time to enter an appt. Tell others, if present: "Excuse me, but I need to enter this appt." 3. Turn on (wake up) device. 4. Tap calendar icon. 5. Locate month. 6. Tap date/day. 7. Tap + to add appt. 8. Say out loud the title using key words: Ex. "Movie with Mom " vs. just "Mom." 9. Type in key words. 10. Select time. 11. Tap done. 12. Return to home page.

Calendar program Entering alerts for a 1-time appointment	
Basic Skill (Device operation)	Routine (Device integration)
<p>Pre-requisite Skills (see Steps 1-10 of—Entering a 1-time appt)</p> <p>After entering appt title & time, then:</p> <ol style="list-style-type: none"> 1. Tap alert. 2. Tap the desired amount of time. 3. Tap done. 4. Return to home page. 	<ol style="list-style-type: none"> 1. State rule (to self) Ex. “How much time to get ready.” Ex. “Think ahead-How much time?” 2. Recognize that it’s time to set an alert for an appt. Tell others, if present: “I need an alert to help me remember this appt.” 3. Enter the title & time for the appt. 4. Tap alert. 5. Say out loud how much time is needed: Ex. “I will need a reminder at least 1 day before my assignment is due.” 6. Tap the desired amount of time. 7. Tap done. 8. Return to home page.

Calendar Responding to alerts	
Basic Skill (Device operation)	Routine (Device integration)
<ol style="list-style-type: none"> 1. Listen for the alert. 2. Slide-to-View bar. 3. Read alert message. 4. Do what it says. 	<ol style="list-style-type: none"> 1. State rule (to self) Ex. “Be alert to alerts.” Ex. “Be on high alert.” 2. Recognize when an alert has gone off. Tell others, if present: “Excuse me, I just heard an alert and need to check my device.” 3. Slide-to-View bar. 4. Read alert message. 5. Do what it says.

Contacts

Entering a new phone number into cell phone contacts

Basic Skill (Device operation)	Routine (Device integration)
<p>Pre-requisite skills: Receives and makes calls on a cell phone.</p> <p>Following call:</p> <ol style="list-style-type: none"> 1. Repeat caller's name and/or write it down to remember. 2. Tap Menu. 3. Scroll to/Tap "Call Records" ("All Calls" already highlighted). 4. Tap OK (Desired phone number top of list already highlighted). 5. Tap options. 6. Scroll down to Save Phone Number to phone book. 7. Select "New Contact". 8. Tap OK. 9. Type in name. 10. Tap options again. 11. Tap Save. 12. Tap Home. 	<ol style="list-style-type: none"> 1. State rule for saving phone numbers: Ex. "If I need to remember it, I need to enter it." Ex. "If I want to chat with this person again, I need to enter their number." 2. Recognize the need to enter the phone number. Tell the other person. "I'd like enter your phone number into my contacts." 3. Repeat caller's name aloud. Write it down, if possible. 4. Tap Menu. 5. Scroll to/Tap Call Records. 6. Tap OK. 7. Tap Options. 8. Scroll down to Save Phone to phonebook. 9. Select New Contact. 10. Tap OK. 11. Type in name. 12. Tap options again. 13. Tap Save. 14. Tap Home.

To Dos

Checking To Dos ("Remind me" app)

Basic Skill (Device operation)	Routine (Device integration)
<ol style="list-style-type: none"> 1. Tap <i>Remind Me</i> app. 2. Tap date. 3. Read list of To Dos. 	<ol style="list-style-type: none"> 1. State rule (to self) Ex. "What am I to do?" Ex. "What's on my list?" 2. Recognize when it's time to check the To Do list. Tell others, if present. "Excuse me, I need to check my To Do list." 3. Tap "Remind me" app. 4. Tap date. 5. Read list of "To Dos". 6. Complete tasks.

