# Table of Contents

## Improving Learning Potential Course Outline

Course Outline ............................................................................................................. 1-1

## Improving Learning Potential Lesson Plans

### Module I. Fundamental Processing Skills

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment of Visual Processing Skills</td>
<td>1-7</td>
</tr>
<tr>
<td>2</td>
<td>Outlining</td>
<td>1-11</td>
</tr>
<tr>
<td>3</td>
<td>Keyboarding</td>
<td>1-13</td>
</tr>
<tr>
<td>4</td>
<td>Sequencing</td>
<td>1-15</td>
</tr>
<tr>
<td>5</td>
<td>Categorization</td>
<td>1-19</td>
</tr>
<tr>
<td>6</td>
<td>Association</td>
<td>1-21</td>
</tr>
<tr>
<td>7</td>
<td>Drawing Conclusions</td>
<td>1-23</td>
</tr>
</tbody>
</table>

### Module II. Memory

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Compensatory Memory Strategies</td>
<td>1-25</td>
</tr>
<tr>
<td>2</td>
<td>Visual Imagery and Mnemonics</td>
<td>1-29</td>
</tr>
<tr>
<td>3</td>
<td>Personalization</td>
<td>1-33</td>
</tr>
<tr>
<td>4</td>
<td>Creating a Context</td>
<td>1-33</td>
</tr>
<tr>
<td>5</td>
<td>Review</td>
<td>1-37</td>
</tr>
</tbody>
</table>

### Module III. Problem Solving

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Problem Solving Process</td>
<td>1-39</td>
</tr>
<tr>
<td></td>
<td>Identify Elements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare Elements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply Rules of Logic</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Application of Problem Solving</td>
<td>1-51</td>
</tr>
<tr>
<td></td>
<td>Finding a Pattern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working Backwards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using a Model</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Application of Problem Solving</td>
<td>1-55</td>
</tr>
<tr>
<td></td>
<td>Making Inferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using a Chart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Process of Elimination</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Practice with Problem Solving Strategies</td>
<td>1-57</td>
</tr>
<tr>
<td></td>
<td>Identify Several Solutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of Solutions</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Solutions</td>
<td>1-59</td>
</tr>
<tr>
<td></td>
<td>Identify Several Solutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of Solutions</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Integration and Application of Problem Solving</td>
<td>1-63</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
</tr>
</tbody>
</table>

Contents

Page i
Improving Learning Potential Appendix

A Mind Map ................................................................. 1-67
B Student Outline .......................................................... 1-68
C Sample File Card (Sequencing) ................................. 1-69
D Sample File Card (Categorization) ......................... 1-71
E Sample Outline Problem Solving ............................. 1-72
F Student Schedule ...................................................... 1-73
G Blank Schedule .......................................................... 1-74
H Memory Castle ........................................................... 1-75
I Additional Resources .................................................. 1-76

Study Skills Course Outline

Study Skills Course Outline ........................................... 2-1

Study Skills Lesson Plans

Week 1: Course Introduction and Goal Setting ............ 2-7
Week 2: Goal Setting .................................................... 2-13
Week 3: Time Management ............................................ 2-19
Week 4: Time Management ............................................ 2-25
Week 5: Reading ............................................................. 2-31
Week 6: Reading ............................................................. 2-37
Week 7: Note Taking ....................................................... 2-43
Week 8: Note Taking ....................................................... 2-47
Week 9: Writing ............................................................... 2-51
Week 10: Writing ............................................................ 2-57
Week 11: Writing ............................................................ 2-63
Week 12: Writing ............................................................ 2-65
Week 13: Writing and Memory/Test Taking .............. 2-69
Week 14: Memory/Test Taking ....................................... 2-75
Week 15: Memory/Test Taking ....................................... 2-79
Week 16: Memory/Test Taking ....................................... 2-83
Week 17: Memory/Test Taking and Course Evaluation ... 2-89

Study Skills Appendix

A Policy ................................................................. 2-95
B A Guide to Using Pacesetter .................................... 2-96
C Lesson for Carmen Sandiego ................................. 2-99
D Ace Reporter .......................................................... 2-103
E Course Evaluation .................................................. 2-105
Improving Learning Potential

Acquired Brain Injured/Learning Disabled
Computer Assisted Instruction

Fundamental Processing Skills Module Developed By:
Sandra Eldridge, Specialist, Cabrillo College

Problem Solving Module Developed By:
Lynn Heffel, Specialist, Rio Hondo College

Memory Module Developed By:
Sandra Eldridge and Lynn Heffel
Pre-Requisite/Co-Requisite
The student must have a verified disability. Computer Access Evaluation and/or Keyboarding courses may be required as a pre-requisite or co-requisite. Keyboarding software such as Typist or Type! may be used as a component of the foundations module of the course to acquaint the student with the keyboard in a carefully structured, match-to-sample task.

Class Format
Three hours per week in lecture/lab format.

Units
One

Rationale
This is a three module course designed to improve learning efficiency. Instruction and computer tasks in module 1 will focus on fundamental processing skills such as attention, concentration, impulse control, scanning, discrimination, association, categorization, sequencing, and reaction time. The second module will focus on memory training. The third will be problem solving skills utilizing a variety of strategies. The course will include the use of specialized computer software to improve fundamental processing skills, memory, problem solving strategies, and to assist in cognitive rehabilitation. To the maximum extent possible, this course will be related to activities required for students to function in their everyday environment at work, school, and home. As the student progresses to executive functions such as planning, organizing and self monitoring, s/he should be applying these skills to manage and solve problems in his/her environment. These tasks should not be done in isolation, but in the context of an activity which will facilitate the generalization of improved skills into daily living.

Course Description
This course offers specialized computer assisted instruction for students with learning disabilities or acquired brain injuries to provide an opportunity to maximize their learning potential and increase their academic efficiency.

Objectives (option A)
Upon successful completion of this course, the student will:

1. Demonstrate improvement in fundamental processing skills in attention, concentration, impulse control, scanning, discrimination,
sequencing, association, and categorization, by completing pre- and post-assessment included in the computer software programs being utilized.

2. Demonstrate, with 80% accuracy, the ability to compare, contrast and apply strategies necessary to achieve competency with one (1) to three (3) software programs as assigned by the instructor and measured by pre- and post-assessment.

3. Make measurable progress toward fulfillment of the goals and objectives stated in his/her Student Educational Program/Individualized Educational Plan that are appropriate to the content and scope of this course.

Objectives (option B)

Based on the specific goals and objectives written in the Student Educational Contract/Individualized Educational Plan this course will:

1. Provide an opportunity for students with learning disabilities or acquired brain injuries to enhance their learning skills through computer assisted instruction.

2. Offer instruction to develop and refine memory skills and strategies.

3. Provide the opportunity for students with learning disabilities or acquired brain injuries to improve or enhance problem solving skills using strategies of efficient data gathering, contrasting, comparing, and evaluating information.

4. Increase learning efficiency through use of compensatory strategies and computer assisted instruction.

Course Content and Scope

This course consists of three modules. The content will address fundamental processing skills, cognitive deficits, memory strategies, and problem solving. The type of equipment and/or computer software utilized will be determined by the student’s assessed strengths and weaknesses.

Module 1 - Fundamental processing skills:

The skills to be addressed include: attention, concentration, reaction time, impulse control, visual scanning, and use of peripheral vision. Auditory and visual discrimination, association, categorization, and sequencing. Computer keyboarding, if necessary, would be included in module 1 to acquaint the student with the keyboard as a carefully structured, match to sample task.

The following computer software to form a basis for instruction and skill improvement is suggested:
### Software

<table>
<thead>
<tr>
<th>Software</th>
<th>Skills Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>React</strong></td>
<td>Visual field and reaction time</td>
</tr>
<tr>
<td><strong>Foundations II</strong></td>
<td>Concentration, discrimination searching, and scanning</td>
</tr>
<tr>
<td><strong>Color Keys</strong></td>
<td>Visual discrimination, attributes analysis, and analogies</td>
</tr>
<tr>
<td><strong>Cognitive Rehabilitation</strong></td>
<td>Association, categorization, memory, and sequencing</td>
</tr>
<tr>
<td><strong>Drawing Conclusions and Problem Solving</strong></td>
<td>Organization, reasoning, and decision making</td>
</tr>
<tr>
<td><strong>The Pond</strong></td>
<td>Spatial memory, hypothesis testing, and prediction</td>
</tr>
<tr>
<td><strong>Typist</strong></td>
<td>Keyboarding</td>
</tr>
<tr>
<td><strong>Type!</strong></td>
<td>Keyboarding</td>
</tr>
</tbody>
</table>

### Module 2 - Memory

Instruction will develop and refine memory skills and strategies through the use of visualization, auditory or visual association, mnemonics, peg words, and method of loci techniques.

The following computer software to form a basis of instruction and skill improvement is suggested:

<table>
<thead>
<tr>
<th>Software</th>
<th>Skills Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memory I and II</strong></td>
<td>Attention, organization, storage, and recall</td>
</tr>
<tr>
<td><strong>Memory Castle</strong></td>
<td>Strategies of context, personalization, and mnemonics</td>
</tr>
<tr>
<td><strong>Memory Machine</strong></td>
<td>Visualization and attention to detail</td>
</tr>
<tr>
<td><strong>Cognitive Rehab</strong></td>
<td>Recall and recognition</td>
</tr>
</tbody>
</table>
Module 3 - Problem Solving Strategies

Instruction to develop and refine specific skills outlined below:

A. Identify and understand the problem

B. Identify and structure all the information needed to solve the problem

C. Select the strategy to get information or generate a solution. These strategies may include:
   1. Information gathering
   2. Successive scanning
   3. Making a list
   4. Looking for patterns
   5. Breaking into parts
   6. Analyzing
   7. Making a model, chart or table
   8. Using simple objects or simplifying the task
   9. Using analogies
   10. Working backward
   11. Synthesizing
   12. Predicting

D. Describe a number of possible solutions to the problem

E. Evaluate the solutions and choose one or two

F. Evaluate the effectiveness of the solution

The following computer software is suggested to form a basis of instruction and skill improvement in Module 3 - Problem Solving Strategies:

<table>
<thead>
<tr>
<th>Software</th>
<th>Skills Adressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ace Reporter</td>
<td>Reading for detail and note taking</td>
</tr>
<tr>
<td>Carmen Sandiego</td>
<td>Reading for detail, reference skills, making inferences and drawing conclusions</td>
</tr>
<tr>
<td>The Factory</td>
<td>Spatial memory and sequencing</td>
</tr>
<tr>
<td>Game Show</td>
<td>Gathering and remembering clues to determine an answer</td>
</tr>
<tr>
<td>High Wire Logic</td>
<td>Attribute analysis, organizing information, and applying rules</td>
</tr>
<tr>
<td>Memory Castle</td>
<td>Memory strategies of mnemonic systems, creating context, and personalization of information</td>
</tr>
</tbody>
</table>
Memory Machine
Memory strategies of scanning, analyzing, visualization, and attention to detail

Mincibender
Deductive reasoning and problem solving

Missing Links
Reading and spelling using doze procedures, context clues, and inference

English Editor

Reading Klooz
Analytical, reading, spelling and syntax

Recycling Logic
Information gathering, analyzing critical thinking and logical reasoning

Rocky’s Boots
Analysis of visual attributes, higher order rules, and sequential logic

Safari Search
Spatial logic including: directionality, analysis of verbal and visual information, use of inference, and strategies

Ten Clues
Reading for concepts, spelling/word association, study skills, and writing

Tip ’N Flip
Spatial problem solving using visual discrimination and mental manipulation of images

Reading and Writing Assignments
Reading and writing assignments will utilize student’s other coursework or practical needs for employment. Students may use assignments from other classes as topic content for work prescribed in this course. Individualized assignments may also be made when appropriate.

Outside Assignments
Students will be required to complete outside assignments and will have access to computer lab time (in addition to that which is required by this course) to work on assignments. Outside assignments will be given to facilitate the application of skills such as planning, organizing, and self monitoring in the student’s own environment.

Critical Thinking
Each module of this course requires the organization of information by comparing and contrasting or grouping and labeling the expansion of information which demonstrates flexibility and the synthesizing of information to make a logical conclusion. This course requires understanding of a wide range of strategies appropriate to many different situations presented randomly by the computer software. Students must
compare, contrast and apply strategies to be successful and demonstrate competency with each software program used.

Primary Method of Instruction

Instruction will be provided through a lecture and laboratory format utilizing both individual and group instruction as appropriate. Cooperative learning groups are recommended as an instructional method.

Means of Evaluation

Pre- and post-assessment by the instructor will be based on progress criteria specified in Student Educational Contract/Individualized Educational Plan. Students must demonstrate reasonable progress in the ability to compare, contrast and apply strategies necessary to demonstrate competency with each software program assigned by the instructor.

Grading

The course is offered on a Credit/No-Credit basis.

Course Completion Outcome

Upon successful completion of this course, the student will demonstrate competencies specified for the Student Educational Contract/Individualized Educational Plan or a contractual agreement that indicated specific work to be accomplished.

Texts/Supplies Required

Students will supply their own data disks and notebooks.
MODULE: Fundamental Processing Skills

Week
One

Day
One

Objectives/Expected Student Outcome
Students will demonstrate the fundamental processing skills of attention, concentration, impulse control, and scanning of visual stimuli for monocular and binocular vision. This test may help to detect slowed responses to visual stimuli.

Purpose
To assess strengths and weaknesses of the students' fundamental visual processing skills.

Lesson Plan
(Not appropriate for lecture or lesson format. Testing should be done in the High Tech Center Lab.)

1. Be sure the student's visual acuity has been checked and s/he is wearing corrective lenses if appropriate. Students may need to have their vision checked, especially if they have sustained a head injury. A student may not realize s/he has a vision problem and it may not have been detected by the family.

2. Near visual acuity is important to consider when working with a computer screen. React should be used as part of the screening process in the High Tech Center Lab.

3. The student should be seated a comfortable distance from the monitor, 14 to 22 inches is recommended in the React user's guide. The student will press any key on the keyboard to stop the numbers that are flashing on the monitor. The quicker a key is pressed the better the student's score. The numbers appear at varying intervals of time and in different locations on the screen. There are two warm-up trials and 5 trials in which numbers appear in the center of the monitor. In the next 16 trials the numbers appear at various locations on the monitor, 8 on the left half and 8 on the right half. The program keeps track of student response times and displays the results at the end of each trial. The results may be printed out. Refer to React user's guide for further details.
4. Students who have a partial loss of vision due to head injury usually don't understand their visual problem because the brain fills in the missing part with false information and misleads the student into thinking that s/he is seeing perfectly. The test results can help understand deficits in visual reactivity and show visual field losses.

**Materials**

*React*

**Lab Assignment/Homework**

Go through various levels of the *React* software program using monocular and binocular vision.

**Outside Reading**

None

**Evaluation Methods**

Students will be evaluated on the basis of their median score for each stimulus location, average score for each location, and number of false starts. The computer program tracks the response times and displays the results at the end of each session. Students should score between 13 and 19 consistently. When a person's response times exceed 30, it is considered out of the ordinary. A record of the level and scores should be maintained in the student's lab folder. Test results should be discussed with the student. Students can be reevaluated later in the semester to determine if they have improved.

**Instructor's Notes**
MODULE: Fundamental Processing Skills

Week
One

Day
Two and Three

Objectives/Expected Student Outcome
(Continuation of testing in the High Tech Center Lab)

The student will be evaluated using various eye movement tasks included in Foundations II. Students will demonstrate concentration, discrimination, searching, and scanning for detail. They will be evaluated on their ability to handle multiple stimuli and response requirements. Levels of difficulty will be varied. It is important to complete this evaluation early to confirm that the student has adequate visual attention, a fundamental processing skill.

Purpose

To assess strengths and weaknesses of the students fundamental visual processing skills. One of the main goals is to determine the student’s ability to sustain attention to visual tasks.

Lesson Plan

1. Foundations II is best utilized as part of a screening process in the High Tech Center. Several of the eye movement tasks in Foundations II require the individual to attend to multiple events simultaneously in order to produce the best score. The last three programs deal with sustaining attention under differing circumstances. The length of the programs can be adjusted to suit individual needs. (It is recommended that the programs not be taken in order, but to start with tasks 1 and 2, then 5, 7, 4, 6, and to use task 3 last.)

2. Each program in Foundations II has a page of specific instructions in the manual. The instructor should be sure the students understand what they are supposed to do before they start. The instructor may wish to have each student go through the program once on a trial-run basis before recording the student’s score. Notes for operation of Foundations II: press F9 to change display time, F10 to change difficulty level, and F1 to abort. The color monitor should be carefully adjusted before doing task 1 (Visual Reaction-Multiple Stimuli).
3. Program 3 (Multiple Attention/Multiple Response) is extremely difficult and may be skipped with some students if they are frustrated by it. It may be gender bound or difficult for someone who is not used to operating computer equipment or using a joystick.

Materials

*Foundations II*

Lab Assignment/Homework

Complete appropriate activities in *Foundations II*.

Outside Reading

None

Evaluation Methods

Instructor observation and clinical data which is obtained from student performance of *Foundations II* tasks requiring visual attention and processing. Look for proper eye movement, scanning, searching, tracking. Encourage use of peripheral vision, not just central vision.

Instructor's Notes
MODULE: Fundamental Processing Skills

Week
Two and Three

Day
One, Two, Three, Four, Five, and Six

Objectives/Expected Student Outcome
Students will demonstrate the ability to make a brief outline. Creating an outline requires identification and organization of information. It necessitates reasoning and inference, thereby reinforcing the understanding and processing of information.

Purpose
Creating an orderly outline improves the ability to organize general and specific information, enhances inferential reasoning, and facilitates decision making. Students will select a topic and supporting sub-topics; identify and structure all the data necessary to write the outline. Students will develop strategies to assist in gathering information such as creating a mind map.

Lesson Plan
The instructor will present various topics that could be used to develop an outline. The class will select a topic. They will then organize the topic into headings and sub-headings. Students may offer comments or alternative suggestions for the outline. These ideas will generate further class discussion as to the most effective way to write an outline. Advanced students will select another topic for an outline which could be used for a speech or paper in another course.

