

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 5

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

1. When anticipating a particular activity for Ms. S., such as getting dressed, you should:
 - a. Think about what aspects of the task she enjoys most, and plan to do those first.
 - b. Make changes in approach so she won't get bored.
 - c. Break the task down into steps she can understand.

2. Mr. G seems to get agitated when you start helping him to get ready for a shower. You should:
 - a. Find out what he's used to doing to get clean (e.g., shower, bath, sponge bath).
 - b. Leave the room and let him try to do it since he might be embarrassed.
 - c. Wait until evening when he's more tired and may not be as resistive.

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. Take the milk and pour it into a glass so she won't be embarrassed by a spill.
 - b. Break the lunch-making into simpler steps and do one step at a time. For example, arranging a few necessary dishes on the table, then preparing a sandwich at the counter, putting the sandwich on her plate at the table, then pouring the milk.
 - c. Demonstrate the process of getting a meal together and then let her try the next time.

4. Which concept is most important regarding tasks and daily routines when helping a person with cognitive needs?
 - a. That the person is well fed, clothed appropriately, and kept clean.
 - b. That the person feels good during and after the task.
 - c. That both the caregiver and the person enjoy the task.
 - d. That the order and task complexity of task steps match the person's ability.
 - e. That the task is accomplished as efficiently as possible to allow time and energy for the activities the person most wants to do.

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5. Match the concepts about tasks and daily routines with the corresponding statements by selecting the appropriate letters and recording them where indicated (write the letter of each concept next to the statement it matches):

- a. Consistency
- b. Break down complex task into simple steps
- c. Timing
- d. Modification of objects

___ The person goes to bed right after preparing for bed.

___ The person is used to using bar soap.

___ Showering is always done in the morning.

___ The pants and shirt are laid out for the person, then the person puts the pants and shirt on without help, then has help with shoes and socks.

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

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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?

12. How can this presentation be improved?

Thank you very much for your help!