ABCs of ATC Always have device with you	
Basic Skill (Device operation)	Routine (Device integration)
Pre-requisites: Consistent place to store and charge at home; Consistent location for transporting device. 1. Place device in same transport system (ex. pocket, purse, pouch) 2. Double check to make sure it's in this system before leaving. 3. Return to storage spot at home.	1. State the rule. "ABCs—Always have device with me." 2. Recognize the need to know where the device is when coming and going. 3. Place device in same transport system (ex. pocket, purse, pouch) 4. Double check to make sure it's in this system before leaving. 5. Return to storage spot at home.

ABCs of ATC Know what to do when Stuck	
Basic Skill (Device operation)	Routine (Device integration)
Pre-requisite: Knows "Home button" location 1. Recognize unfamiliar screen and/or can't find desired location. 2. Tap Home button (Go Home). 3. Starts over.	1. States rule: "When stuck, go home." "When I am lost, I need to go home." 2. Recognize unfamiliar screen and/or can't find desired location. 3. Tap Home button (Go Home). 4. Start over.

Voice Memos

Listening to (checking) previously recorded memos

Basic Skill (Device operation)	Routine (Device integration)
<ol style="list-style-type: none"> 1. Tap Voice Memo app icon. 2. Tap button on the right 3. Tap play arrow of desired recording. 4. Listen to Memo. 5. Write memo down (e.g., on calendar, in journal, etc.) OR 6. Do the task that is in the memo. 	<ol style="list-style-type: none"> 1. State the rule (to self): Ex. "Before bed check my voice memos." 2. Recognize when to check voice memos. Tell others, if present: "I need to check my voice memos." 3. Tap Voice recorder app icon. 4. Tap button on the right. 5. Tap play arrow of desired recording. 6. Listen to recording. 7. Write it down. 8. Do the task.

Video Memos

Recording (entering) a new video for later review.

Basic Skill (Device operation)	Routine (Device integration)
<ol style="list-style-type: none"> 1. Open <i>Forgetful</i> App 2. Tap new 3. Type label for what needs to be remembered. 4. Tap done. 5. Tap camera to face out. 6. Tap red for record. 7. Tap use. 8. Pick a time for an alert as a reminder to review video. 9. Tap add this reminder. 10. Return to home screen (Return home). 	<ol style="list-style-type: none"> 1. State rule (to self) Ex. "If need to remember it, I need to record it." 2. Recognizes when to record it. Tells others, if present. "Excuse me, but I'd like to record this so I can watch it later." 3. Open <i>Forgetful</i> App 4. Tap new 5. Type label for what needs to be remembered. 6. Tap done. 7. Tap camera to face out. 8. Tap red for record. 9. Tap use. 10. Pick a time for an alert (to remember to review video) 11. Tap add this reminder. 12. Return to home screen (Return home)

Next Steps:

Move on to **Advanced ATC Skills**.

Advanced ATC Skills

Purpose: To provide examples of more advanced ATC skills for individuals with mild brain injuries and/or extensive experience with ATC.

Directions: Use the scenarios below as a conversation starter with your client. Discuss similar scenarios/challenges they may be experiencing in their daily lives then develop the basic skill and routines list of steps. Modify the training techniques on pages 13-16, as necessary, to meet the client's needs and preferences.

(**Note:** These clients may be able to learn complex ATC skills after only a few demonstrations; they may not need step-by-step training as described in this manual. However, they may need more support making these skills *routine*.)

Calendar Program Enter recurring events	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none">1. Turn on (wake up) device.2. Tap Calendar icon.3. Tap + to add new appointment.4. Enter Title and Location.5. Enter Starts and Ends information.6. Tap Repeat.7. Select desired repeat pattern.8. Tap Done.9. Tap End Repeat. Enter the desired date.10. Tap Done.11. Return to Home page.	You have a weekly yoga class on Mondays at 7:00 PM and want to schedule the class for the next three months.