1. Find and organize a topic by having the students brainstorm as you or students write down ideas for a subject. They can also make a list or a mind map. Students should discuss if they have enough information on the topic and if they are interested in the topic. If it is a speech, would the audience be interested in the topic?

2. Students may use the Find a Subject and Explore a Subject activities in Writer's Helper (Prewriting Activities in Writer's Helper Stage II) Students are encouraged to write their thoughts without making corrections, they can edit their outlines later using a word processing program.
3. Mind mapping allows students to write a word or phrase and then attach a string of other words or thoughts generated by the main word or phrase. This technique can be useful for students that have difficulty thinking in a linear fashion or have trouble rank-ordering ideas. (See Appendix A: Sample of a Mind Map.)

4. An alternate plan for whole group instruction is to have students select a topic; the instructor then develops the topic into a brief outline with three main topics and sub-topics. Students can be given copies of the outline and a transparency of the outline can be projected for ease of class discussion. (See Appendix B: Student Outline.)

**Materials**

*Writer's Helper*
*Writer's Helper Stage II*
Word processing program

**Lab Assignment/Homework**

Prepare an outline using the software program of choice.

**Outside Reading**

None

**Evaluation Methods**

1. Students will be evaluated on the basis of their written outline.

2. Students may earn extra credit if they produce an outline that they can use for an outside class project such as an outline to help them write an English paper.

**Instructor's Notes**
MODULE: Fundamental Processing Skills

Week
Three

Day
(To be done concurrently with or in addition to this course.)

Objectives/Expected Student Outcome
The student will increase his/her keyboarding skills to improve accuracy and/or speed for single letters, words, and sentences. The student will create a list of words s/he wishes to practice which can be incorporated into the keyboarding program via the authoring component.

Purpose
To provide practice keyboarding for accuracy and speed. Improved keyboarding skills will be useful for academic activities such as writing a paper, making an outline, and redoing notes or lists. Keyboarding with accuracy and speed is a marketable vocational skill.

Lesson Plan
1. Students with ABI or LD may not have previously used a typewriter or computer. If they have operated a typewriter or computer it is usually by the "hunt and peck method." The keyboarding program, Typist is based on a linguistic model and utilizes the most common linguistic letter combinations in its typing drills. It progresses from single letter drill to common letter combinations and word drill. It employs visual prompts to teach proper quick keyboarding skills. Students who are having difficulty becoming oriented to working in the High Tech Center can usually do a simple single letter drill, therefore keyboarding is often an advisable activity or assignment.

2. Remember to help students correctly align their hands, have them note the bump/dot on the j2 and K keys for proper placement of the middle finger of each hand.

3. Students can create their own word lists by using the simple editing program in Typist. Students may wish to create a word list of frequently misspelled words or list of words for special courses such as Medical Terminology, Sociology, and Psychology.

Materials

Typist
Type!
Lab Assignment/Homework

Complete appropriate lessons in Typist or Type! depending on the goals and skill levels of individual students.

Outside Reading

None

Evaluation Methods

Students will be evaluated by demonstrating improved progress in accuracy and speed in keyboarding skills.

Instructor's Notes
Week
Four

Day
One, Two, and Three

Objectives/Expected Student Outcome
Students will demonstrate improvement in the ability to sequence information into meaningful units. The ability to analyze similarities and differences between patterns will continue to be reinforced. These activities should strengthen the critical thinking skills necessary to understand analytical thought processes.

Purpose
To improve the fundamental processing skills of sequencing. These computer lessons assist the students in understanding the relationship between ordered patterns and daily activities. Students will learn they can apply these patterns to gain more control over their daily activities.

Lesson Plan

1. Discuss the strategy of sequencing letters and numbers in the proper order, such as first to last or smallest to largest. (See Appendix C: Sample File Card.) Some students may need to review the alphabet before beginning this task. Discuss why the ability to alphabetize data could be considered a vocational skill.

   Applicable lab assignment: Sequencing lessons 1, 2, and 4 of *Cognitive Rehabilitation*.

2. Discuss strategies needed to unscramble a group of letters to form a word. For example, they may write down different combinations or try moving the vowels around. The instructor may need to go over the definition of a vowel and a consonant.

   Applicable lab assignment: Sequencing lessons 5, 6, 7, and 8 of *Cognitive Rehabilitation*.

3. Discuss the strategy of sequencing items from most to least and smallest to largest, or least to most and largest to smallest. Students must be able to visualize an object that is not present in the room or recall a feeling that they are not presently experiencing. Visualization is difficult for some students. Students who have acquired brain injuries may have lost the ability to visualize and students with learning disabilities may
never have developed the ability to effectively visualize objects or abstract concepts such as emotions. Some additional activities may be done in the classroom such as displaying objects, removing them, and then having the students describe the items. Pictures of people expressing various emotions could be shown to the class and a discussion generated to describe and name the emotion they see on the person’s face. The pictures are then removed and the students have to recall the emotion the person displayed.

Applicable lab assignment: Sequencing lessons 3 and 11 of *Cognitive Rehabilitation*.

4. Discuss the strategies of sequencing daily activities. Ask the students what activities they need to do prior to leaving for school in the morning. This might be a good time to bring in a discussion of memory techniques which can help a person remember to bring certain items to school such as keys, glasses, a calendar book, or a notebook. It could be suggested that these items be put in a special location such as by the front door, in the car the night before, or in a special box, book bag, or briefcase.

Applicable lab assignment: Sequencing lesson 10 of *Cognitive Rehabilitation*.

5. Refer back to the sequencing activity the students did with the *Cognitive Rehabilitation* program (lessons 1, 2, and 4). Review the strategies necessary to organize the names of their family members in alphabetical order. Have students correctly alphabetize a list of family names, then have them rearrange the list by birth order.

6. Discuss the strategy necessary to create a brief outline of daily activities. (Refer to the lesson on outlining.) If appropriate, a discussion might be generated about which daily activities are important and which daily activities might be eliminated, substituted, or added to their daily schedule.

**Materials**

*Cognitive Rehabilitation-Sequencing section*

File cards with numbers, letters, and words on them to be arranged in proper order by the students. (Appendix C: Sample File Card)

**Lab Assignment/Homework**

1. Complete appropriate lessons in the Sequencing section of *Cognitive Rehabilitation*.

2. Students will make a list of all the members of their family arranged alphabetically by name and again chronologically by birth date.
3. Advanced students should be encouraged to make a brief outline of daily activities which will be the genesis of how to organize information into an outline. This skill will assist them in writing a paper or a speech for a regular class assignment.

**Outside Reading**

None

**Evaluation Methods**

1. Successful completion of all levels of Sequencing section of *Cognitive Rehabilitation*. Students should achieve an 80% accuracy on each level. A record of all scores will be maintained in their lab folder.

2. Successful completion of lists of family members arranged first alphabetically and then, chronologically.

3. Successful completion of an outline of daily activities which will be written evidence of a sequencing strategy used.

4. Selection of a project that requires an outline such as a paper or a speech.

**Instructor's Notes**

Please be aware that *Cognitive Rehabilitation* only accepts one correct interpretation of a sequence. This somewhat rigid feature can provide material for class discussion.
MODULE: Fundamental Processing Skills

Week
Five

Day
One, Two, and Three

Objectives/Expected Student Outcome

Students will demonstrate improved ability to categorize information. Students will demonstrate improvement in the ability to analyze similarities and differences within categories, thereby, reinforcing the understanding of the relationships between concepts.

Purpose

To improve the ability to differentiate between general and specific information in a logical manner. The computer lessons will assist the students in classifying information according to specific characteristics. These skills can be applied to tasks of daily living such as making out a grocery list of items needed to prepare a meal or categorizing everyday activities as to importance.

Lesson Plan

The instructor will present examples of general and specific categories. The instructor will give the students a set of file cards that must be organized into the correct categories. The instructor will then ask another student to determine if the answer is correct. Students must provide one feature for each category such as: all items are part of a group, associated with the same concept, or part of a whole.

1. Students will work on lessons in the Categorization section of Cognitive Rehabilitation. In class they will explain the strategy needed to determine if an item does ad belong to a specific category. Students will be able to explain which features indicate that the item does ma belong in a particular category. (See Appendix D: Sample File Card.)

2. Students will discuss how they determine that an item belongs to a specific category. Students can comment on the attributes which contribute to categorization of items.

3. Students will discuss the strategies necessary for categorizing the items needed to prepare a meal. For example, "What items do you need to buy to prepare a spaghetti dinner?" How would they go about compiling the list? Write down a list of ingredients and double check the list by looking at a recipe for spaghetti. Can any of the items be used for more than one purpose? (Such as olive oil for a salad.) Sequencing skills are also incorporated into the lesson because the students are going through a
series of steps to reach a practical goal. Many students with an acquired brain injury complain that they can no longer remember how to cook, and some students with learning disabilities may never have been given the responsibility for preparing a meal. Students with an acquired brain injury may have worked with an Occupational Therapist on meal planning and preparation. Working on this activity could reinforce earlier rehabilitation training.

4. Students will discuss how to categorize their everyday activities by putting the activities that are the most important to accomplish that day into one category. In another category, put activities that could wait until the next day. Many students react impulsively to whatever is going on in their immediate environment. They do not know how to stop and think, "Should I respond immediately or continue doing something else that is more important?" For example, a student may cut class to have lunch with a friend rather than going to class and meeting their friend after the class.

**Materials**

*Cognitive Rehabilitation-Categorization*

File cards
Recipe for a meal

**Lab Assignment/Homework**

1. Complete the assigned lessons in the Categorization section of *Cognitive Rehabilitation*.

2. Prioritize activities such as grocery lists and organize homework assignments by importance.

**Outside Reading**

None

**Evaluation Methods**

1. Students should achieve an 80% accuracy level on each lesson in the Categorization section of *Cognitive Rehabilitation*. A record of all scores will be maintained in their lab folder.

2. Successful completion of the assignment to make a list of grocery items needed to prepare a meal.

3. Check on students' progress toward completion of their outlining project for a paper or a speech (assignment from week four). Students will receive comments from the instructor and other students on their written or oral project.
MODULE: Fundamental Processing Skills

Week
Six

Day
One, Two, and Three

Objectives/Expected Student Outcome

Students will demonstrate the ability to progress from simple associations to complex analogous reasoning. This will facilitate improvement of skills necessary to recognize patterns and relationships that exist between concepts.

Purpose

To improve associative and analogous reasoning skills. The computer lessons assist the student in linking the associative characteristics between concepts and ideas based on analogous reasoning.

Lesson Plan

1. In class, the instructor will present worksheets showing a variety of types of analogies of increasing complexity. The strategies required to determine the type of analogies presented in the example problems will be discussed. Students will be asked to correctly name the type of association, (Part/Whole, Cause! Effect, etc.) and explain the features of the relationship.

2. The Synonyms and Antonyms or Analogies Tutorial software programs are recommended for students who need practice with the vocabulary and concepts necessary for successful completion of the Association lessons in Cognitive Rehabilitation.

Materials

Cognitive Rehabilitation-Association section
Antonyms and Synonyms and Analogies Tutorial
Instructor developed worksheets with examples of a variety of different types of analogies, increasing in complexity.
Lab Assignment/Homework

Complete assigned lessons in *Antonyms and Synonyms, Analogies Tutorial*, or the Association section of *Cognitive Rehabilitation*.

Outside Reading

None

Evaluation Methods

Students should achieve 80% accuracy of each lesson assigned. Student scores will be maintained in their lab folders.

Instructor's Notes
MODULE: Fundamental Processing Skills

Week
Seven

Day
One, Two, and Three

Objectives/Expected Student Outcome
Students will demonstrate the ability to draw conclusions and will improve problem solving skills by becoming aware of the decision making elements: identification, organization, reasoning, and inference. Understanding of the relationship between cause and effect will be reinforced by this activity. The students' ability to analyze data in a decision making process will be enhanced.

Purpose
To improve a student's ability to differentiate between general and specific information in a logical manner. The ability to cognitively organize inferential reasoning and make decisions will be facilitated. Students will identify and understand a problem. They will identify and structure all the data needed to solve the problem. Students will develop strategies to assist in gathering information to determine a solution.

Lesson Plan
1. The instructor will present a variety of problems for the students to analyze in a classroom discussion.

2. Students will present a problem and then create an outline to facilitate solving the problem. (See Appendix E: Sample Outline-Problem Solving.) They may use a hypothetical problem or a real life problem. They should begin the problem solving process by gathering information, making lists, looking for patterns, making a chart or table, using analogies, and referring to past experiences.

3. Students may use an outline to more effectively organize their daily schedule. For example, one student made an outline of her daily schedule because she needed to understand why she was always late for appointments. (See Appendix F: Student Schedule.) The student found that no time had been allowed for travel between destinations. The student made a new schedule with certain areas colored red for travel time. The student came up with an excellent solution to her problem. A schedule can be coded for various purposes such as location of classes, type of classes, or blocks of time. Other students may offer other suggestions or solutions to the problem. These solutions might generate class discussion as to the most effective solution to the problem.
4. Advanced students will prepare and present in class a finished outline which could be used to give a speech or assist in writing a paper.

Materials

*Drawing Conclusions and Problem Solving*

Lab Assignment/Homework

1. Complete assigned lessons in *Drawing Conclusions and Problem Solving*.

2. Students who have prepared a daily schedule will present it to the class.

3. Advanced students will complete and edit a finished outline which they will use to give a speech or as the basis for a paper. This will stand as the finished practical application of this unit.

Outside Reading

None

Evaluation Methods

1. Students should score an 80% accuracy level on all lessons assigned. A record of the lessons completed and scores obtained will be maintained in student lab folders.

2. Advanced students will receive written feedback and final grades on their written/oral presentations.

Instructor's Notes
MODULE: Memory

Week
One

Day
One, Two and Three

Objectives/Expected Student Outcome

Students will understand the need for, and use of, compensatory memory strategies. Students will be able to apply the strategies appropriate to their individual needs, in academic and everyday life situations.

Purpose

Students with learning disabilities or acquired brain injuries typically have difficulty with the ability to remember or memorize information presented to them. Due to cognitive deficits, some students have forgotten or are unable to implement strategies to assist them in their memory tasks. These students must be "taught" to use memory strategies. One strategy is to use external memory aids to compensate for an inability to retain information. Students need to be directly instructed in the use of compensatory memory strategies and then reinforced with supervised practice.

Lesson Plan

1. The first step is to assist students in defining their individual needs and to encourage them to use compensatory memory techniques in everyday situations such as studying, shopping, or keeping appointments. It is difficult for some students to acknowledge that they have a memory problem. Helping students to understand that we all use compensatory techniques to remember information may improve their attitude toward working on memory strategies. Many students may comment that they have never needed an appointment calendar, or that they were able to remember everything before their injury. A student with an acquired brain injury may have an unrealistic opinion of how good his/her memory really was before the accident. Some students may think they are cheating if they rely on memory techniques and that their memory will get worse if they utilize compensatory strategies. The instructor can remind them that memory is based on a process of retrieving and associating information. The more information you can retrieve from external memory aids, the more associations you can make thus increasing your potential for remembering a broader body of knowledge. Students may revert to trying to use rote memory, however, it can be easily demonstrated that it is not possible to use rote memorization to retain a large amount of information. Students will be encouraged when they realize that they can improve their memory by using the compensatory strategies.
2. Discuss the term "memory strategy". Define external memory aids and give specific examples of how everyone uses these kinds of tools to remember important information. Help students identify a variety of external memory aids such as: written notes, memo boards, an alarm watch, calendars, memory logs, appointment books, etc. Discuss which of these tools they currently use or see other people use. Have students compare and contrast these memory strategies in terms of usefulness in school, at work, or in their personal lives.

3. Ask students to recall appointments and class schedules and describe how memory tools would be helpful in those situations. How would they remember changes in schedules? What could happen if they don't use memory aids? Discuss other situations where external memory aids would be helpful, ie. telephone conversations, taping lectures, making a date, etc.

4. Distribute a sample blank schedule. (See Appendix G: Student Schedule.) Inform the students that this is a simple compensatory memory strategy which will help them remember their school or work schedules. Explain to them the information needed and how to record it on the schedule. Have students complete the schedule and turn it in. The instructor should make a copy of the schedule and return the originals to the students. Inform the students that they must refer to this schedule, not to the instructor or another individual, to remember their classes, work schedule, or personal appointments.

5. Show the class several examples of strategies used to remember appointments, special occasions, assignments or other obligations. Show a variety of calendar formats such as appointment books and calendars that display a day at a time, a week, or a month. Have the class determine possible uses for each item by a person who has difficulty remembering things or keeping track of a busy schedule.

6. Display an overhead transparency of a calendar showing meetings, appointments, birthdays, etc. Demonstrate keeping short notes of daily activities on the calendar as a memory log.

7. Demonstrate how to make a blank calendar using the Pacesetter program. Students are to make blank calendars for all the months of the semester. The instructor may want to collect the finished products to enlarge on a copier for the students if necessary. Some students may use the calendar feature in Homeworker, posting and updating events throughout the semester.

8. Students will continuously update their individual calendars by recording meetings, appointments, and other things they must remember. Inform students they will be required to carry and use these schedules. The schedules may be checked on a weekly basis and will be collected at the end of each month.
9. Assess students' individual needs for additional memory aids. Assign and instruct the student in the use and implementation of these aids.

**Materials**

- **Pacesetter**
- **Homeworker**
- Blank Schedules
- Examples of a variety of calendar formats
- Overhead of completed calendar (from either **Pacesetter**, **Homeworker** or both)

**Lab Assignment/HomeWork**

1. Students are to complete the blank schedules, recording classes, work schedules, and other daily or weekly appointments.

2. Complete the **Pacesetter** or **Homeworker** assignment making calendars for each month of the semester.

3. Students are to demonstrate use of the calendars by recording important information, dates and appointments and updating as often as necessary.

4. Students will rely on their calendars to remind them of scheduled classes, assignments, and appointments.

**Outside Reading**

None

**Evaluation Methods**

1. Instructor observation of student participation in the development of ideas for uses of compensatory memory strategies.

2. Completion of the schedule and calendars.

3. Students’ demonstrated ability to rely on the use of their calendars to provide information regarding their classes and class meeting times.

