

The day you were **Born** e.g., 06 or 17): \_\_\_\_\_

First 3 letters of your **Mother's First Name** \_\_\_\_\_

Your City & State of residence: \_\_\_\_\_

City & State of this Educational Session \_\_\_\_\_

Today's date \_\_\_\_\_

## **Post-Session Form**

### Session 4

*Please select (by circling) the letter of the best answer for helping a person with cognitive needs.*

1. When Ms. S. is told it's time for her to get dressed she sometimes just sits there and doesn't move. You should:
  - a. First make sure you have her attention and then face her while speaking.
  - b. Repeat the same words over and over with pauses until she understands what you are saying.
  - c. Give her meaningful consequences, such as telling her that if she doesn't get dressed she won't look nice for the upcoming activity.
  
2. Mr. G. seems to get agitated when you start helping him to get ready for a shower. You should:
  - a. Speak clearly and firmly so he understands what you want him to do.
  - b. Use humor. Make jokes about his body odor.
  - c. Offer him opportunities to choose, for example, choice of which wash cloths to use or which food to eat during showering.
  
3. You know Alice is capable of fixing her own lunch, yet sometimes she mixes things up, like pouring milk on her plate rather than in her glass. You should:
  - a. Ignore what happened and don't say anything.
  - b. Assume she would want you to be honest with her and point out her mistake.
  - c. With a smile, say something like, "Oh good. I was needing to mop up anyway."
  
4. Which two of the following questions would be most helpful to ask yourself when communicating with someone with cognitive needs?
  - a. Do I treat her as an adult?
  - b. Does she like preparing meals?
  - c. Do I give her verbal reassurances?
  - d. Does she distrust young people?
  - e. Do I match my emotions with her emotions?

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5. Match the concepts about communication with the corresponding questions by selecting the appropriate letters and recording them where indicated (write the letter of each concept next to the question it matches):

- a. Respect
- b. Approach
- c. Explanation and Reassurance
- d. Body language

- \_\_\_ Do I try rhythmic singing as we move from one area to another?
- \_\_\_ Do I avoid bossing her?
- \_\_\_ Does my facial expression match my words?
- \_\_\_ Do I use short words and phrases?

### **Post-Session Form: Part II**

*Please select (by circling) your answer.*

#### ***Information***

6. Overall, how useful will the information presented in this session be to you in helping people with cognitive needs?

Not at all useful    Not very useful    Somewhat useful    Quite useful    Very useful

7. Were you satisfied with the balance between how much time the speaker presented information and the time spent in group discussion?

Not at all satisfied    Not very satisfied    Somewhat satisfied    Quite satisfied    Very satisfied

***Next Page Please***

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***Presenter***

How would you rate the speaker's ability to:

8. Present the information clearly?

Poor = 1    2    3    4    5 = excellent

9. Use helpful examples or illustrations?

Poor = 1    2    3    4    5 = excellent

10. Respond to participants' ideas or questions?

Poor = 1    2    3    4    5 = excellent

***Overall***

11. What was most helpful to you about this presentation?

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12. How can this presentation be improved?

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***Thank you very much for your help!***