Calendar Program Deciding on appropriate alert time	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none"> 1. Turn on (wake up) device. 2. Tap Calendar icon. 3. Tap + to add new appointment. 4. Enter Title and Location. 5. Enter Starts and Ends information. 6. Tap Alert. 7. Select desired Alert pattern. 8. Tap Done. 9. Tap Done. 10. Return to Home page. 	<p>You are scheduling a doctor's appointment in a nearby city. It will take you about 50 minutes to get there when there is traffic. You are never quite sure when the traffic will back up on the freeway.</p>

Calendar Program Create a new calendar for appointments	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none"> 1. Turn on (wake up) device. 2. Tap Calendar icon. 3. Tap Calendars. 4. Tap Edit. 5. Tap Add Calendar. 6. Enter name of new Calendar. 7. Tap Done. 8. Tap Done. 	<p>You want to track all your medical-related appointments and decide to create a new Medical calendar so you can filter your appointments to see just your medical appointments.</p>

Calendar Program Identify appropriate calendar for appointments	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none"> 1. Turn on (wake up) device. 2. Tap Calendar icon. 3. Tap + to add new appointment. 4. Enter Title and Location. 5. Enter Starts and Ends information. 6. Tap Calendar. 7. Select desired Calendar. 8. Tap Done. 9. Tap Done. 10. Return to Home page. 	<p>You want your calendar to have color-coded appointments. You decide that all workout-related appointments should be associated with one of the calendars you previously created:</p> <ul style="list-style-type: none"> • Fitness • Medical • School • Home

Calendar Program Delete one occurrence of a repeating appointment	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none"> 1. Turn on (wake up) device. 2. Tap Calendar icon. 3. Tap desired recurring appointment. 4. Tap Edit. 5. Tap Delete Event. 6. Tap Delete This Event Only. 7. Return to Home page. 	<p>Your counselor calls and needs to cancel your appointment this week. You need to delete just the current occurrence of the recurring counseling appointment.</p>

Contacts Program Take, move, and scale a photo	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none"> 1. Turn on (wake up) device. 2. Tap Contacts icon. 3. Tap + to add new contact. 4. Tap Add Photo. 5. Tap Take Photo. 6. Frame photo and tap the Camera button. 7. Drag and pinch in or out to move and scale photo. 8. Tap Use Photo. 9. Enter relevant contact information. 10. Tap Done. 11. Return to Home page. 	<p>You use the Contacts program to take a picture of your mother for her contact information. The picture is a bit off center and she is pretty far away, so you decide to use the move and scale features to better frame the picture you took.</p>

Contacts Program Adding appropriate fields for contacts	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none"> 1. Turn on (wake up) device. 2. Tap Contacts icon. 3. Tap + to add new contact. 4. Tap Add Field. 5. Choose desired field (e.g. Job Title). 6. Enter appropriate information for that field. 7. Tap Done. 8. Return to Home page. 	<p>You find out the specific job title of a friend and decide to include that in their contact information.</p>

Reminders Program Add homework assignments to the Reminders app	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none"> 1. Turn on (wake up) device. 2. Tap Reminders icon. 3. Tap + to add new task/assignment. 4. Enter new task/assignment. 5. Tap arrow to the right of the task reference. 6. Set appropriate reminders. 7. Tap Show More to add a priority, change the assigned list, and/or add notes. 8. Tap Done. 9. Return to Home page. 	<p>You are taking a college class and receive a syllabus with several homework assignments and due dates.</p>

Reminders Program Create new lists	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none"> 1. Turn on (wake up) device. 2. Tap Reminders icon. 3. Tap the Menu icon. 4. Scroll and tap Create New List.... 5. Enter desired list name. 6. Tap Done. 7. Tap Done. 8. Return to Home page. 	<p>You need to create a new list for your Psychology class so you can identify the homework assignments.</p>

Voice Memos Program Change the default label of a memo	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none"> 1. Turn on (wake up) device. 2. Tap Voice Memos icon. 3. Tap the Record button to add a new voice memo. 4. Tap the Voice Memos List icon. 5. Tap the desired voice memo. 6. Tap the arrow to the right of the voice memo. 7. Tap the arrow to the right of the memo details. 8. Tap Custom. 9. Enter a name for the voice memo. 10. Tap Done. 11. Tap Voice Memos to return to the Voice Memos list. 12. Return to Home page. 	<p>You record a voice memo while at your doctor's office and want to label it so you will know that the discussion focused on a medication change.</p>