4. The instructor will record the number of requests from students for information regarding school schedules and other information which is to be recorded on the students’ calendars and compare it to the number of requests prior to the implementation of schedules and calendars.

3. Successful utilization of other external memory aides that have been individually assigned and monitored for use by the instructor.
Instructor's Notes
MODULE: Memory

Week
Two

Day
One, Two and Three

Objectives/Expected Student Outcome
The student will learn memory strategies that s/he can apply to daily living activities.

Purpose
Visual imagery and mnemonic strategies will be introduced in this lesson. Visual imagery is a process of forming a specific image or mental picture of objects, or tasks to be remembered. Mnemonic strategies are used to remember a series of items by associating them with things already known. Mnemonic memory techniques often utilize visual imagery.

Lesson Plan

1. Define and discuss visual imagery with the students. Describe how they will learn to use visual images to recall information. Help students identify examples of when they have used a visual image to help them recall something in their daily life (e.g. directions to a restaurant).

2. Distribute pages 15 and 16 from the Memory Castle manual. (Round 3 sites - see Instructors Notes section for software substitution.) Have students study the pictures (from pages 15 and 16) for a short time and tell them to form a "mental image" of them. Remind the students that this is for a trip someone is taking to California. The person plans to "sight see, snowski, play tennis, and participate in water activities" and students are to visualize what the person needs to pack. Then collect the papers and ask students to recall as many items as possible. Have students share how they visualized the activities to help them identify what needed to be packed.

3. Define mnemonic strategies by using lesson 6 "Learn the System" from the Memory Castle manual. Distribute pages 35 - 44 from the manual. Inform the students that this is an exercise in developing mnemonic strategies and increasing their ability to use visual imagery. Discuss with students how to form a visual image of the pictures associated with the numbers.
4. Present Lesson 7, "Going Shopping" from the Memory Castle manual and demonstrate the software program at the Easy level. Instruct students to use the visual images pictured on pages 35 - 44 of the manual to remember the sequence of directions (i.e. 1. The wizard is standing at the talking door saying ho-ho-ho; 2. The swan went to the stairway and went down the stairs, etc.)

5. Introduce the mnemonic strategy of peg lists to help associate items or names students need to remember. A peg list usually combines a number-rhyme system in which each number has a rhyming word associated with it. An example of a list is: one-fun, two-you, three-tree, four-door, five-dive, six-fix, seven-heaven, eight-mate, nine-fine, and ten-den. Other peg lists can be found in books dealing with memory techniques such as Use Both Sides Of Your Brain, by Buzan. (See Appendix I: Additional Resources.)

6. Assign students exercises using the Memory Castle software. To be successful in Memory Castle, information must be recalled in the correct sequence and this can be frustrating for some students. Emphasize the need for developing strategies applicable to sequential memory. Students can apply the peg word technique they have learned to remember sequential information. The student can attach a peg word to a color, location, object, or activity that is to be remembered. Categorizing the locations and what to do is a useful strategy for Memory Castle. The instructor can provide a sheet dividing the information to be remembered into categories (See Appendix H: Memory Castle), or students could define the categories and develop the lists themselves, then apply memory strategies to remember the information.

7. Students should identify and list items which need to be remembered from their daily routine such as: information necessary for academic assignments, grocery lists, order of tasks to accomplish during the day, etc. Discuss possible strategies to help students remember the items and, if necessary, the order of the items.

Materials

Memory Castle
Handouts from the Memory Castle manual, pages 15, 16, 35-44, and 63

Lab Assignment/Homework

1. Students will complete at least four assignments in Memory Castle at the Easy level and three at the Medium level using visual imagery. Students are to draw their own pictures to help them recall the spatial directions and then complete the software task without referring to the drawing. They are to record their scores using the sheet from page 63 of the manual.
2. Students will make lists of things they need to remember and practice using mnemonic techniques or other strategies to recall them. They will report how they have implemented these techniques when outside the classroom.

**Outside Reading**

None

**Evaluation Methods**

1. Instructor observation of students' increased proficiency with classroom required memory tasks using visual imagery techniques.

2. Upon completion of the *Memory Castle* assignment, students will have obtained a treasure on at least six out of the seven exercises and will have turned in their documentation of the strategies used.

3. Evidence of use and carryover of the visualization and mnemonic strategies to other memory tasks in this class or other classes that involve memory work. The instructor will monitor progress.

4. Check students' calendars for updating of appointments, etc.

**Instructor's Notes**

Round 3 substitution - This curriculum was written with software from funding rounds 1 and 2. Several references are made to *Memory Castle* and this could be a piece of software you might consider purchasing. However, *Memory Machine* can be effectively substituted. The strategies taught throughout the *Memory Machine* program are visual association, whole to part association, and chaining (sequence). The visual association lessons in *Memory Machine* are similar to the concepts of visual imagery and begin on pages 13, 19, and 45 of the manual. Although the strategies are not exactly the same as those presented in the module, they are valuable strategies for the development of memory skills and the manual includes excellent lesson plans for teaching them.

Another Round 3 software program applicable to the memory module is *Semantic Mapper*. Since mind mapping is often taught as a memory strategy, this program could be beneficial for students needing to improve memory skills.
MODULE: Memory

Week
Three and Four

Day
One, Two, Three, Four, Five and Six

Objectives/Expected Student Outcome
The students will learn memory strategies that they can apply to daily living activities.

Purpose
The focus of this lesson will be on the memory strategies of personalization and creating a context. Personalization is the process of applying personal significance to the information to be remembered. It may involve the use of visual imagery. A context is created by establishing a meaningful connection between the information to be remembered and the student. The student develops a story or rhyme that links the question and answer in a meaningful way.

Lesson Plan
1. Introduce the concept of personalization. Discuss how developing visual images will give personal significance to the information the students need to remember. Explore ideas regarding ways to put information into a personal context and make associations that are meaningful to each individual.

2. Begin Lesson 1, "Remember Houdini" from Memory Castle (page 8 in the manual). Hand out copies of page 10. Remind students that they are to recall as many facts as possible by visualizing the situations described, as if they are personally experiencing them.

3. Introduce the Remember program using the visual hint for the question "What is the capital of Arkansas?" in the demonstration lesson. Discuss what the visual hint represents (an ark on top of a little rock). There are more examples of visual hints in the "Study Your Brains Out" section, however, the vocabulary is SAT level and may be difficult for some students. It is recommended, to ensure success and a positive impression of this memory technique, that the instructor prepare an appropriate vocabulary list with visual hints for students to use as an introduction to Remember.

4. The instructor will then present a list of words and their definitions that s/he developed and saved on a data disk. Students will draw pictures (on paper or using the program) that will help them to remember the definition of the word. It is important that students understand that the "correct" picture is the one that helps them to recall the information.
5. Upon completion of this task, discuss with the students how this is a process of visual imagery and personalization. Have students study their drawings and then as a group, attempt to recall the definitions of the words using their pictures only. Another task might be to have students develop visual hints that could be agreed on and understood by the whole class.

6. Using the Remember program, students can create four types of tests: question to answer, answer to question, list, or multiple choice. They can also make a data base to study a list of frequently misspelled words, a vocabulary list, chemistry formulas, or vocabulary for a foreign language class. Students can edit their work and complete details for editing are on pages 17-18 in the Remember manual.

7. Visual, auditory, or written hints may be created for each lesson. A complete description of how to add hints is on pages 18-25 in the Remember manual. It should be noted that visual hints require more memory than the other types of hints. The most commonly used hints seem to be the written hints.

8. Introduce and discuss the concept of creating a context as a strategy to assist memory. Present Lesson 4 "Tallest Buildings in the United States," pages 23 - 27, from the Memory Castle manual. Distribute page 25. Discuss with students the difficulty of remembering these buildings without the use of any of the memory strategies. Develop a "story" with the class using the first 5 buildings on the list. Repeat the story and ask students to recall as many of the buildings as possible.

9. In class, have students develop individual stories for the last 5 buildings on the list. Ask one or two students to share their stories. Ask students to recall the second group of buildings, then recall the entire list using both stories. (An example of a student’s story: "In New York, American International and the 40 Wall Tower went over to Chrysler to discuss the takeover of the Texas Commerce Tower in Houston. They called down there to the Allied Bank Plaza to see if they could borrow some money.")

10. Students already familiar with a word processing program could use it to write their stories.

11. Divide students into groups of two and hand out "Ideas for Creating a Context": a collection of lists of categorized items (page 30 from the Memory Castle manual). Have students develop stories that create a context in which to remember the various lists. The lists may be arranged alphabetically, or divided into smaller groups to make the memory task easier. Students will use the stories they developed as a strategy for remembering the information.

Materials
Remember
**Memory Castle** manual pages 10, 23-27, and 30

Word processing software

**Lab Assignment/Homework**

Using *Remember*, students will develop a lesson with hints to aid in learning and remembering information for another class such as spelling lists, history facts, vocabulary lists, etc.

**Outside Reading**

None

**Evaluation Methods**

1. Students will demonstrate the ability to develop a story to create a context and then recall at least three lists of ten items with 90% accuracy, utilizing the contextual memory technique.

2. Students will be able to compare and contrast the memory strategies covered in previous lessons. They will provide information based on their experiences regarding the strategies that seem to be most beneficial to them.
Instructor's Notes
MODULE: Memory

Week
Five

Day
One, Two, and Three

Objectives/Expected Student Outcome
Students will improve their ability to recall information through the use of memory strategies.

Pin-pose
Memory is critical to the recall and application of prior information. The ability to remember facts and experiences provides the basis for solving problems and drawing conclusions. This lesson provides a review of newly learned memory strategies.

Lesson Plan
1. Review the use and application of the following strategies: use of external memory aids, visualization, personalization, creating a context and the use of mnemonics. Facilitate a discussion of the memory strategies that have worked best for each student. Remind students that everyone is interested in improving their memory and these memory strategies are popular with people who must retain a great deal of information. List and describe examples of each type of memory strategy and quiz students to see if they can name the strategy. Provide practice of strategies as needed.

2. Assign students appropriate lessons in the Memory section of Cognitive Rehabilitation to practice using memory strategies.

3. Have students work in the Easy and Medium levels of Memory Castle, they should work in teams on the Difficult level. Students should practice the various memory strategies which have been taught in this module, documenting the strategies they have used and their success with them.

Materials
Cognitive Rehabilitation - Memory section
Memory Castle

Lab Assignment/Homework
1. Complete the assigned lessons in the Memory section of Cognitive Rehabilitation.
2. Students will complete exercises in the Easy and Medium levels and work in teams at the Difficult level of *Memory Castle*.

**Outside Reading**

None

**Evaluation Methods**

1. Instructor observation and rating of student participation in class discussion.

2. Observation of students' ability to correctly identify memory strategies or suggest appropriate strategies when given situations and/or scenarios requiring factual or sequenced recall of information.

3. Students' demonstrated use of external memory aids as documented by maintenance of schedules and calendars with current information.

4. Students should score 80% accuracy on all assigned lessons in the Memory section of *Cognitive Rehabilitation*. A record of the level and scores obtained will be maintained in the students' lab folder.

5. With at least five steps remembered in the correct sequence, completion of at least six exercises in the Easy level of *Memory Castle*, two exercises at the Medium level and one at the Difficult level as a team effort.

**Instructor's Notes**
MODULE: Problem Solving

Week
One

Day
One

Objectives/Expected Student Outcome

The student will increase his/her ability to:

1. identify the nature a problem;
2. simplify a problem;
3. identify the critical elements of a problem;
4. structure the information presented to solve the problem.

Purpose

Many times a student with an acquired brain injury or learning disability has difficulty in solving problems encountered in real life situations. Frequently a student may become overwhelmed by the presentation of the problem as a whole. They do not know how to approach the problem and separate it into parts. The problem solving addressed in this lesson include simplifying the problem by separating all the information presented, and identifying the exact nature of the problem. It is difficult for some students to determine the important information they already have, and the information they still need, in order to solve the problem. This lesson provides instruction and practice in identification of critical elements of the problem. Students may also have difficulty structuring the problem and its components and sometimes "get lost" in the problem. The purpose of this lesson is to provide practice so that students will become more proficient with a process approach for solving problems.

Lesson Plan

1. Distribute copies of a newspaper article or a short story that presents a problem situation.

2. Have students read the scenario to themselves, and write down the problem that needs to be solved. After students are finished, ask them as a group what they feel the problem is. Help to "clarify the problem" with the students in a group discussion. Note: at this point you are not trying to solve the problem but trying to assess and increase students' abilities to recognize and describe the problem from information presented. This is a problem identification task.

3. After clarifying the problem as a group, discuss with students how problems are composed of interrelated parts. Ask students to write
down all the parts or pieces of information they think are related to the problem, using the sample scenario without conferring with one another.

4. Upon completion of the written task, ask students as a group which parts of the story are related to the problem. Have students describe how they identified the critical parts of the story. Discuss if any of the identified facts will help to solve the problem and if not, what information is still needed.

5. Discuss how a reporter writing a story, and a detective solving a murder case might ask similar questions to discover relationships and uncover answers to a problem. Demonstrate (using the article or story read by the class) how to separate the facts of a given problem by asking specific questions such as, "Who, What, Where, When, Why, and How?" Questions that cannot be answered may indicate a need for further investigation or additional information before the problem can be solved.

6. Discuss how, by asking certain questions, we are able to separate out extraneous or unimportant information from the critical information necessary to solve the problem. This process also helps to provide structure to the problem solving task. Using a sample scenario, have the class identify and discuss the extraneous information as opposed to the information necessary to solve the problem.

7. Assemble the students around a computer to participate in the software activity using **Ace Reporter**. Go through the program at the easiest level and demonstrate how to use the commands. Demonstrate to the students the technique of asking precise questions. Have students use a compensatory strategy of writing questions down to aid them in the organization of material. As each fact is obtained, students should record it by the appropriate question on their papers. Allow students time to complete the second level of **Ace Reporter** as a group, with less instruction from the teacher. To meet the criterion level described in Evaluation Methods, extra lab time may be needed. Note: The purpose of this software activity is to increase students' abilities to ask questions and structure information; not to write a story. **Ace Reporter** requires specific wording to answer questions, and at times rejects answers as incorrect that do answer the questions. Students should be informed of this and the instructor will need to monitor the activity so that students do not become frustrated.

8. Collect all student papers so they can be used later to determine individual improvement in identification of the critical elements of a problem.

**Materials**

**Ace Reporter**
Lab Assignment/Homework

Extra lab time will be needed to achieve the level of success described under Evaluation Methods. As a homework assignment, the instructor may want to assign students to write about a problem situation they are currently facing. Students should include: a description of the problem; the critical elements of the problem; the questions they asked about the problem and possible answers; and information they do not know about the problem. Due next class period.

Outside Reading

None

Evaluation Methods

Successful completion of at least 4 out of 5 trials in the software activity at any level in the Challenge Upgrade mode of play using Ace Reporter.
MODULE: Problem Solving

Week
One
Day
Two
Objectives/Expected Student Outcome
The student will increase his/her ability to:

1. simplify a problem;
2. identify the critical elements of a problem;
3. structure the information presented to solve the problem;
4. use the information to compare relationships;
5. understand logic relationships and solve problems based upon rules;
6. use observational and critical thinking skills.

Purpose
The student will continue to focus on how to approach a problem and simplify it by identifying the critical elements and structuring the problem so that it is not overwhelming. Additionally, this and the following lesson relate to other difficulties that students with an acquired brain injury or learning disability often have with problem solving tasks. For example, many students do not look for relationships among parts to help them solve problems. Frequently, students do not use their observational and critical thinking skills to analyze information they already know about a problem to determine how it all fits together. They also have difficulty using logical thought processes to look at relationships. Many times when these students are presented rules or a format in which to solve a problem they become frustrated or cannot conform to the rules. This lesson will help students develop additional skills for problem solving tasks which will increase their ability to solve problems in daily activities. Strategies utilized in the previous lesson will be reviewed.

Lesson Plan
1. Review with the class what was done previously, i.e. identifying the problem, identifying parts to a problem, structuring the problem by asking questions, and writing the information down.
2. Utilizing the written scenario from the previous class session, discuss with students how we also need to look at any possible relationships among the parts identified as important, in addition to completing the steps listed in #1. Discuss the relationships of the parts of the problem identified in the sample scenario with the class.

3. Discuss how we have to think logically about these relationships in addition to considering other possible relationships between the important facts of the problem. Discuss with the class what logical thinking means, i.e., coming up with ideas and/or answers to a problem through the use of rules or sound thinking, and the ability to prove an answer. In other words, not "on a whim," or "just because you think so," but because you can prove it. Tell the class that today they will be using strategies learned from the previous day, looking at the relationship among parts of a problem, and using logical thinking to help solve the problem.

4. You are now ready to start the activity. Provide worksheets from the Color Keys manual for lessons 1 through 12 (worksheets are called "Missing Shapes" and "Missing Shapes Key" in the manual).

5. Discuss the Color Keys worksheets and how we must ask specific questions in order to solve these problems, i.e. "What do I have to do?, What information is already presented?, What information is missing?, What information is available to me to solve the problem?". Ask students to answer these questions related to the worksheets. Discuss: How we can ask questions in order to provide structure to what might otherwise seem confusing; how the "key" must be used to solve the problems on the worksheets and that this can be viewed as having to follow rules to solve a problem; and how students must scan the key and observe the relationship between the key and the problem they must solve. Explain to students that this is called "analyzing," a very important and basic part of problem solving.

6. Ask students to complete the worksheets and when they are completed, review the answers. Students should describe the information that was missing from each problem. If they did not get the right answer, ask them to try and discover the reason. The instructor may want to help in this process.

7. You are now ready to introduce the software activity using the Color Keys software. IMPORTANT: Do not go beyond lesson 12 at this time, as the level of difficulty and problem solving processes involved change dramatically at lesson 13. Further instruction is needed to attempt any lessons above lesson 12.
8. Have the class do the software activity preferably in groups of two. The instructor may need to demonstrate at least one problem and how to use the software before letting students attempt it on their own. If necessary, the instructor should help the students process and follow the steps for stating the problem by: structuring or writing the information down to help solve the problem; identifying critical elements; and looking for and describing relationships among parts in the key and in the problem to be solved.

**Materials**

*Color Keys* worksheets for lessons 1-12
*Color Keys* software

**Lab Assignment/Homework**

1. Finish worksheets not completed in class.

2. Schedule extra lab time to complete lessons on software.

3. Provide extra worksheets for additional practice for those having difficulty or as a challenge for those who would like extra practice.

**Outside Reading**

None

**Evaluation Methods**

80% success on at least 20 problems of *Color Keys* software lessons 1 through 12.
MODULE: Problem Solving

Week
One

Day
Three

Objectives/Expected Student Outcome

The student will increase his/her ability to:

1. simplify a problem;
2. identify the critical elements of a problem;
3. structure the information presented to solve the problem;
4. use information within a problem to compare relationships among parts;
5. understand logical relationships and solve problems based upon rules;
6. use observational and critical thinking skills.

Purpose

This lesson focuses on objectives 4, 5, and 6.

Lesson Plan

1. Briefly review with the class the material discussed in the last two class sessions and the purposes for the activities. Ask individual students to describe the activities they have completed and how the skills they are learning can be applied in their daily lives.

2. Distribute worksheets from the *High Wire Logic* manual called "Special Meanings- Classroom Lessons I and II" (page 10), Level 1 of *High Wire Logic*. Overhead transparencies may be useful for going through worksheets with the students. Discuss with the students that they will be using all the strategies they have learned up to this point, along with learning rules of logic to solve problems. Go through the worksheets with students and define the higher order logic rules of "and", "or", "and - and", and "or - or". Discuss what these terms really mean in determining which shapes fit the rule.
3. Present an overhead transparency of one of the problems presented in level 1 of *High Wire Logic*. (There are also samples in the manual that could be enlarged.) Demonstrate the process of comparing shapes between the "high wire" and the "net." Help students understand the goal or problem to be solved in each activity and have them verbalize the process. Try to keep it as simple as possible.

4. Demonstrate the use of *High Wire Logic*, Level I, on the computer just as was done using the overhead. Do some sample problems at Level I as a class activity. Stay in the practice mode of play.

5. Upon completion of the demonstration, divide students into groups to practice their skills on this software, at Level I only.

6. If time permits, Level II may be introduced in the same manner by presenting Special Meanings III worksheet defining the "and or" logic rule. (The instructor may want to have some students participate in completing other software criterion levels from previous lessons.)

**IMPORTANT:** Level III of *High Wire Logic* is not recommended as the "XOR" logic concept can be quite difficult in this software. Each level of the software incorporates previous levels which can become confusing and/or overwhelming to some students.

**Round 3 substitution** -

1. Prepare worksheets #1 and #2 from *Recycling Logic*. Draw on the board, or use an overhead, two "cans," #1 containing trash and #2 containing paper. Follow the directions from Classroom Lesson #1 in the manual (page 20). Use the extension exercises listed at the end of the lesson until students are comfortable with the concept. Continue with worksheet #2 introducing "either - or" and "neither - nor" relationships. Also do activity #2 on page 23 of the manual.

2. Present an overhead drawing of one of the problems from the beginner’s level (Aristotle Street) of the *Recycling Logic* software. Discuss with the students the process of using given information to understand relationships and apply rules of logic. Have students verbalize the process to check comprehension.

3. Demonstrate the use of *Recycling Logic* on the computer using problems from the beginner’s level, just as was done using the overhead. Do some sample problems from Aristotle Street as a class activity. Stay in the practice mode.

4. Upon completion of the demonstration, divide students into groups to practice their skills on this software, using exercises from Aristotle Street and Boole Avenue only. Students should now be in the play mode.
Materials

First two worksheets from the *High Wire Logic* manual
*High Wire Logic* software
Round 3 software - *Recycling Logic*
Worksheets #1 and #2 from the *Recycling Logic* manual

Lab Assignment/Homework

1. Finish worksheets not completed in class.

2. Schedule extra lab time to complete the software lessons.

3. Provide extra worksheets for additional practice for those having difficulty or as a challenge for those who would like extra practice.

Outside Reading

None

Evaluation Methods

1. 80% success on 10 problems for Level I of *High Wire Logic*.

2. If level II is also included, 80% success on 10 problems.

3. Round 3 - *Recycling Logic* (Convert the summary table to percentages)

   80% success on 10 problems from Aristotle Street
   If applicable, 80% success on 10 problems from Boole Avenue.
MODULE: Problem Solving

Week
Two

Day
One, Two, and Three

Objectives/Expected Student Outcome
The students will learn problem solving strategies and demonstrate the ability to apply strategies to problem situations.

Purpose
Most of us implement "strategies" unconsciously when we attempt to solve problems. We have learned these strategies through the years by attempting to solve many types of problems. For students with acquired brain injury, cognitive processing has been altered as a result of the brain insult. Therefore, much of their prior knowledge and the ability to use strategies for problem solving has been forgotten or is unretrievable due to decreased mental flexibility, thought organization, or integration of information. The student with learning disabilities has similar problems although obviously for different reasons. Therefore, both groups of students tend to attempt to solve problems through trial and error or apply one strategy to all problems. If either of these methods is unsuccessful, students may become frustrated and give up. Direct instruction and teaching of strategies through "hands on" experience benefits both populations. It will increase their understanding of "how to" solve problems. This type of instruction is needed as experience and repetition raises the application of new strategies to a "conscious" level, and increases the possibility that the individual will use the strategy in new situations.

Lesson Plan

1. Discuss with students what the term "strategy" means, i.e., a special plan or method for achieving an end. Discuss how the use of certain strategies can aid in, the problem solving process by helping to structure and provide clarity to the problem at hand.
2. Inform the students that today they will be learning the strategies of finding a pattern, working backward, and using a model. Briefly describe what these mean. Using *The Factory* software, demonstrate the use of "working backward and using a model." (First, you will probably have to demonstrate the different machines of *The Factory* and explain the purpose of the software, i.e. making a product.) Show how you "work backward" when duplicating a finished product by breaking it down step by step to see how it was made. Demonstrate how you use a model (a piece of paper) to simulate the product to be made, the machines that are chosen and what they will do.

3. After the class understands how *The Factory* works, introduce *The Pond* software. Discuss how problems can sometimes be solved by figuring out a pattern and that the purpose of *The Pond* software is to practice this strategy. Demonstrate, in the practice mode, the first group of ponds and that we can solve the problem just by looking for a pattern without really seeing the entire pond. Demonstrate that the pattern is not as easy to see in the second group of ponds, therefore we may have to manipulate the information we see in order to figure out the sequence or pattern which will solve the problem.

4. After *The Pond* software is understood, break the students into groups of 2 or 3 and have them work on these strategies using each of the two software programs.

**Round 3 substitution**

1. *Tip 'N Flip* may be used in place of *The Factory* to demonstrate making a model and working backward using transparent paper, drawing the design and rotating the paper to determine correct rotations.

2. Other available software programs can be used to replace *The Pond*, however, *The Pond* is basically a non-verbal exercise. Those programs available in Round 3 that could be used as possible substitutions are verbally based which may add to the complexity of the task. Such programs include: *MicroSoc Games, Hide 'N Sequence, Analogies Tutorial*, and *Memory Machine* (Shapes to Words and Words to Shapes).

**Materials**

- *The Factory*
- *The Pond*
- Other selected software
Lab Assignment/Homework

Finish software activities in extra lab time as needed.

Outside Reading

None

Evaluation Methods

1. Demonstrate success by the completion of 4 out of 5 problems on the Easy and Medium levels of *The Factory* and at least 1 of 2 problems at the Hard level.

2. Demonstrate success by completing at least the 2nd group of ponds in *The Pond* software at the game level.

3. Round 3 software substitution: Students will demonstrate success by completion of 4 out of 5 problems in each level of Game One of *Tip 'n Flip*.

4. Demonstrate written evidence of the use of strategies covered in the lesson.

5. Students must be able to explain strategies and how they apply to problem solving skills.
MODULE: Problem Solving

Week
Three

Day
One, Two and Three

Objectives/Expected Student Outcome
The students will learn problem solving strategies and demonstrate the ability to apply strategies to problem situations.

Purpose
See Week 2 lesson statement of purpose.

Lesson Plan
1. Discuss the strategies of making inferences, using a chart and the process of elimination.

2. Introduce *Safari Search* software (how it works and its purpose). Demonstrate how making a chart helps in the process of eliminating possibilities to discover where the animals are. Discuss the idea of making inferences based upon information revealed from the chart. Although a chart is contained in the software which will review what choices the students have made, it is important that they develop and use their own written chart in order to benefit from learning this strategy.

3. After the students have become fairly comfortable with charting using *Safari Search*, introduce *Mindbenders* software. Using the sample problem, explain how this program works and its purpose. Work with students as a group on the first problem of this software to help them develop their own chart. Discuss the strategies of using the process of elimination and making inferences as you solve the problem. The biggest difficulty using this software is understanding how to implement the chart. Students should be carefully guided through these steps.

4. After the class has developed an understanding of the *Mindbenders* software, divide the class into groups of 2 to 3 and have students work on the two software programs implementing the strategies they have been taught in today’s lesson.

Round 3 substitution -
1. Using classroom lesson #3 from the *Recycling Logic* manual, instruct students in the strategy using Venn diagrams to show the logical
relationship among members of sets. Have students complete worksheet #3 and then develop their own problems for others to solve.

2. After the concept of the Venn diagram is understood, introduce worksheet #4 from **Recycling Logic** to develop logic puzzles using classroom lesson #4 instructions. Discuss the strategies of using the process of elimination and making inferences as you solve the problem. Since students are already familiar with **Recycling Logic** from a previous lesson, discuss ways of making charts which would help them solve the problems presented in this software. Students should develop their own charts for use in completing this assignment.

3. Divide the class into groups of 2 to 3 and have students work on **Recycling Logic**, implementing the strategies of making inferences, using a chart and the process of elimination. Students may begin with problems in the championship mode of play from Boole Avenue to develop a workable chart and then move on to the advanced level (Carroll Drive) to meet the criteria as stated in Evaluation Methods. More advanced students may want to challenge themselves by working in the expert level (Descartes Way).

**Materials**

- **Safari Search**
- **Mindbenders**
- Round 3 - **Recycling Logic**
- Worksheets #3 and 4 from the **Recycling Logic** manual

**Lab Assignment/Homework**

Complete software from this or previous lessons in extra lab time as required to meet the standards of criteria outlined in the evaluation methods.

**Outside Reading**

None

**Evaluation Methods**

1. Successful completion of at least 4 out of 5 problems from **Mindbenders**.

2. Successful completion of the first 7 lessons and at least 4 of 5 lessons from the 2nd group of lessons requiring identification of 2 animals in **Safari Search**.

3. Students will reach the goal at the advanced level (Carroll Drive) of five championship games in **Recycling Logic**.

4. Written evidence of the strategies used.

5. Ability to explain the strategies used.
MODULE: Problem Solving

Week
Four
Day
One, Two and Three

Objectives/Expected Student Outcome
The students will learn problem solving strategies and demonstrate the ability to apply those strategies to problem situations.

Purpose
The students will be able to use the strategies learned in the classroom to solve problems they encounter in everyday life.

Lesson Plan
1. The software that will be utilized for these class sessions will be Carmen Sandiego and Rocky's Boots (Round 3 software substitution - Managing Lifestyles - Comparison Shopping). Due to the fact that these software programs take quite a bit of time to complete, the instructor may want to divide the class and have each group do just one of the programs to practice the strategies. You may want to mix good readers with poorer readers for Carmen Sandiego.

2. Present the problem solving strategies of drawing a picture, making a list, information gathering, breaking into parts, synthesizing, and predicting. Discuss the meaning of each of these strategies.

3. Present the Carmen Sandiego software explaining its purposes and how to use the program. Demonstrate one "case" with the class as a group utilizing previously mentioned strategies.

4. After Carmen Sandiego is understood by the class, introduce Rocky's Boots, explaining its purposes and how it works. You may want to go through the first 3 lessons as a group and have students make a list or a chart of all the different components by drawing pictures and labeling them. Demonstrate how to build a machine using the Rocky's Boots lesson (#4 on the main menu). Discuss the strategies of drawing a picture, breaking into parts, synthesizing and predicting with this software.
Round 3 substitution -
1. Using Managing Lifestyles - Comparison Shopping, demonstrate one exercise to the students showing how the program works, explaining the concept of rationing and that they are to order one week's food for a family of four. Explain the "efficiency rating" used within the program and that the program will penalize them if they attempt to exceed their ration of food and money. (Refer to the Introductory Activity, page 7 of the manual.) Discuss types of strategies needed so limitations on rations and money are not exceeded.

2. After students understand the Rocky's Boots (or Managing Lifestyles) software and the strategies that were presented, divide the class into groups and have them work on either of the software programs at assigned levels appropriate to the needs of the students.

Materials
Rocky's Boots
Carmen San Diego
Round 3 - Managing Lifestyles

Lab Assignment/Homework
Complete the software lessons individually in extra lab time as required to meet criteria outlined in the Evaluation Methods section.

Outside Reading
None

Evaluation Methods
1. Completion of assigned levels of Rocky's Boots and successful completion of 4 out of 5 problems at the "Rocky's Challenge" level of play for advanced students.

2. Successful completion of cases in Carmen Sandiego to achieve the status of "Sleuth" as a detective.

3. Completion of Comparison Shopping exercise in Managing Lifestyles with an 85% or above efficiency rating.

Instructor's Notes
MODULE: Problem Solving

Week
Five

Day
One

Objectives/Expected Student Outcome

The student will increase his/her ability to:

1. identify more than one solution to a problem;
2. evaluate the effectiveness of a chosen solution.

Purpose

After successfully identifying a problem, analyzing it and utilizing strategies to solve it, we eventually generate solutions to the problem. Often there may be more than one possible solution to the problem. We must then evaluate the solutions and how effectively they solve the problem. The process of identifying and evaluating solutions may need to be retaught to students with learning disabilities or an acquired brain injury. Sometimes these students do not recognize a solution, or alternative solutions to a problem. They often do not evaluate the effects of their solutions to judge how well it solves the problem. These students must be taught the process of generating and evaluating solutions to bring these solutions to a more conscious level of integration so that they may be utilized in everyday problem situations.

Lesson Plan

1. Review with the class the topics covered in the course up to this point. Inform the students that the next two class sessions will focus on the task of identifying solutions to a problem.

2. Teach the students each of the objectives listed above through demonstration, utilizing software from previous lessons, i.e. Safari Search, Mindbenders, Carmen Sandiego, Recycling Logic, etc.

3. Have each student actively participate in the teaching process by having them develop possible answers. Discuss all of the possibilities to various problems using the software, i.e. how many possibilities are there, how we evaluate the effectiveness of our solutions, etc.

4. Use this class session to help students concretely process the idea of identifying and evaluating solutions. This session is devoted primarily to a discussion using familiar software to provide examples.
Materials

Safari Search
High Wire Logic
Carmen Sandiego
Other selected software

Lab Assignment/Homework

None

Outside Reading

None

Evaluation Methods

Instructor observation of student's active participation in class discussion by contributing ideas, solutions, alternatives, describing effects, etc.

Instructor's Notes
Week
Five
Day
Two
Objectives/Expected Student Outcome

The student will increase his/her ability to:

1. identify more than one solution to a problem;
2. become familiar with the strategy of "brainstorming" to generate variety of solutions to a problem;
3. evaluate the effectiveness of a chosen solution.

Purpose

See the previous lesson.

Lesson Plan

1. Introduce the concept of "brainstorming" and how it applies to problem solving. Discuss what "brainstorming" means, i.e. a brainstorming session takes place when you or a group of people attempt to solve a problem by suggesting or calling out any ideas which occur to them for solving a problem. Brainstorming is not concerned with what may be wrong with suggestions. After brainstorming, each suggestion is looked at closely to see what problems it might raise, or how effectively it solves the problem. Brainstorming is good for generating as many solutions as possible to a problem.

2. The following problem scenario and procedures for brainstorming were obtained from Critical Thinking - Book 2, pg. 66 of the teacher's guide. (See Appendix I: Additional Resources.)

3. Procedures for Brainstorming:
   a. One person writes down all suggestions so the entire group can read them.
   b. A time limit is given for the brainstorming session. The time limit should be short so that there is pressure to "think fast" and not hesitate.
   c. Students should call out whatever occurs to them as a possible solution, even if it sounds crazy.
   d. No negative comments are allowed.
   e. End the session at the end of the time limit. Each suggestion is then read and discussed to see whether it might be a workable idea.
4. Problem Scenarios (examples):
#1. Your neighbors kids are real brats. They stand three abreast on the sidewalk so others have to walk around them. They tease your dog so that he barks everytime you let him out. They throw things at passing cars. They run around ringing doorbells and then run away. They are outside making loud noises even at 10 and 11 o'clock at night. They harass elderly people. What do you think should be done?

#2. Your math teacher really knows her subject, but she makes no effort to keep the class from talking while she's explaining something. About two thirds of the students, including you, want to hear what she's saying, but the other students are talking and you can't hear the teacher. This goes on all the time. It is very annoying to you. Although you have recently talked to the teacher about the problem, nothing has changed. What can you do to solve the problem?

**Materials**
None

**Lab Assignment/Homework**
None

**Outside Reading**
None

**Evaluation Methods**
Instructor observation of each students' ability to "brainstorm" when given problem situations and their ability to evaluate the effects of the solutions. For those who seem unclear or confused about these processes, provide extra time of instruction with hypothetical problem examples.

**Instructor's Notes**
MODULE: Problem Solving

Week

Five and Six

Day

Three, One, Two, and Three

Objectives/Expected Student Outcome

The students will demonstrate integration of all skills previously taught and apply skills learned from previous lessons in a creative manner.

Purpose

The purpose of this lesson is to provide an opportunity for students to integrate and apply the steps they have learned to a novel problem or task in a supervised and monitored environment which will provide necessary structure and feedback. The student will have the opportunity in these class sessions to practice and fully process what s/he has learned. In addition, it will provide both the student and the instructor with insight into any continued weaknesses or difficulties the student may have with problem solving skills. This will provide the possibility for counseling, goal setting, or other appropriate interventions for the student.

Lesson Plan.

For these sessions it is important to realize that any software can be used that the student is not that familiar with. The software programs that are discussed in this lesson are Dazzle Draw and Decisions, Decisions. Other software such as Solve It and The Whatsit Corporation (by Sunburst Communications, Inc.) are good, although they are not High Tech Center software. The software chosen should involve at least a moderate level of complexity and require at least one class session to complete. Group and individual software activities are recommended as students can then be rotated and monitored for both types of problem solving situations. If students complete the activities before the last session, they could use the extra lab time to complete or obtain additional practice on software from previous lessons. They could also be seen for individual counseling sessions to discuss their level of completion of the course and be provided with any recommendations. The following is a description of the procedures for the lesson.

1. Explain Decisions software to the class, its purposes and procedures for use.

2. Explain the Dazzle Draw software to the class. Demonstrate how to use the mouse and show samples of different functions from the various pull-down menus.
3. Divide the students into one or two small groups to use *Decisions* software (Round 3 - *Managing Lifestyles* - Budget for Success could be substituted). No more than 3 or 4 students should be in a group or at one computer. The instructor may want to set parameters for students and facilitate students' understanding and use of the software. However, students should rely on themselves and other group members to identify the problems, apply strategies, generate solutions and evaluate the chosen solutions.

4. Have one individual use *Dazzle Draw* software to develop and complete a drawing project. Note: Part of the problem solving task here is to develop an understanding of how the software works, using whatever resources are available (i.e. the manual), and thereby completing a project. The instructor may provide students with a picture to reproduce, but the students should use as many functions of the program (i.e. flip procedure, cut away, etc.) as possible.

5. Have students keep track of: problems they are trying to solve; strategies they employed to solve the problem; how many solutions they generated for the problem; and how they evaluated the effectiveness of the solutions chosen. Each student should keep notes on this information for both the group and individual software activities. Remind the students that they are NOT being graded on the final outcome of their task and its correctness, but rather on their ability to identify the steps or processes that were used and the amount they used resources and strategies to complete the project or problem scenario.

**Materials**

*Decisions, Decisions*

*Dazzle Draw*

Round 3 - *Managing Lifestyles* - Budget for Success

Other selected software

**Lab Assignment/Homework**

Complete projects in extra lab time as needed.

**Outside Reading**

None
Evaluation Methods

1. Assess each students' integration of problem solving skills through observation of the students' use of software.

2. Meet with each student individually, evaluate his/her ability to identify problem solving processes through the use of their notes and/or their ability to verbally explain the processes they used. They should have demonstrated the ability to identify the problem and developed at least two problem solving strategies and two possible solutions. The student must describe why s/he chose a particular solution over others, and finally be able to describe their perceived effectiveness of the solution chosen for a problem.

3. Student must be able to successfully identify 80% of the processes for each software task, to successfully demonstrate integration. Feedback should be provided to the student regarding areas of weaknesses and strengths.

Instructor's Notes

Additional Idea: At some point during these lessons on problem solving, you may want to provide the class with a change of pace and a fun way to practice problem solving skills. If you have a VCR available and the VCR version of the game CLUE by Milton Bradley Co., you can provide students with a game format to utilize any or all of the various problem solving skills described in the lessons. This can be a challenging but fun activity and will help students see how their learning and use of problem solving skills can be applied to "leisure activities."
SUCCESS WITH WEIGHT WATCHERS

- Meet Supportive People
- Attend Weekly Meetings
- Eat Correct Portions
- Eat Correct Foods
- Weigh/Measure Foods NA
- Learn About Foods
- Receive Encouragement
- hart Weight Loss
- Learn Food Exchanges
- Chart Food Intake
- Ties Muscles
- Exercise Program
- Burns Calories
- Increase Self-Esteem
- Feel Good

APPENDIX A: Mind Map
APPENDIX B: Student Outline

Succeeding on the Weight Watchers diet
1. Eat the foods that are listed in the booklet.
2. Weigh and measure all foods.
3. Attend meetings and weigh in every week.

Exercise, how can it help?
1. It helps burn off calories.
2. Gives you more energy.
3. Helps with body and muscle tone.

Most important thing to know.
1. Even if you had a bad week still go and weigh in and start fresh.
### APPENDIX C: Sample File Card/Sequencing

#### Examples of File Cards

<table>
<thead>
<tr>
<th>Sequence the numbers 10 through 15.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence the letters d through h.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence the letters q, d, b, p into correct alphabetical order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence by tens, the numbers 30 through 70.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Sequence the scrambled letters into a word.
Example: dnsa

<table>
<thead>
<tr>
<th>Sequence the words from most to least</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: sad, happy, ecstatic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence these daily activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Getting up in the morning</td>
</tr>
<tr>
<td>Having dinner</td>
</tr>
<tr>
<td>Going to school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence these steps for starting an outline.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Put ideas down on paper</td>
</tr>
<tr>
<td>Organize ideas into an outline with at least two levels</td>
</tr>
<tr>
<td>Think of a topic</td>
</tr>
</tbody>
</table>
# APPENDIX D: Sample File Card/Categorization

## Examples of File Cards

<table>
<thead>
<tr>
<th>Which does not belong?</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer</td>
</tr>
<tr>
<td>keyboard</td>
</tr>
<tr>
<td>ashtray</td>
</tr>
<tr>
<td>printer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which is not part of a computer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>keyboard</td>
</tr>
<tr>
<td>monitor</td>
</tr>
<tr>
<td>hard or external disk drive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which belongs with school, teacher, classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
</tr>
<tr>
<td>roof</td>
</tr>
<tr>
<td>student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which belongs with happy, excited, joyful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
</tr>
<tr>
<td>unhappy</td>
</tr>
</tbody>
</table>
APPENDIX E: Sample Outline Problem Solving

Example of a Problem

Mary is a single mother with two children. She is taking 12 college units. She also works part-time at the college. She must take her children to school in the morning so she cannot start class until 9:00 o'clock. She has a two unit word processing class that she’s going to have to drop. She does not have time, with her busy schedule, to take the required lab. If she drops the class, she will be two units short of the twelve units required for financial aid. What should she do?

Statement of Problem

Mary must decide if she will drop the word processing class. If she does drop the word processing class, she will be two units short of the requirement for financial aid.

Sample Outline to Assist in Solving the Problem

1. Possible Solutions
   a. Drop the two unit word processing class and lose the financial aid.
   b. Keep the class and reduce her work schedule.
   c. Drop the word processing class and add another class to give her the 12 hours required for financial aid.
   d. Talk with her counselor.

2. Possible Problems
   a. To drop a two unit class would endanger her financial aid.
   b. To keep the class might be too difficult since she must also work and take care of her family.

3. Best Solutions to Help Mary Solve Her Problem.
   a. Drop the two unit word processing class and add a two unit class that doesn't require a lab.
   b. Talk to a counselor because the counselor might:
      1. Suggest other possible courses.
      2. Offer Mary an opportunity to discuss her heavy workload.
      3. Help her determine if the courses she has signed up for are appropriate.
APPENDIX F: Student Schedule

Spring Semester Schedule for D2 284

Mondays

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>9:00 Work in Disability Student Service</td>
</tr>
<tr>
<td>9:00</td>
<td>10:00 Computer Lab</td>
</tr>
<tr>
<td>10:30</td>
<td>11:00 Speech practicing working on pronunciation</td>
</tr>
<tr>
<td>11:00</td>
<td>12:00 Computer Lecture</td>
</tr>
<tr>
<td>12:00</td>
<td>1:00 Lunch</td>
</tr>
<tr>
<td>1:00</td>
<td>3:00 Go home and do chores</td>
</tr>
<tr>
<td>3:00</td>
<td>3:55 Go to Spa</td>
</tr>
<tr>
<td>4:00</td>
<td>5:00 Aerobic class at Spa</td>
</tr>
<tr>
<td>5:30</td>
<td>6:30 Meeting</td>
</tr>
</tbody>
</table>
# APPENDIX G: Blank Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX H: Memory Castle

<table>
<thead>
<tr>
<th>Rooms</th>
<th>Colors</th>
<th>Things</th>
<th>Things To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shield</td>
<td>Purple</td>
<td>Pie</td>
<td>Watch Fire</td>
</tr>
<tr>
<td>Stairway</td>
<td>Blue</td>
<td>Apple</td>
<td>Put Out Fire</td>
</tr>
<tr>
<td>Kitchen</td>
<td>Orange</td>
<td>Bread</td>
<td>Say &quot;Never Ever&quot;</td>
</tr>
<tr>
<td>Library</td>
<td>Green</td>
<td>Drum</td>
<td>Say &quot;Never More&quot;</td>
</tr>
<tr>
<td>Jewel Room</td>
<td>Black</td>
<td>Harp</td>
<td>Up</td>
</tr>
<tr>
<td>Cemetary</td>
<td></td>
<td>Flute</td>
<td>Down</td>
</tr>
<tr>
<td>Music Room</td>
<td></td>
<td>Lion</td>
<td>Play</td>
</tr>
<tr>
<td>Fireplace</td>
<td></td>
<td>Checkered</td>
<td>Get</td>
</tr>
<tr>
<td>Talking Door</td>
<td></td>
<td>Castle</td>
<td>Open</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cross</td>
<td>Eat</td>
</tr>
</tbody>
</table>

Developed By: Janet Trueman, Specialist, Rancho Santiago College
APPENDIX I: Additional Resources


Stud Skills

Acquired Brain Injured/Learning Disabled
Computer Assisted Instruction

Developed By:
Patie Skillicorn, Specialist, Santa Rosa Junior College
COURSE OUTLINE: Study Skills

Pre-requisites/Co-requisites

The student must have a verified disability. Student will show a need for the use of computer assisted instruction to improve study, time management, and/or basic educational skills necessary to be successful in a community college or in a meaningful work setting, as determined by a screening interview.

Computer Access Evaluation and/or Keyboarding for Computer Access may be required as a pre-requisite or co-requisite.

Completion of an introductory course in personal computer use or minimal ability to use standard or adapted keyboard.

Class Format

Three (3) hours per week lecture/lab.

Units

One

Rationale

Educational professionals have become increasingly aware of the potential use of microcomputers to enhance instruction and increase productivity for students with learning disabilities, acquired brain injuries, and other disabilities.

Typically, basic skills are taught either in mainstream classes or by Disabled Students Programs & Services (DSP&S) special courses. Some Computer Assisted Instruction (CAI) software is directed at assisting students in developing basic study skills to support successful participation in both mainstream and DSP&S classes. Using computer tutorials, simulations and guided practice, students can improve their reading, language arts and mathematics.

Another role of CAI for students with Acquired Brain Injuries or Learning Disabilities (ABI/LD) is to facilitate development of study skills which will support the student's progress in course work, vocational, and/or life skill areas.

Course Description

This course is focused on the fundamental principles of study skills and the utilization of computer assisted instruction. Commercially available computer software which is designed to develop basic educational skills, study skills and to increase productivity, forms the basis of this class. Skills to be addressed include: goal setting, time management, reading for
specific purposes, note-taking, information synthesizing, report writing, and preparation for exams. Improvement in these basic study skills can result in an overall increase of student productivity. Topics will be taken from any of the regularly offered classes in which the student is enrolled, or from subject matter appropriate to student’s current or future employment.

Objectives

Please note: Three examples of possible objectives are presented here. Each High Tech Center will need to write objectives to comply with their local guidelines.

Example 1

In the traditional college course, the course outline has uniform objectives. However, this class, as authorized by state law (AB 77), has individually prescribed work with each student having different objectives. Prior to or concurrent with the course, the student is administered a battery of academic and perceptual tests to determine his/her learning strengths and weaknesses. With this information, the instructor and student develop short and long term objectives designed to meet the student’s unique needs. Given consistent attendance, the minimal expectation is that the student will achieve these goals.

Example 2

Upon successful completion of this course, the student will:

1. Demonstrate ability to understand and apply software programs by using a computer to complete academic tasks.

2. Demonstrate ability to understand and apply software programs by developing a list of situations (academic and/or everyday) and software programs applied. Three examples of work including documents, spreadsheets, or charts must be submitted.

3. Indicate ability to critically assess, by comparing and contrasting software programs and completing reviews of programs assigned.

4. Demonstrate knowledge of software programs in each of the areas addressed, included in the content and scope of this course, by class discussion and assignments evaluated by instructor.

Example 3

Based on the specific goals and objectives written in the Student Educational Contract/Individualized Educational Plan this course will:
1. Provide an opportunity for students to further develop their basic educational skills, study skills and increase personal productivity by utilizing computer software and hardware.

2. Offer instruction to enable student to apply a variety of software programs which develop and refine study skills.

3. Provide opportunity to utilize computer aided drill and practice to increase basic educational skills as determined by pre and post testing.

**Course Content and Scope**

This course provides an opportunity for students to develop efficient study skills, improve basic skills, and increase personal productivity with the assistance of computer software. The content will focus on the following areas: goal setting and time management, reading for specific purposes, note taking techniques, writing for specific purposes, memory techniques, and test taking preparation.

Computer software programs suggested to implement the content of this course are organized by academic skill areas as follows:

**Goal Setting and Time Management:**

*Pacesetter* software is designed to assist students to identify assignments, break them down into manageable steps, create a schedule and track their own progress.

*Homeworker* is a fully integrated program designed to assist students in organization and development of study skills and includes a calendar module to assist students in keeping track of important dates and deadlines, a grade keeper module to allow students to keep a list of their grades and to keep track of their GPA's.

**Reading for Specific Purposes:**

*Phrase Reading I and II* provides drill and practice with high interest topics to develop reading skills such as tracking, scanning, comprehension and speed reading.

*Moonlight & Madness* offers comprehension task activities utilizing an abridged and adapted collection of classic short stories.

*Speed Reader II* is designed to improve reading speed, comprehension, and retention.

*Hide 'N Sequence* presents reading passages to be sequenced. The selections provided represent four styles of discourse: Narration, Exposition, Description, and Persuasion.
**Missing Links** provides an opportunity for students to improve comprehension, make inferences, use context clues and expand their vocabulary.

**Where in the USA is Carmen Sandiego?** and **Where in the World is Carmen Sandiego?** are simulation adventure games which require students to: read for specific information, organize and evaluate facts, make inferences and draw conclusions. Programs also require students to take careful notes, and appropriately use resource materials such as the dictionary, encyclopedia, almanac and maps for additional information.

**Note Taking Techniques:**

**Ace Reporter**'s purpose is to learn how to take notes and to incorporate note taking into reading both for detail and main idea. This program requires students to discriminate between essential details and unimportant details in relationship to one central idea. The intended outcome of this software is to provide students with the ability to use clear and concise sentence structure in their own writing.

**Semantic Mapper** is an important tool to assist students in organizing information into associative categories. It could be used as a model for students to follow when taking notes.

**Writing for Specific Purposes:**

**Writer's Helper** is a collection of programs to help writers find and creatively organize ideas, put those ideas in writing, and evaluate what they have written. This program provides structure and assistance to students for choosing a topic, organizing information regarding the topic, deciding the type of paper to write, sequencing thoughts, and evaluating grammatical content. Files created in **Writer's Helper** can be transferred to word processing programs (e.g. **Wordstar, Bank Street Writer III, WordPerfect**) to access a thesaurus, check spelling or accomplish other editing tasks.

**Homeworker** provides Outliner, a format for outlining papers and speeches and Textwriter, an easy to use word processing system.

**Pacesetter** includes a Book Report and a Term Paper template which leads the student through sequential steps and requires entering specific information to accomplish an assignment.

**Easy Graph** can be used by students to develop and print a variety of graphs. This program provides a tutorial on graphs and what they represent.
**Missing Links** contributes to development of writing skills by improving sensitivity to grammar and punctuation, developing a sense of continuity and cohesion, and providing practice for correct sentence structure and phrasing.

**Grammar Examiner** provides skill development and practice with proof reading techniques for punctuation and general grammar rules.

Other software programs which may be used to provide instruction and practice with skills related to writing are **Vocabulary Skills** Prefixes and Suffixes, **Punctuation Skills** Endmarks and Semicolons, *Building Better Sentences, Skills Bank* (language arts series) and, specific to spelling, **Spell It**, **Language Arts: The Partner**, **Language Arts: The Rules**, and **Word Attack**.

Memory Techniques:

**Remember** helps students organize and memorize information. The program utilizes proven memory strategies of key words, peg system (association), narrative story, mnemonics, and others. **Remember allows students to enter** their own information questions, answers, and three types of hints (either verbal, graphic or auditory).

**Pacesetter** includes a Study and Review component.

**Homeworker** has a Flash Card Maker to make memorization tasks easier.

Test Taking Preparation:

**Pacesetter** includes a Test Preparation component to help students recognize, sequence and plan for preparation activities in a timely manner.

**Crossword Magic** allows studentsto create a study drill, test taking exercise on any topic, such as: vocabulary practice, a multiple choice test, and other activities to increase memorization skills.

**Reading and Writing Assignments**

Assigned program manuals
Use of thesaurus, dictionary, and almanac

**Critical Thinking**

In the context of this course, students will be involved in:

1. The process of comparing and contrasting the various software programs.

2. Making inferences about the usefulness of the selected software.
3. Problem solving within the operational context of the assigned software program.

4. Evaluating the uses of the assigned software programs.

**Primary Method of Instruction**

Lecture/Lab format

**Means of Evaluation**

Each student will be required to complete five lab assignments involving creating, editing and printing documents.

A final lab project will be given to each student at the completion of the assigned computer software programs.

Each student will be required to compare and contrast a variety of software programs, as well as determine the appropriate application to the student’s academic and/or vocational goals.

**Grading**

The course is offered on a Credit/no-Credit basis.

Student performance will be graded on a point basis which will be converted to percentage when course credit option is selected.

**Text/Supplies Needed**

Blank 5.25 disk
MODULE: Course Introduction

Week
One

Day
One

Objectives/Expected Student Outcome
1. Students will understand goals and objectives of this course.
2. Students will understand the instructor’s policies regarding behavior, grading, attendance, and other conditions of enrollment.

Purpose
College courses, as well as work settings, begin with an orientation and setting of expectations by the instructor or employer. This lesson enables the instructor to assess the student’s ability to understand goals, policies, and expectations.