Voice Memos Program Trim a voice memo to delete "dead air"	
Basic Skill (Device operation)	Scenario
<ol style="list-style-type: none"> 1. Turn on (wake up) device. 2. Tap Voice Memos icon. 3. Tap the Voice Memos List icon. 4. Tap the desired voice memo. 5. Tap the arrow to the right of the voice memo. 6. Tap Trim Memo. 7. Tap and drag the right and/or left side of the voice memo to trim the recording. 8. Tap Trim Voice Memo. 9. Tap Voice Memos. 10. Return to Home page. 	<p>You used the Voice Memo app to record a 15-minute lecture. There was some "dead air" recorded before the lecture actually started.</p>

Tips for Increasing ATC Use in Everyday Environments

Purpose: To provide suggestions for increasing opportunities to practice and use ATC in daily life. High amounts of practice in everyday situations and environments is critical to successful, long-term ATC use.

Directions: Review this checklist for suggestions. Customize these to the client's situation, ask the client and his/her family members for suggestions and add in your own ideas.

- ☐ See if there is a family member(s) who could serve as a support trainer.*
- ☐ See if there is a volunteer or peer could serve as a support trainer.*
- ☐ Use alternative ways to deliver training support to the client in between sessions with you, including: (a) brief phone calls; (b) text messages; and (c) email.
- ☐ See if the client is a good match for using on-line video training to learn basic skills (e.g., id4theweb.com/ios_training.php).
- ☐ Train client to consciously look for opportunities to practice utilizing the device. The following examples might help get you started:
 - Use the Notes app to write down brief notes throughout the day.
 - Use the Calendar app to add various events that you do throughout the day.
 - Use the Calendar app to add upcoming events when you schedule them.
 - Use the Contacts app to add the contact information for a new professional (e.g., doctor) or friend.
 - Use the Reminders app to enter a shopping list.
 - Use the Maps app to get directions to a location, even to places you have been to before.
 - Use the Camera app to take pictures of important things throughout the day.
 - Use Photos app to organize/categorize photos.
- ☐ Encourage client to add future training appointments, before leaving the training environment.

*Use the materials in this Toolkit to train the support trainer. This will help with training continuity.

Notes:

Next Steps:

Move on to the Trainer's Troubleshooting Guide.

Trainer's Troubleshooting Guide

Purpose: To provide trainers with a resource for common problems related to training ATC. This does not include problems operating the device itself.

Directions: Look for a possible problem area that most closely resembles you or your client's experience. Talk to the client and his/her family, friends, or co-workers to find out more about potential problems and solutions.

Possible Problems	Possible Solutions
<p>TIME:</p> <p><i>I recognize the importance of ATC for my clients, but I don't have the time to spend on training devices.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Free up time during your sessions by reducing the overall number of activities you're working on with the client. <input type="checkbox"/> Train family members, friends, and support staff to do the day-to-day ATC training using the materials in this Toolkit. <input type="checkbox"/> Weigh the cost of time spent fixing problems caused by lack of training, such as having to reschedule missed appointments against the time spent on training up front.
<p>ENVIRONMENTAL SUPPORTS:</p> <p><i>What do I do when there is no family member, friend, or staff member to help with training?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Break up your training sessions into smaller chunks, if possible. For example, break up a one hour training session into two 30-minute sessions. <input type="checkbox"/> See if a volunteer or peer could serve as a support trainer. <input type="checkbox"/> Use alternative ways to deliver training support to the client in between sessions, including: (a) brief phone calls; (b) text messages; and (c) email. <input type="checkbox"/> See if the client is a good match for using on-line video training to learn basic skills (e.g., id4theweb.com/ios_training.php).

<p>MOTIVATION:</p> <p><i>My client doesn't seem motivated to learn and use ATC.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Revisit the <i>Client's Goal Planning</i> interview and <i>Goal Planning Sheet</i> to remind the client why s/he wanted to learn to use ATC. <input type="checkbox"/> Revisit this key question with the client (from <i>Client's Background—Summary</i>): “What will ATC help me accomplish that I'm not already able to do?” <input type="checkbox"/> Be sure to use the <i>Self-Reflection & Client's Progress Tracking Sheet</i> each session, so the client has ongoing input concerning his/her progress. The client might feel overwhelmed and that s/he is not mastering device use or seeing real impact in daily life.
<p>MOTIVATION:</p> <p><i>My client is motivated to use ATC but only for the apps he's already familiar with, like games and music.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Invite another survivor who has already mastered memory & organization apps/programs to discuss and demonstrate their benefits and how they increase independence, employability, etc. <input type="checkbox"/> Have the client shadow this person, so s/he can observe the benefits first hand. <input type="checkbox"/> Invite the client to show you the games/music, while you show (train) him/her the memory & organization apps.
<p>MOTIVATION:</p> <p><i>My client prefers figuring things out on his own rather than having me model the steps first.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Some clients will prefer learning ATC through exploring rather than having the trainer show them what to do. Exploratory learning increases the risk of mistakes. Some people learn from their mistakes. However, many clients with brain injury will remember their mistakes and not the correct response. <input type="checkbox"/> Discuss this topic with the client keeping these two points in mind: <ol style="list-style-type: none"> 1. Exploration might be appropriate for a client who has mastered basic skills such as how to enter appointments with daily alerts into the calendar app, but wants to figure out for themselves more complex

	<p>skills as when setting an alert for the first Monday of the month.</p> <p>2. Exploration is not be a good idea for a client who is new to learning ATC basic skills and routines, particularly those clients with more severe cognitive impairments and/or who are less comfort with technology.</p>
<p>ATTENTION:</p> <p><i>My client is often very distracted during our sessions and can't seem to focus on the training.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consider reducing the number of apps/programs on the client's home page to help focus attention. <input type="checkbox"/> Try training for only brief chunks of time within the client's attention span; take short breaks, and then return to training.
<p>SENSES-MOVEMENT:</p> <p><i>My client is having difficulty seeing and holding the device.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the <i>Device and App Selection Checklists</i> with the client. Always question whether or not the device and apps are a good fit for the client. <input type="checkbox"/> Review Accommodations' resources/settings for the particular device, including font size, background color, volume, etc.
<p>SKILL RETENTION & USE:</p> <p><i>I have taught my client several skills such as checking and entering appointments, contacts and to dos, but she's still not using her device in daily life.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assess whether you have attempted to train too many basic skills & routines, rather than training a select few to mastery. Focus on those apps most relevant to the client's personal goals. <input type="checkbox"/> Review the <i>Trainer's Session Guide: During Training Session–Overview</i>. "If the client does this easily & independently, move on to the next new step, skill, or routine. If not, model-practice the difficult step(s) first until mastered." <input type="checkbox"/> Increase the amount and distribution of correct practice trials to speed mastery. <input type="checkbox"/> Revisit the <i>Sample Routines Training Guide & Script</i> for ideas on how to incorporate training into the daily environment.

<p>OTHER:</p> <p><i>My client keeps forgetting to bring her device with her.</i></p>	<p><input type="checkbox"/> A—Always has device. Develop and train a routine for always having the device with him/her.</p>
<p><i>I rarely see my client using his device.</i></p>	<p><input type="checkbox"/> B—Be on it. Select motivating/easy to learn apps the client can use to stay engaged with the device.</p>
<p><i>The device is rarely charged, making it difficult to get full use.</i></p>	<p><input type="checkbox"/> C—Charge it. Develop a step-by-step basic skill break down for charging the device, and then train this as a routine as well.</p>
<p>SETTING UP AN ATC PROGRAM</p> <p><i>Our rehab program doesn't have any system for paying for and trying out apps and devices with clients to see if these work.</i></p>	<p><input type="checkbox"/> Here are some ideas others have found successful:</p> <ul style="list-style-type: none"> • Discuss with your administration the importance of having a budget to purchase apps and selected “trial use” devices. • Purchase iTunes gift cards to purchase non-native apps for trial use. • Set up a generic email address on gmail, so no one staff member is linked to the purchased apps. • Develop a system for updating, adding, and deleting apps, as well as deleting any client-specific information immediately.