Lesson Plan
1. Distribute and discuss the syllabus of this course which includes module/content areas, materials required, reading assignments etc.
2. Distribute and discuss instructor policy. (See Appendix A: Policy.)
3. Discuss objectives of this Study Skills course in relation to improving academic and vocational skills. Discuss the general relationship of goal setting, time management, reading skills, memory, and writing skills to both academic and vocational settings.
4. Questions and review.
5. Assign homework (see below).

Materials
Handout - Syllabus
Handout - Instructor Policy
5-1/4" floppy disk

Lab Assignment/Homework
Obtain a notebook specifically for this course, paper, pen and/or pencil, and a 5-1/4" floppy disk (show example). These should be obtained by the next class session.
Outside Reading

None

Evaluation Methods

Question review regarding course objectives, instructor’s policy, and homework.

Instructor’s Notes
MODULE: Goal Setting

Week  
One  

Day  
Two  

Objectives/Expected Student Outcome

1. Students will understand the difference between long and short-term goals.

2. Students will write long-term and short-term goals.

Purpose

The process of goal setting is vital to both academic and vocational activities. The student will learn this process using actual content from personal, school, and work settings.

Lesson Plan

1. Discuss long-term vs. short-term goals. Generate examples of personal, academic and vocational long-term goals. Develop short-term goals (steps) toward achieving each of these long-term goals.

2. Describe and discuss examples of "realistic" goals.

3. Review and assign homework.

Materials

Chalkboard or flip chart

Lab Assignment/Homework

Write one long-term vocational goal, one short-term academic goal from an assignment in another class which can be achieved in two weeks, and one short-term personal goal which can be achieved in one month. Assignment is due at the next class session. Students must bring one blank disk to the next class meeting.

Outside Reading

Chapter 1 "Study Smart, Not Hard" in How to Study for Success included in the Homeworker software package. (Book can be purchased seperately from Davidson for $4.95 per copy.)
Evaluation Methods
During class activity, students will generate and discuss long and short-term goals and demonstrate understanding of these goals by completing the homework assignment.

Instructor's Notes
Week
One
Day
Three

Objectives/Expected Student Outcome

1. Students will understand the start-up procedure for the appropriate computer.

2. Students will complete the "Instruction" lesson of the Pacesetter computer program.

Purpose

The process of goal setting is vital to both academic and vocational activities. The student will learn this process using the actual content from personal, school, and work settings.

Lesson Plan

1. Review start-up operation of the computer. Ask students to demonstrate what they know or remember. Review cautions and care of floppy disks as well as the operational procedures of the computer lab.

2. Demonstrate the Pacesetter program step by step, from making the data disk in in Challenge Upgrade to printing the Step, Schedule, and Calendar reports.

3. Select one of the academic short-term goals from the homework assignments for demonstration of Pacesetter using the "Special Projects" or "Homework" selection. (This is accessed by first selecting Pacesetter from the main menu, then "Things to Do". Then select "1) Add an Assignment" from this menu and respond "No" to Do you want to use a Pacesetter Template? Choose the appropriate category.) Rotate the students at the computer during the demonstration to allow several students the opportunity to get hands-on experience. (See Pacesetter program description in Software Utilization Guide under Productivity section. Also see "A Guide to Using Pacesetter.")

4. Review/explain lab assignment.

Materials

Pacesetter
Blank disks brought by students
Lab Assignment/Homework

1. Using the *Pacesetter* program, select "Instructions" and go through examples of the program.

2. Format data disks by selecting "Challenge Upgrade" then "Format a Pacesetter data disk." Follow the directions on the screen.

3. Have students read the *Pacesetter* Student's Guide to review material demonstrated during this class.

Outside Reading

*Pacesetter* Student's Guide

Evaluation Methods

Instructor observation of student participation in computer start-up procedure and independent completion of the "Instruction" lesson.

Instructor's Notes
MODULE: Goal Setting

Week
Two
Day
One

Objectives/Expected Student Outcome

1. Students will start-up the appropriate computer with minimal guidance.

2. Students will be able to develop a plan to accomplish a short-term goal using the Pacesetter program.

Purpose

Following written directions with minimal assistance is necessary for all academic skills. This activity enables the instructor to assess a student’s ability to follow written directions.

Lesson Plan

See the Lab Assignment below.

Materials

Pacesetter
Student data disk

Lab Assignment/Homework

1. Have students start up the computer and "boot" the Pacesetter program. Provide assistance as necessary. Encourage students to develop the ability to "start-up" independently. Instruct students in compensatory strategies for remembering the start-up steps if necessary. (For example: writing steps on a card or creating an acronym or mnemonic for the steps.)

2. Using the Pacesetter program and previous homework assignment, have students enter his/her own short-term academic goal and complete the first three sections of the Pacesetter menu "Things to Do", "When They’re Due" and "When to Do It". Students will be required to turn in a Step Report, Schedule Report, and Calendar Report by Week 3, Day 1. If students have difficulty with this assignment, encourage them to review "Instructions" for a demonstration of an example exercise.
Outside Reading

Review *Pacesetter* Student’s Guide

Evaluation Methods

Instructor observation of student’s comfort level with the computer and program.

Instructor's Notes
MODULE: Goal Setting

Week
Two
Day
Two

Objectives/Expected. Student Outcome
1. Students will independently start-up the computer.
2. Students will develop competency in using the Pacesetter program.

Purpose
By independently starting up the computer, the student is demonstrating his/her ability to carry-over instructions from a previous day. The ability to remember a sequence of directions is necessary for vocational and academic success.

Lesson Plan
•See the Lab Assignment below

Materials

Pacesetter and Pacesetter Projects
A Guide To Using Pacesetter (Appendix B)
Student data disk

Lab Assignment/Homework
Have the student follow directions in the Guide to Using Pacesetter. Follow instructions to complete a practice assignment found in the Step by Step Guide section.

Outside Reading
Student portions of A Guide to Using Pacesetter

Evaluation Methods
Instructor observation of the student's ability to follow sequenced directions.
MODULE: Goal Setting

Week
Two

Day
Three

Objectives/Expected Student Outcome
1. Students will develop steps toward achieving a short-term goal.
2. Students will develop competency in using the Pacesetter program.

Purpose
The process of goal setting is vital to both academic and vocational activities. The student will learn this process using actual content from his/her current academic setting.

Lesson Plan
See the Lab Assignment below

Materials
Pacesetter
Student data disk

Lab Assignment/Homework
Using the Pacesetter program, students will post the progress of his/her own short-term academic goal by using the "Where Am I?" selection from the main menu. Students will be required to turn in a Step Report, Schedule Report, and Calendar Report next class session.

Outside Reading
None

Evaluation Methods
Students will demonstrate on understanding of how to develop steps leading toward accomplishment of a short-term goal using the Pacesetter program.
MODULE: Time Management

Week
Three
Day
One

Objectives/Expected Student Outcome
1. Students will understand the benefits of time management.
2. Students will be made aware of how they currently spend their time.

Purpose
The ability to manage one’s time improves productivity as a student, employee and life skills in general.

Lesson Plan
1. Collect Step, Schedule, and Calendar Reports.
2. Introduce new course module on time management. Discuss the humorous aspects of the statement, "I don’t have enough time" when we all have only 24 hours in a day. The key is to get the most out of the time we do have. Continue discussion regarding the benefits of time management. Some benefits are: prevents procrastination, reduces cramming, gets you going, keeps you from overlooking recreation, prevents missed appointments etc. The first step toward effective time management is to learn how you currently spend your time.
3. Show students an example of a daily time schedule that has been completed. The time plan should start at approximately 7:00 a.m. and go until 10:00 or 11:00 p.m. Use either a handout or transparancy of a completed time schedule. Discuss how this example person spends his/her time (eg. watches a lot of TV).
4. Explain homework assignment (see below).

Materials
Handout or transparency of completed time schedule (overhead projector)
Blank schedules for students to complete
Lab Assignment/Homework

1. For the next three days, students will document, on a time schedule, how they spent their time. The time schedule should be completely filled out including eating, sleeping, commuting, etc.

2. After the time schedule is complete, students will write a statement of their observations regarding the way they spend their time.

Outside Reading

None

Evaluation Methods

Students will turn in a completed three day time schedule and written statement on Week 3, Day 3.

Instructor's Notes
MODULE: Time Management

Week
  Three
Day
  Two
Objectives/Expected Student Outcome
  Students will be able to start-up *Homeworker* and use the Calendar function.

Purpose
  The ability to manage one's time improves productivity.

Lesson Plan
  1. Ask students how time schedules are going. Schedules are due next class meeting.

  2. Demonstration of the *Homeworker* program. Follow steps in chapter 2 of the *Homeworker* manual. Select to preview only "Sample 4 Calendar" and follow program directions. Rotate students at the computer during the demonstration.

  3. Follow directions in chapter 7 of the *Homeworker* manual to develop an example of the Calendar. Have the students generate ideas for upcoming activities.

  4. Explain lab assignment (see below).

Materials
  *Homeworker*
  Individual student data disks

Lab Assignment/Home

  Students will bring course syllabi or outlines from other classes, appointment book, calendar, etc. to lab until assignment has been completed.

Outside Reading
  Chapter 7 in *Homeworker* manual to become familiar with content.
Evaluation Methods

Students will demonstrate an understanding of the *Homeworker* program by following the program directions in Sample 4 Calendar activity.

Instructor's Notes
Week
Three

Day
Three

Objectives/Expected Student Outcome
1. Students will demonstrate competence in using the Homeworker program.
2. Students will begin a four week calendar to keep track of school, work, and personal events.

Purpose
The ability to manage one's time improves productivity.

Lesson Plan
1. Collect completed time schedules and written statements.
2. See the Lab Assignment below.

Materials
Student’s course syllabi, appointment book, calendar, etc.
Homeworker
Data disk

Lab Assignment/Homework
1. Students will bring course syllabi from other classes, appointment book, calendar, etc. to lab to complete the lab assignment.
2. Students who do not feel ready to start using the calendar function of Homeworker should review the demonstration of the calendar outlined in chapter 2 of the manual.
3. Students will begin a four week calendar using Homeworker which will be due Week 4, Day 1. Follow directions in chapter 7 of Homeworker manual. Remind students to enter all events they want to remember for school, work and social life. Encourage students to complete at least two weeks of the calendar this class period.
**Outside Reading**

Review chapter 7 in the *Homeworker* manual.

**Evaluation Methods**

Instructor observation of students' ability to use the calendar function of *Homeworker* and completion of at least two weeks of their personal calendar data.

---

**Instructor's Notes**
MODULE: Time Management

Week
Four

Day
One

Objectives/Expected Student Outcome
Students will complete a four week calendar to keep track of school, work, and personal events.

Purpose
The ability to manage one's time improves productivity.

Lesson Plan
See the Lab Assignment below.

Materials
Student's course syllabi, appointment book, calendar, etc.

Data disk

Lab Assignment/Homework
Students will complete their four week calendar following directions in chapter 7 of the Homeworker manual. Remind students to enter all events they want to remember for school, work and social life.

Outside Reading
Review chapter 7 in the Homeworker manual.

Evaluation Methods
Students will turn in a printout of their four week calendar at the end of this lab session.
Instructor's Notes
MODULE: Time Management

Week
Four

Day
Two

Objectives/Expected Student Outcome
Students will understand how they can use the Pacesetter and Homeworker programs throughout the semester to improve their organization and time management skills.

Purpose
The ability to set attainable goals and manage one's time improves productivity.

Lesson Plan
1. Return students' time schedules and lead a discussion regarding discoveries students made as a result of this activity. Was anyone surprised by anything? Would anyone want to change anything about the way they spend their time?

2. Review with students how the Calendar assignment went. Possibly show the class an example of a calendar appropriately completed by a student.

3. Discuss how the Pacesetter and Homeworker programs can be used together to help students stay organized. Encourage students to continue using one or both of the programs.

4. Inform students that the next week a module on reading will begin.

5. Review and answer questions.

Materials
Example of student's Calendar project

Lab Assignment/Homework
None
Outside Reading

None

Evaluation Methods

1. Instructor observation of students’ reactions and how the students might apply these programs to be successful in school.

2. Self evaluation by the student regarding their scheduling activity, i.e. observations of how they spend their time and any information they have gained as a result of this experience.

Instructor's Notes
MODULE: Time Management

Week
Four
Day
Three

Objectives/Expected Student Outcome
Students will evaluate their progress toward goals set two weeks ago in the goal setting module.

Purpose
The process of goal setting is important but is only truly effective when progress toward goals is evaluated and new goals set.

Lesson Plan
Have students take out their Step, Schedule, and Calendar Reports produced with the Pacesetter program. Facilitate a discussion of the following topics: using the program to keep up-to-date on progress toward accomplishment of the academic goal set two weeks ago; the importance of continuing to use the Pacesetter program to monitor progress toward goals.

Materials
Reports previously produced with Pacesetter program

Lab Assignment/Homework
Have students up-date their progress using the Pacesetter program in the section "Where am I?" and print out a new report (due at the end of class).

Outside Reading
None

Evaluation Methods
Students will turn in a new report documenting the accomplishment of goals set two weeks ago. Since this goal was to have been accomplished within a two week period, all goals should have been met by this time.
MODULE: Reading

Week
  Five
Day
  One

Objectives/Expected Student Outcome
  Students will take a reading comprehension pre-test to establish a baseline measurement.

Purpose
  The ability to comprehend written material is necessary in academic settings as well as work and life skills.

Lesson Plan
  See the Lab Assignment below.

Materials
  Skills Bank Student Demo Disk
  Skills Bank (Reading Pre-test for IBM, or Reading Test 1 for Apple)

Lab Assignment/Homework
  1. Have students boot the Skills Bank Student Demo Disk. Follow the directions for the preselected disk.

  2. Have students complete a reading comprehension pre-test. Record the number of minutes required to complete the test in addition to the student's score.

Outside Reading
  Chapter 3, "Read with a Purpose" in How to Study for Success book included in the Homeworker package.

Evaluation Methods
  Reading comprehension pre-test score and time.
MODULE: Reading

Week

Five

Day

Two

Objectives/Expected Student Outcome

1. Students will take a reading speed pre-test to establish a Words Per Minute (WPM) baseline measurement.

2. Students will complete the introduction to the Phrase Reading program.

Purpose

The ability to comprehend written material is necessary in academic settings as well as in work and life situations. Expanding one’s vocabulary increases potential for success.

Lesson Plan

See the Lab Assignment below.

Materials

Phrase Reading I or II
Round 3 software: Speed Reader II, Moonlight and Madness
Photocopies of appropriate lesson record sheets

Lab Assignment/Homework

1. Follow directions for Phrase Reading or Speed Reader II found in the Software Utilization Guide to establish WPM. Record student’s score. (Round 3 use Speed Reader II to establish WPM.)

2. If diagnostic information is available regarding student’s reading grade level, start those students who score below the 3rd grade level on Phrase Reading I and those above the 3rd grade level on Phrase Reading II.

3. Assist students with start-up and record keeping for Phrase Reading.
Outside Reading

Appropriate lesson readings included in Phrase Reading program.

Evaluation Methods

Students will maintain records using the forms provided in each lesson of the lab assignment to be turned in by Week 7, Day 1.

Instructor's Notes
MODULE: Reading

Week
Five

Day
Three

Objectives/Expected. Student Outcome
Students will increase reading speed and comprehension skills.

Purpose
The ability to comprehend written material is necessary in academic settings as well as work and life situations. Expanding one's vocabulary increases potential for success in these areas.

Lesson Plan
See the Lab Assignment below.

Materials
Phrase Reading I or II
Round 3 software: Speed Reader II, Moonlight and Madness
Photocopies of appropriate lesson record sheets

Lab Assignment/Homework
1. Follow directions for Phrase Reading found in the Software Utilization Guide to complete lessons. Begin with the lesson appropriate to the student's reading level.

2. If the students are progressing with the Phrase Reading program or Round 3 software substitution, continue this lab assignment for two more sessions. If the students are not progressing, use the alternate lessons listed for Week 6, Day 1 or Week 6, Day 2.

Outside Reading
Appropriate lesson readings included in Phrase Reading or other selected programs.

Evaluation Methods
Students will maintain records using the forms provided in each lesson of the lab assignment to be turned in by Week 7, Day 1.
MODULE: Reading

Week
   Six
Day
   One

Objectives/Expected Student Outcome
   1. Students will build reading speed and comprehension.
   2. Students will make inferences and use contextual clues.
   3. Students will expand vocabulary.

Purpose
   The ability to comprehend written material is necessary in academic settings as well as work and life situations. Expanding one's vocabulary increases potential.

Lesson Plan
   Students will continue Phrase Reading (Moonlight and Madness, Speed Reader II) lab assignment or alternate lesson described below.

Materials
   Phrase Reading I or II or Missing Links
   Round 3 software: Speed Reader II, Moonlight and Madness or Hide 'N Sequence
   Photocopies of appropriate lesson record sheets

Lab Assignment (alternate)
   1. Give the students a copy of the record sheet on page 15 of Missing Links Teacher's Guide. Explain how they record their scores.

   2. Students may use the program individually or in small groups. Have the student(s) read the directions on the screen, select a topic and passage, begin with format "A" and move on only after they are confident with the program. The students should try the same passage at a more advanced format to see how much they remember. Encourage the students to look through the entire passage before beginning. This is a good study skill for any task. Remind the students to record their scores.

   3. Students or instructors may add their own passages to the program. Follow the simple directions on page 18 in the program manual.
Round 3 substitution:

1. Demonstrate the program *Hide 'N Sequence*, discussing the differences between the four different styles of discourse. As a class, choose a style, title and complete the story. (If the instructor feels it is necessary, a warm-up exercise, similar to the one presented on page 16 of the manual, could be done with the entire class.)

2. The students can use the program individually or in small groups. They should begin with a lower level assignment in the beginning since this can be a fairly difficult task for some students. Encourage students to look for contextual clues such as first, next, last, finally, etc. They should continue to progress to more advanced levels and work in different styles of literature.

3. As an additional exercise, students can develop their own stories or lists to sequence and add these to the program for others to solve.

**Outside Reading**

None

**Evaluation Methods**

Students will maintain records using the forms provided for the lab assignments to be turned in by Week 7, Day 1.

**Instructor's Notes**
MODULE: Reading

Week
Six
Day
Two

Objectives/Expected Student Outcome
1. Students will build reading comprehension.
2. Students will develop ability to use reference materials.
3. Students will develop ability to make inferences and draw conclusions.

Purpose
The ability to comprehend written material is necessary in academic settings as well as work and life situations. Developing the ability to make inferences and draw conclusions increases potential for success.

Lesson Plan
Students will continue the previous lab assignment or begin the lab assignment listed below.

Materials
Phrase Reading I or II or Missing Links, Round 3 software substitutions, or Carmen Sandiego
Photocopies of appropriate record sheets
Almanac, dictionary, Fodor's guide (special edition included in the Carmen Sandiego package), maps

Lab Assignment (alternate)
1. Encourage the students to work in a group using the Carmen Sandiego program. One student runs the computer, another writes notes, and others use references such as an almanac and dictionary. They should rotate roles after each case is solved. (See Appendix C: Carmen Sandiego Learning Lesson for an example.)

2. Have the students boot the disk and identify their group with a name. Encourage the students to use problem solving strategies such as making fists and taking notes. These will be due at the end of the class period.
Outside Reading

1. *Carmen Sandiego* user’s manual
2. Almanacs and other references as necessary

Evaluation Methods

Students will turn in today’s notes demonstrating the use of references, and inferential strategies utilized.

Instructor's Notes
MODULE: Reading

Week Six
Day Three
Week Seven
Day One

Objectives/Expected Student Outcome
1. Students will build reading speed and comprehension.
2. Students will apply skills learned in the past three lab sessions.

Purpose
The ability to comprehend written material is necessary in all situations.

Lesson Plan
Students will continue to work with software programs utilized in the past three lab sessions.

Materials
Phrase Reading I, Missing Links, Speed Reader II, Moonlight and Madness, Hide N Sequence, and/or Carmen Sandiego
Photocopies of appropriate record sheets
Almanac, dictionary, Fodar’s guide, maps

Lab Assignment/Homework
See the previous lab assignments for details.

Outside Reading
Appropriate lesson readings, manuals, and references

Evaluation Methods
Students will turn in all records and notes from assignments by the end of class (Week 7, Day 1).
Week
Seven

Day
Two

Objectives/Expected Student Outcome
Students will develop note taking skills and the ability to discriminate between the main idea and supporting details.

Purpose
The ability to accurately record information or directions is vital to academic and work settings. This skill is particularly important for persons with any degree of memory impairment.

Lesson Plan
1. Lead a discussion regarding the importance of being able to accurately record information. Discuss the difference between the main idea and supporting details. Give examples from any text (newspaper, magazine, etc.). Cover some of the key points in Chapter 2, "Make Class Time Count" in How to Study for Success (included in the Homeworker software package).

2. Follow directions in the Software Utilization Guide and the manual for Ace Reporter to demonstrate the program. Reset parameters of the program in "Challenge Upgrade" prior to class.

3. Make a set of sequenced index cards with directions for using Ace Reporter. (See Appendix D: Ace Reporter for an example.)

Materials
Ace Reporter and manual
Index card directions (See Appendix D: Ace Reporter.)

Lab Assignment/Homework
Students will work on Ace Reporter in small groups. Give each group a set of index card directions to use with the Ace Reporter program.
Outside Reading

Chapter 2, "Make Class Time Count" in How to Study for Success included in the Homeworker software package.

Evaluation Methods

Instructor observation of participation in class discussion.

Instructor's Notes
MODULE: Note Taking

Week
Seven

Day
Three

Objectives/Expected Student Outcome
Students will develop note taking skills and discriminate between the main idea and supporting details.

Purpose
The ability to accurately record information or directions is vital to academic and work settings. This skill is particularly important for those individuals who have any degree of memory impairment.

Lesson Plan
1. Set the parameters of the *Ace Reporter* program before students use it.
2. Follow the lab assignment below.

Materials
*Ace Reporter* and manual
Index card directions

Lab Assignment/Homework
1. Have students work in small groups using the index cards with directions. Remind the students that they are discriminating between the main idea and details.
2. Students will record and turn in their supporting group scores at the end of class.

Outside Reading
None

Evaluation Methods
Students will turn in their scores from *Ace Reporter*.
Instructor's Notes
Module: Note Taking

Week
Eight

Day
One

Objectives/Expected Student Outcome
Students will develop note taking strategies which they can apply to lectures or reading materials.

Purpose
The ability to accurately record key information or directions is vital to academic and work settings.

Lesson Plan
1. **Demonstrate a** method for notetaking to the students. One popular style is to draw a **line down the length of the paper about one and one half** inches from the left margin. Use the margin space to write key words and main ideas. Use the larger space to write supporting details.

<table>
<thead>
<tr>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>key word</td>
</tr>
<tr>
<td>main idea</td>
</tr>
<tr>
<td>supporting details</td>
</tr>
</tbody>
</table>

2. Using an article from a newspaper, demonstrate the above (or other of your choice) note taking method. Give students a copy of the article, and, as a group, discuss and record comments on the board.

3. Ask students what note taking strategies they use in classes. Let students explain or demonstrate any other note taking methods they know.

Materials
Copies of a newspaper article
Chalkboard or flip chart

Lab Assignment Homework
Have the students practice using a note taking method by taking notes from a 30 minute newscast on the television. If any students do not have a TV, the assignment may be done from the radio. Due Week 8, Day 2.
Outside Reading
None

Evaluation Methods
Instructor observation of student participation in the group activity and ability to determine key points of information in article.

Instructor's Notes
Week
  Eight

Day
  Two and Three

Objectives/Expected Student Outcome
  Students will apply note taking strategies learned in the previous lesson to reading material.

Purpose
  The ability to accurately record or highlight key points from written material is important for academic tasks.

Lesson Plan
  1. Collect student's notes from newscast assignments.
  2. See lab assignment below.

Materials
  **Skills Bank** reading comprehension lessons
  Pencil and paper
  Student data disk

Lab Assignment/Homework
  1. Follow directions in Software Utilization Guide to start-up the **Skills Bank** program. Select one of the reading comprehension lessons.
  2. Students will take notes during the reading selection and use the notes to answer the comprehension questions. The goal is 90%-100% accuracy using notes. Review the student's notes and give feedback.

Outside Reading
  None

Evaluation Methods
  Students will turn in notes and reading comprehension test scores from today's assignment.
Instructor's Notes
MODULE: Writing

Week
Nine
Day
One

Objectives/Expected Student Outcome
1. Students will be able to use Writer's Helper to find and develop a topic for a writing assignment.
2. Students will set a goal for writing a paper.

Purpose
The ability to write a paper is essential for success in an academic setting. The ability to set goals and develop manageable steps toward the accomplishment of these goals is a desirable skill.

Lesson Plan
1. Introduction to the writing module. Brainstorm a list of why it is important to be able to write. Have students think of all the writing assignments they have coming up in the next two weeks, preferably from their classes.

2. Demonstrate Writer's Helper to "Find and Organize a Topic." (Writer's Helper Stage II use Find, Explore and Organize categories from the Prewriting disk.)

Materials
Chalkboard or flip chart
Writer's Helper Stage I or Stage II

Lab Assignment/Homework
Students must develop a topic for a writing assignment. Encourage those students enrolled in other classes to use an assignment from a class. Students who do not have a writing assignment for a class will use Writer's Helper to "find and organize a topic." The completed writing assignment should be at least three pages in length.
Outside Reading

1. Any reading material necessary for the development of a topic for a writing project.

2. Read Chapter 4, "Write an "A" Paper" in the How to Study for Success book included in the Homeworker software package.

Evaluation Methods

Students will bring a writing topic to the next class.

Instructor's Notes
MODULE: Writing

Week
Nine

Day
Two

Objectives/Expected Student Outcome
Students will develop steps toward accomplishing the goal of writing a paper using the Pacesetter program.

Purpose
The ability to write a paper is essential for success in an academic setting. Setting goals and developing manageable steps toward achieving them are necessary skills.

Lesson Plan
Briefly review with the students how to use the Pacesetter program. Students may use the templates from Pacesetter if they are doing a term paper or book report.

Materials
Pacesetter

Lab Assignment/Homework
Using Pacesetter, have students develop the steps for their two week writing project. Students will produce Step, Schedule, and Calendar Reports to outline a study plan for the next two weeks. Reports are due this class period.

Outside Reading
1. Pacesetter Student's Guide.
2. Any reading necessary for information related to student's writing project.

Evaluation Methods
Students will turn in Step, Schedule, and Calendar Reports.
MODULE: Writing

Week
Nine
Day
Three
Objectives/Expected Student Outcome
1. Students will understand the benefit of developing an outline for writing a paper.
2. Students will be able to use Homeworker to develop an outline.

Purpose
The ability to develop an outline will greatly enhance a student’s success in writing an academic paper.

Lesson Plan
1. Give students feedback on their step plans for completing the writing project. Assist those students who are having trouble with Pacesetter.

2. Discuss the process of outlining and how it can help keep you organized while writing a paper. Give students an example of an outline. Discuss how many tools may be used simultaneously during a writing assignment.

3. Demonstrate outlining using Homeworker following the steps in Chapter 5 of the Homeworker manual or using the sample files (Sample 2) to demonstrate the Outliner feature. Allow students to complete the exercise given in Chapter 2.

Materials
Homeworker
Pacesetter
Example of an outline

Lab Assignment/Homework
Encourage the students to begin researching and reading the necessary materials to write their paper. Students will develop an outline of their writing project. Refer the students to chapter 5 of the Homeworker manual and the summary of the Outliner commands at the beginning of the chapter. Outlines will be due Week 10, Day 1.
Outside Reading


2. Any reading necessary for information related to student's writing project.

Evaluation Methods

Students will turn in an outline of their writing project on Week 10, Day 1.

Instructor's Notes
MODULE: Writing

Week
Ten
Day
One

Objectives/Expected Student Outcome
Students will understand the relationship of the **Writer's Helper**, **Pacesetter**, and **Homeworker** programs to their writing project.

Purpose
The ability to apply knowledge of software programs to select appropriate features is necessary to accomplish goals and complete assignments.

Lesson Plan
1. Collect outlines assigned Week 9, Day 3.

2. The students have been given at least three resources for assistance with their writing projects: **Writer's Helper, Pacesetter, and Homeworker**. **It is important** that the students understand how these programs work together before introducing any new writing aids. Therefore, this session should be devoted to a discussion of how these tools work together. Have students share their work to date. Encourage students to offer suggestions of how to use the programs.

Materials
Students' writing project materials

Lab Assignment/Homework
Students should be gathering information for the body of their writing project.

Outside Reading
Any reading necessary for information related to the student's writing project.

Evaluation Methods
**Instructor observation** of students' understanding of how the programs can be integrated and used to accomplish their writing assignment.
MODULE: Writing

Week
Ten
Day
Two

Objectives/Expected Student Outcome
1. Students will understand what a rough draft is.
2. Students will write a rough draft of their writing project.

Purpose
The ability to organize information in a rough form is a necessary step in the writing process.

Lesson Plan
1. Discuss the concept of a rough draft. Encourage students to focus on content at this point, rather than on spelling or grammar.

2. Demonstrate "Trees" feature under Organizing Information menu in Writer's Helper using the example of an outline from a previous lesson. Follow directions on page 14-S in the Writer's Helper manual. (Writer's Helper Stage II, Page 20 in the student section.) Demonstrate how to choose a word processor (to be used later) from the menu at the beginning of the program. If your word processor of choice is not on the list, choose Standard ASCII Files.

3. Demonstrate the "Five Paragraph Theme" feature in Writer's Helper. Use the same topic chosen for the "Tree" activity. Encourage students to provide the content requested in the "Five Paragraph Theme" activity. Print out the finished theme for students to see as an example of a short rough draft.

4. For more ideas, see Writer's Helper in the Software Utilization Guide.

Materials
Example of an outline
Writer's Helper
Lab Assignment/Homework

Students will develop a rough draft of their writing project using the "Five Paragraph Theme" feature of *Writer's Helper*. (Due Week 11, Day 1.)

Outside Reading

Any reading necessary for information related to the student's writing project.

Evaluation Methods

Instructor observation of student's understanding of a rough draft from the discussion input during demonstration of Trees and the Five Paragraph Theme.

Instructor's Notes
MODULE: Writing

Week
Ten
Day
Three

Objectives/Expected Student Outcome
1. Students will write a rough draft of their writing project.
2. Students will monitor their progress toward the completion of the writing project.

Purpose
The ability to organize information in a rough form is a necessary step in the writing process. The practice of monitoring progress toward goals increases independence in all settings.

Lesson Plan
See the Lab Assignment below.

Materials
- Writer's Helper
- Writer's Helper manual
- Pacesetter

Lab Assignment Homework
1. Assist the students in starting up Writer's Helper and if necessary, in choosing a word processor from the menu at the beginning of the program. Students should continue with the development of a Five Paragraph Theme using the information they have gathered for their writing project.

2. Students should update their schedules on Pacesetter if they have not already done so. Students are to independently update their progress every few days.

Outside Reading
Any reading necessary for information related to the student's writing project.

Evaluation Methods
Students will turn in a Five Paragraph Theme as a rough draft of their writing project. (Due Week 11, Day 1.)
Week
Eleven

Day
One, Two, and Three

Objectives/Expected Student Outcome
Students will complete the final draft of their writing project.

Purpose
The ability to organize information from a rough draft into a final draft is necessary for academic settings and some vocational settings.

Lesson Plan
1. Collect a copy of students' rough drafts.

2. Demonstrate how the text is transferred from a Writer's Helper file to the chosen word processor. See the Writer's Helper manual.

Materials

Writer's Helper
Word processing program of choice
All material related to the writing project

Lab Assignment/Homework
1. Students who are familiar with word processing should transfer and open their rough draft from the Writer's Helper file in their word processing program, then begin the editing and spell checking process necessary for the final draft.

2. If students are not familiar with a word processing program, assess their learning needs and recommend a program. If you are not familiar with all of the word processing programs available at your site, consult other High Tech Center staff.

3. After a program is selected, assist students with "getting started." Encourage them to use all of the materials they have produced to date.
Outside Reading

Any reading necessary for information related to the student's writing project

Evaluation Methods

Students will turn in a copy of their final writing project by Week 11, Day 3.

Instructor's Notes
Week
Twelve
Day
One
Objectives/Expected Student Outcome
1. Students will recognize errors in their writing project.
2. Students will strengthen identified weak areas related to writing.

Purpose
The ability to recognize, understand, and improve areas of weakness is an asset in academic and vocational settings as well as in everyday life.

Lesson Plan
1. Facilitate a group discussion of areas of general strengths and weaknesses after reviewing students’ writing projects. Give each student written feedback on their particular strengths and weaknesses as evidenced in the writing assignment. Recommend an area of focus such as spelling, vocabulary, or grammar.

2. Briefly demonstrate programs to develop spelling, vocabulary, and grammar skills which have not yet been used in the course. The following programs are recommended: Spell It, Word Attack, Grammar Examiner, Punctuation Skills, Punctuation Put-on, and appropriate Skills Bank lessons in the Spelling, Vocabulary, Grammar and Usage, and Punctuation sections. Recommend specific programs to each student.

Materials
Above listed software programs

Lab Assignment/Homework
None

Outside Reading
None
Evaluation Methods

1. Letter grade on final drafts with individual feedback by the instructor regarding the areas of strengths and weaknesses.

2. Students must show an understanding and improvement in skills developed through the tutorial/remedial software assigned to strengthen their written language skills.

Instructor's Notes
MODULE: Writing

Week
Twelve

Day
Two and Three

Objectives/Expected Student Outcome
Students will strengthen identified areas of weaknesses related to writing.

Purpose
The ability to recognize, understand, and improve areas of weakness is an essential life skill.

Lesson Plan
See the Lab Assignment below.

Materials
Appropriate software programs listed in the previous lesson.

Lab Assignment/Homework
Students will work on assigned spelling, vocabulary or grammar programs. Assist students as necessary. Encourage students to verbalize how the computer programs help develop the skill areas they want to improve. If the program provides scores or levels, have students record the results.

Outside Reading
Program manuals as necessary

Evaluation Methods
Evaluation of students' performance on selected software programs. Scores to be turned in by Week 12, Day 3.
Week
    Thirteen

Day
    One

Objectives/Expected Student Outcome
    1. Students will identify and correct errors in their writing project.
    2. Students will refine the style and content of their writing project.

Purpose
    The ability and perseverance to edit and improve on the final draft of a project enables one to increase potential for success.

Lesson Plan
    See the Lab Assignment below.

Materials
    Word processing program of choice

Lab Assignment/Homework
    1. Students will recognize and mark all errors in the printed copy of their final draft. Encourage students to change and improve their choice of vocabulary, eliminate redundancies, etc. (Round 3 sites would instruct students in the use of the thesaurus and spell checker in Word Perfect.)

    2. Students will edit their papers making necessary corrections. Due Week 13, Day 2. (If students are happy with the draft they wrote, encourage them to rewrite it just for the experience.) Remind students that versions can be saved on disk.

Outside Reading
    1. Dictionary and thesaurus
    2. Program manuals as necessary

Evaluation Methods
    Observation and evaluation of students' ability to recognize and correct errors.
Week
Thirteen

Day
Two

Objectives/Expected Student Outcome
Students will understand the relationship of time management and goal setting to test taking preparation.

Purpose
The ability to perform on an exam is necessary in academic settings. It can also be vital to other vocational and life situations, such as, getting a driver’s license or passing a civil service exam.

Lesson Plan
1. Collect writing project rewrites.

2. Discuss test taking in general. Tests are not necessarily a measure of what we know. They are not a measure of intelligence. They rarely determine life or death. One of the biggest problems with tests is the stress and anxiety they cause. If we can overcome the stress, we have a better chance of performing. Analogy: We can balance and walk on a train rail on the ground without very much trouble, but if we move that rail ten feet off the ground it becomes nearly impossible. The only difference is the stress related to the fear of falling. The precise act of balancing is no different on the ground or ten feet in the air.

3. Lead a discussion of the importance of time management in preparing for an exam. Give a two week study plan model to students showing blocks of study time. One of the best ways to reduce test anxiety is to be well prepared. There are no shortcuts to studying for exams. There are programs and memory techniques which can make your studying more efficient, but you still have to put in the hours.

4. Explain to students that the next several class sessions will be devoted to learning programs which aide in memorizing information to prepare for exams. Survey the class to see how many students will have final exams this semester. Students preparing for finals should bring their study materials for the remainder of the lab sessions. Students with no exams will need material to apply to the programs. The instructor may wish to speak with their special program instructors to develop the content they will apply to the programs.
Materials

Chalkboard or flip chart
Example of a 2 week exam preparation schedule

Lab Assignment/Homework

None

Outside Reading

Chapters 5 and 6 "Prepare for Success on Tests" and "Be an Expert Test Taker" in the How to Study for Success book included in the Homeworker software package.

Evaluation Methods

Instructor observation of student participation in discussions.

Instructor's Notes
MODULE: Memory/Test Taking

Week
  Thirteen

Day
  Three

Objectives/Expected Student Outcome
  Students will understand the principles of memory techniques.

Purpose
  The use of memory techniques can assist an individual in remembering important information for all situations.

Lesson Plan
  Develop a presentation of memory techniques using material from the Remember manual pages 37-43. Include information on internal and external memory aids, specific systems such as loci, and the use of the Remember program for practice. There is enough information in these seven pages to develop a one hour presentation.

Materials
  Chalkboard or flip chart
  Remember manual

Lab Assignment/Homework
  None

Outside Reading
  Remember manual, pages 37-43

Evaluation Methods
  1. Instructor observation of note taking techniques (carry-over from prior Note Taking lesson module) during lecture.

  2. Class participation; student-generated ideas.
MODULE: Memory/Test Taking

Week
Fourteen

Day
One and Two

Objectives/Expected Student Outcome
Students will become familiar with the Remember program as a study aid for test preparation.

Purpose
The use of memory techniques can assist an individual in remembering important information for all situations.

Lesson Plan
1. Demonstrate the Remember program using "See A Demonstration" from the opening menu. (Make sure the user options are correct prior to using the program.)

2. Demonstrate how to use the Quick-Exit Menu in the Remember program (page 13 in the manual).

3. Demonstrate how to make a new data disk and create a lesson using Remember (page 14 in the manual). Use all three types of hints in the example lesson you create.

4. Demonstrate the "Study Your Brains Out" section of the Remember program (page 25 in the manual). Be sure to go through all the types of studying available.

5. Demonstrate the print options in the Remember program (page 32 in the manual).

Materials
Remember
Remember manual
Individual student data disks

Lab Assignment/Homework
Students need to bring in their class material to use with the Remember program for the next several lab sessions.
Outside Reading


Evaluation Methods

Instructor observation of student performance as they become familiar with *Remember* program.

Instructor's Notes
MODULE: Memory/Test Taking

Week

Fourteen

Day

Three

Objectives/Expected Student Outcome

Students will become comfortable with the use of the Remember program to assist with studying for a test.

Purpose

The use of memory techniques can assist an individual in remembering important information.

Lesson Plan

See the Lab Assignment below.

Materials

Remember
Remember manual
Individual student data disk

Lab Assignment/Homework

1. Each student should review "See a Demonstration" from the opening menu of Remember.

2. All students will make their own data disk to use with Remember.

Outside Reading

2. Class material to enter in Remember program.

Evaluation Methods

Instructor observation of the student comfort level with the program and ability to make a data disk as required.
MODULE: Memory/Test Taking

Week
  Fifteen
Day
  One and Two
Objectives/Expected Student Outcome
  Students will develop study aids for test preparation using the Remember program.
Purpose
  The use of memory techniques can improve an individual's ability to remember important information.
Lesson Plan
  See the Lab Assignment below.
Materials
  Remember and data disk
  Remember manual
Lab Assignment/Home Work
  1. Have students create a lesson using study materials from another class. Assist as necessary. Encourage students to use the manual as a guide. Refer to tips on making a data base, page 47.

  2. Students should create hints for the more difficult questions. It would be too time consuming to create hints for all questions.

  3. Have students practice changing questions, answers, and hints.
Outside Reading
  1. Review Remember manual readings.

  2. Class material to enter in Remember program
Evaluation Methods

Students will hand in a printout of lessons at the end of the class period to demonstrate their understanding of the purpose and the use of this software program.

Instructor's Notes
MODULE: Memory/Test Taking

Week
Fifteen

Day
Three

Objectives/Expected Student Outcome
Students will use the Remember program as a study aid to prepare for exams.

Purpose
The use of memory techniques can assist an individual in remembering important information.

Lesson Plan
See the Lab Assignment below.

Materials
Remember
Data disk
Scorekeeping sheet from appendix A of the Remember manual

Lab Assignment/Homework
Have students use the "Study Your Brain Out" section of Remember using the lesson they created. Students are to record scores on the scorekeeping sheet.

Outside Reading
None

Evaluation Methods
Students will turn in their scorekeeping sheet. The goal is 80% accuracy.
MODULE: Memory/Test Taking

Week
Sixteen

Day
One

Objectives/Expected Student Outcome
Students will be able to create flash cards using the Homeworker program.

Purpose
The use of memory techniques can assist an individual in remembering important information.

Lesson Plan
1. Briefly obtain feedback from students regarding the Remember program. Answer any questions that arise.

2. Demonstrate the Flash Card Maker in the Homeworker program. (See chapter 6 of the Homeworker manual.) Include the Flash Card Maker Commands on page 50 in your demonstration. Encourage students to think of information for the demonstration flash cards. Print out the cards and show students how they can cut and paste them onto 3x5 cards.

Materials
Homeworker and data disk
Homeworker manual

Lab Assignment/Homework
Students should bring in information from another class to create flash cards.

Outside Reading
Chapter 6 of Homeworker manual.

Evaluation Methods:
Instructor observation of class participation.
MODULE: Memory/Test Taking

Week
Sixteen
Day
Two
Objectives/Expected Student Outcome
Students will create flash cards using the Homeworker program.

Purpose
Memory strategies are often necessary to remember important information.

Lesson Plan
See the Lab Assignment below.

Materials
Homeworker and data disk
Homeworker manual
Word Attack manual

Lab Assignment/Homework
1. Have students use the Homeworker program and their data disk from earlier this semester to create flash cards. Students who did not bring information from another class should use the vocabulary words in the back of the Word Attack manual, entering the word on the front and the definition on the back of the flash card.

2. Each student will demonstrate his/her ability to generate flash cards by producing a minimum of 5 flash cards. (Due the end of the class period.)

Outside Reading
None

Evaluation Methods
Students will turn in a printout of at least 5 flash cards today.
MODULE: Memory/Test Taking

Week
   Sixteen
Day
   Three

Objectives/Expected Student Outcome
   Students will set a short term study goal using the Pacesetter program.

Purpose
   The process of setting short term goals is vital to success in both academic and vocational settings.

Lesson Plan
   See Lab Assignment below.

Materials
   Pacesetter and data disk

Lab Assignment/Homework
   1. Have students plan a schedule for studying for finals and/or completing a term paper using the Pacesetter program. Encourage students to plan time for all of the classes in which they are enrolled. A Calendar Report must be printed and turned in by the end of the class period.

   2. Students will need to bring in outside class materials, similar to those used for Flash Card Maker (Homeworker), to produce a crossword puzzle at the next class.

Outside Reading
   None

Evaluation Methods
   Students will turn in a Calendar Report today.
Week
Seventeen

Day
One

Objectives/Expected Student Outcome
Students will create a crossword puzzle to use as a memory strategy and study aid.

Purpose
The use of aids such as a crossword puzzle has been proven to increase an individual's ability to memorize information. In all walks of life we are required to memorize information to succeed.

Lesson Plan
Briefly demonstrate the Crossword Magic program. Refer to the Software Utilization Guide for instructions. This program is very easy and self-explanatory. Have students complete the lab assignment below.

Materials
Crossword Magic

Lab Assignment/Homework
1. Have students produce a crossword puzzle using Crossword Magic. Encourage students to use material from another class. If they do not have any material, have them make up something for fun. Students will print out their puzzle to turn in today.

2. Bring outside class materials that can be used to develop study aids for final exams.

Outside Reading
None

Evaluation Methods
Students will have completed and printed a crossword puzzle.
MODULE: Memory/Test Taking

Week
   Seventeen

Day
   Two

Objectives/Expected Student Outcome
   Students will select one of the memory strategies or study techniques presented to use for practice and review.

Purpose
   The ability to select an appropriate technique to prepare for a task is an important skill.

Lesson Plan
   See the Lab Assignment below.

Materials
   Homeworker and data disk
   Pacesetter and data disk
   Crossword Magic

Lab Assignment/Homework
   Have students select a technique or strategy from the above programs to use to study for an exam or to review material. Encourage students to use the program they felt worked the best for them.

Outside Reading
   None

Evaluation Methods
   Instructor observation of student comfort with selected software program.
MODULE: Course Evaluation

Week
    Seventeen

Day
    Three

Objectives/Expected Student Outcome
    Students will complete a course evaluation.

Purpose
    The ability to assess and evaluate a situation is necessary for supervisory roles in vocational settings.

Lesson Plan
    Have students complete a course evaluation. Use any course evaluation that covers appropriate areas. (See Appendix E: Course Evaluation, for a model evaluation form.)

Materials
    Course evaluation form

Lab Assignment Homework
    None

Outside Reading
    None

Evaluation Methods
    Students will submit evaluation forms.
Instructor's Notes
Example of Course/Instructor Policy

LGD 360A Learning, Thinking, and Study Skills
Fall 1988 Mon., Wed., & Fri. 10:00-11:00 Room 650 (High Tech Center)

Instructor (Name) Office hours: M & F 9-10
Room 644, Bldg. "B"

Materials: Three ringed binder, paper, pen or pencil, 5 1/4" floppy disk

This is a course in learning how to learn. You will be introduced to many methods for learning which have been useful to other students. The goal of this course is for you to develop the skills to succeed in college. This is an experiential course. That means you will have the opportunity to "try out" and modify learning and study techniques to suit your own needs as a student. We will be using computers for the majority of our activities. There is no eating or drinking in the computer lab.

This is a credit/no credit course. This does not mean you work less than in a graded course. Credit is received by students earning the equivalent of a "C" grade or better. Credit will be based on class participation, attendance and homework assignments. You are expected to be prepared for each class with your textbook, binder, paper and pen.

As in any college course, attendance is crucial. (that means Fridays too!!) More than four absences will result in "no credit". Two absences may be made up through independent homework projects assigned by the instructor. Excessive tardiness will be considered as absences. **Class will begin at 10:10 and end at 11:00.**

The instructor will be available on a drop-in basis during the hours listed above to discuss course assignments or other school related issues.
APPENDIX B: A Guide to Using Pacesetter

Materials Needed

1. Pacesetter and Pacesetter Projects disks and a blank disk (Your instructor will show you how to format a data disk.)

2. Computer compatible with the software and a printer

3. Two hours of your time

Procedures

1. Boot the Pacesetter disk. Select "Challenge Upgrade" and adjust the controls as follows:

***Always refer to prompts at bottom of screen***

• Task length: 30 minutes (for use with examples). The time can vary from 15 minutes to 3 hours depending on your preference.

• Disk drives: Two

• Printer: Imagewriter (IBM - on)

• Templates: Data disk (Change to Pacesetter templates when entering your own assignments.)

• Format a Pacesetter data disk:

  Press <Return> If necessary, insert a blank disk in drive 2. Be sure to label disk.

2. Press <Esc> to go back to the main menu.

  • Choose "Instructions" from the main menu. This will walk you through an example exercise. Then return to the main menu.

  • Now choose Pacesetter.


4. Follow prompts at bottom of screen. (name and date)

5. When Pacesetter menu appears "Things To Do" will be highlighted. Press <Return>.

6. Following prompts at bottom of the screen, choose 1.
7. Prompt will appear, "Do you want to use a template?" Choose "y."

8. Remove data disk; replace with **Pacesetter Projects disk.** <Return>

9. You now have a list of practice assignments. Choose one that looks interesting. Enter number. Press <Return>.

10. Follow prompts to insert data disk in drive 2.

11. Begin practice lesson:

   - Assignment name already given. Press <Return>.
   - Press "D" to work on a description of each step. They are already written for you. This will give you a feel for what to expect.
   - Follow screen prompts to see description samples.
   - Press <Esc> until you return to the main menu.
   - Highlight "When They're Due." <Return>.
   - Enter a start date; today's date is OK. <Return>
   - Enter end date; a month from beginning date. <Return> Follow screen prompts.

   - **Pacesetter** menu will appear; highlight "When To Do It." <Return>
   - Press 1 "Set Available Worktime." <Return>
   - Follow the prompts instructions to block out times. Practice doing this then press <Esc>.
   - Press 2 "Schedule Assignments." You will most often schedule assignments individually, so press 2 again.
   - Press 2 again to "Schedule Manually." Follow screen prompts to schedule assignments. Remember your starting and due dates when scheduling. Scheduling assignments takes some thought and extra time. Be sure you have the hang of it before you go on. Hint: remember scheduling is in 1/2 hour increments. If you want to work on a step more than 1/2 hour just schedule it again on the same day.
   - Press <Esc> until you return to the **Pacesetter** menu. Highlight "Where Am I?" <Return>

   - Choose 1 "Posting." <Return> This will allow you to update the status of your assignments. Practice following prompts. <Esc>
Choose 2 "Reports." This gives you a list of the kinds of reports that are on file. Follow prompts to view each report.

Choose any or all to print.

You are finished!

Contributed By:
Karen Satern, Specialist, College of the Redwoods, Del Norte
APPENDIX C: Lesson For Carmen Sandiego

Students are detectives using clues to catch a thief who is hiding in one of thirty cities. The World Almanac and Book of Facts helps in exploring cities and countries.

Subject Areas
Problem solving, logical thinking, and geography

Grade level
5th grade and up

Objectives
1. Students will be able to use problem solving and logical thinking while working with clues to solve a mystery.

2. Students will be able to use problem solving and logical thinking while working with clues to solve a mystery.

3. Students will be able to use the dictionary and World Almanac as reference tools.

4. Students will gain information to enlarge their understanding of geography.

5. Students will be able to ask team members why they are advocating an action and will be able to listen for the response.

Materials needed
Where in the World Is Carmen Sandiego? software and manual, World Almanac, dictionary, police dossiers in the software booklet, paper and pencil, job cards, evaluation forms

Time required
One class period per activity.

Procedures
1. Preparation
   a. Assemble needed materials.

   b. Practice using Where in the World is Carmen Sandiego?: by solving several cases.

2. Set
   a. Ask students what mystery programs they have seen on TV. Ask what the role of the detective is.
b. James Bond always started with an assignment. Today you have an assignment to catch a thief. You will use clues about Carmen Sandiego’s gang, and clues about cities and countries to solve the mystery. Your team will work together in the investigation.

3. Input
   a. As a total class, use the program Where in the World Is Carmen Sandiego? to solve a case. Ask three students to decide on a menu option. Then use another three students for the next option.

   b. Ask three students what to do next; ask each for their reason for their decision and listen to the response. Get agreement on their next action for the case. Repeat with additional decisions and additional ideas from three students.

   c. Assign students to heterogeneous teams.

   d. Set the goal. Your team will work together on a case assignment today to catch a thief. You may use the Almanac, the dictionary, the police dossiers in the manual, and the hints that you get as you run the program. **As you decide what** to do next, you are to ask each member for his/her idea and then listen carefully to the response. Then you are to agree on your course of action.

   e. To help you accomplish your task there are job cards at each computer. Please distribute these among team members. You may make suggestions to the reference people and the recorder. All of you are to use the social skill of asking for a reason and listening to the response.

4. Guided Practice
   a. Students work in their teams to catch a thief.

   b. The instructor observes and records instances of team members asking others to state the reason behind their ideas. The instructor also records students listening for the response of others (or whatever are the social skills identified as appropriate to be reinforced for the particular group of students).

5. Closure
   a. Each individual fills out an evaluation form.

   b. With the total class together, the instructor calls on students to give comments on work in their group. Afterwards, the teacher gives comments with examples of what asking for a reason sounded like and what the behavior of listening to a response looked like.
6 Independent Practice
   a. Teams work on additional cases in succeeding days.

   b. Teams can assemble their members and work on cases before or after school or during unscheduled times.
1. I asked others for the reason behind their ideas
2. I listened to others responses
3. We got agreement in our group before the keyboarder typed
Sequential Directions for Ace Reporter
(To be cut out and put on index cards)

1. Insert the AceReporter disk into the disk drive, close the door and turn on the computer.

2. When the menu appears, select "Instructions" by pressing the space bar until the white highlight is on "Instructions," and press return. Review the instructions. If you are familiar with the program, you may skip this step.

3. Using the Teletype: Press "T" key to view a teletype message. Look for facts you will want to enter into your notepad. Also look for names or clues that tell you who you might want to telephone to get more information.

4. Using the Telephone: When you are at your desk, press "P" key to see the telephone directory. Use the space bar to see all the phone numbers. Type the number you want to call. If you call the right person, you will get a message. Follow the directions on the screen to return to the Pressroom or your Notepad.
5. Using the Notepad: Once you have found facts to enter, go to your notes. The "N" key will take you to your Notepad. Read the teletype or telephone message on the lower half of the screen. Press the space bar to highlight the fact on the upper portion of the screen you want to enter, then press Return.

Press the space bar to highlight the first word in the clue you want to enter, then press Return. Use the space bar to go to the next word and press Return. When your complete fact is entered, press "D" for done. You can now enter more facts or go back to the Pressroom or view other facts by pressing "C".

6. Submitting your Story: When you have all your facts, go to the Pressroom and submit your story by pressing "S" key. If all your facts are correct, the editor will ask you to give your story a headline. If they are not all correct, you will need to return to the Pressroom to look for more information or check your facts.

7. Selecting a Headline: Decide what the "main idea" of the story is. Use the space bar to see all the headlines and select the one that fits your story the best.
Example of Course Evaluation to be Completed by Students

1. Course Title: _________________

2. Instructor:

3. Would you recommend this course to other students? Yes  No
4. Would you recommend this instructor to other students? Yes  No
5. Do you feel you received adequate individual attention? Yes  No
6. Do you feel the amount of homework for this course was:
   too much    just right    not enough
7. What did you learn the most from in this course?

8. What did you like about this course?

9. What did you like least about this course?

10. What would you change about this course?