Blank Training Forms

Purpose: This section contains blank versions of all the training forms. See above to find examples of each form filled out according to Julia's case study.

Directions: Use these forms as needed while training your client to use ATC.

Trainer's Session Guide: Before Training Session

Before Each Training Session:		Name:
WHAT—Training Focus		
WHY—Reason		
Pre-requisite Skills & Materials	Step-by-Step	
WHERE—Places		
WHO—Other People		
WHEN—Situations		

NEXT STEPS:

Move on to ***During Training Session – Overview.***

Trainer's Session Guide: During Training Session—Overview

Purpose: To provide a guide for what to do *during* each training session.

☐ **CHECK—Is it sticking?**

Notes:

☐ **MODEL—Prevent mistakes**

Notes:

☐ **PRACTICE—A LOT!**

Notes:

☐ **REVIEW**

Notes:

☐ **FEEDBACK-CORRECTIONS**

Notes:

☐ **SELF-REFLECTION**

Notes:

NEXT STEPS:

Move on to *Training Data Collection Sheet*

Training Data Collection Sheet

Name _____ Date _____

What - Training Focus: _____

Where & When - Places & Situations: _____

Who - People: _____

SCORING: + (correct) — (incorrect) **B** (write "B" whenever you take a break)

"CHECK" (Columns 1 & 2) Without providing any assistance at first, ask client to do previously trained steps to see if these are sticking.

"PRACTICE" (Columns 3-15) Provide lots of practice on new and/or difficult steps. Remember to take breaks, then practice again.

	Check	Check	PRACTICE (model new and/or difficult steps)												
Steps	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
Comments:															

NEXT STEPS:

Move on to **Mini-Script—Routine Training**.

Client Progress Tracking Sheet

Purpose/Directions:

To help the trainer and client evaluate overall progress each session.

Before starting to learn a new program or app (calendar, phone, notes, etc) or routine, ask the client:

Trainer:

- “What is your starting point?” for the Program/Routine.
- “What would mastery look like?” (Write in client’s answers.)

At the end of each training session (during Self-Reflection), ask the client:

- “Where would you place yourself on the 1-5 scale with this Program/Routine?”
- “What would it take to move from 0-1 or 1-2 or 2-3, etc., on the 1-5 scale of progress?” (Write in client’s answers.)

Name _____

Focus _____

Write in **starting**
point.

0 1 2 3 4 5
→

Write in what **mastery**
would look like.

NEXT STEPS:

Move on to updated ***Goal Planning Sheet.***

Client's Goal Planning

Goals for: _____

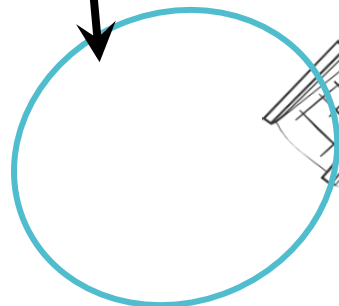
Today's Date: _____

Completed By: _____

How will technology help? (Check top 1-2 choices)

- ☐ MEMORY: Remembering where I need to be, what I need to do, and when (Ex. Calendar & alarms for appointments, birthdays)
- ☐ ORGANIZATION: Keeping track of important information (Ex. To do list, memos)
- ☐ CONNECTION: Getting in touch with other people (Ex. Phone, email)
- ☐ GETTING AROUND: Going places (Ex. Camera, GPS)
- ☐ STIMULATION: Exercising my brain & having fun (Ex. Games, music)

YOU ARE HERE



Next Steps: Move on to **Determining Impact of ATC**

My goal is to:

Examples of goals

- Increase contact with family
- Volunteer
- Get a job
- Go to school
- Do more around my apartment/house
- Take my medications
- Take care of a pet
- Other: