

Problem Solving to Complete an Independent Living Task

Objective: Teaching generalized **problem-solving** within a functional task sequence to students with disabilities.

Settings and Materials:

Settings: Training and observation sessions are conducted in a “breakroom” adjacent to the students’ classroom and in an adjoining kitchen area during the class’ regular morning breaktime.

Materials:

Content Taught

1. Students were taught a four-step problem-solving strategy
 - a) State problem
 - b) State response
 - c) Self-evaluate
 - d) Self-reinforce

2. Ten problem situations were embedded within a toast-making task analysis.
 - a) Toaster upsides down
 - b) Toaster unplugged
 - c) Utensil too bi
 - d) No towel on table
 - e) No rag on table
 - f) Objects on table on top of crumbs
 - g) Vacuum unplugged
 - h) Bread crumbs under table
 - i) Game pieces on floor in way of vacuum
 - j) Cord hook in wrong position

Teaching Procedure

Self-Instruction with Multiple-Exemplars Training

1. All training sessions began by asking students if they would like to “learn to make toast by themselves”.
2. Length of sessions average 20 minutes.
3. The teacher models the appropriate response while describing verbally what she is doing (Step 1).

4. Then the student performs the same response while the teacher instructs aloud (Step 2) after which the student performs the response again while self-instructing aloud (Step 3).
5. Self-instructional statements are developed from the students' repertoires and includes:
 - a) stating the problem (e.g., "Don't go in");
 - b) stating the response (e.g., "Turn it");
 - c) self-evaluating (e.g., "Fixed it"); and
 - d) self-reinforcing (e.g., "good").
6. Instructional procedures included modeling, prompting, and corrective feedback.
7. Verbal praise, smiles, and positive gestures (e.g., "high-fives") were delivered on a variable basis following correct responding and verbalizing.

Training 1

1. Self-instruction is taught in response to the first training exemplar in a student's pre-established training sequence from the toast-making task analysis.
2. 16 trials per session is continue until a pre-established criterion of 90% unprompted correct response and 90% unprompted verbalization of all four self-instructional steps per response is met.
3. In addition, 100% unprompted responding and 85% unprompted verbalizing is required during performance sessions.

At the close of each session, the participants are reminded to self-instruct when presented with a problem situation.

Method of Evaluation

1. Frequency of self-instruction steps verbalized and frequency of correct responses to task-sequencing problem situations.
2. Frequency of correct responses to trained and untrained task-sequencing problems (i.e., generalization probes).
3. Frequency of self-instruction steps verbalized in response to trained and untrained task-sequencing problems.

Lesson Plan Based on:

Hughes, C., Hugo, K., & Blatt, J. (1996). Self-instructional intervention for teaching generalized problem-solving within a functional task sequence. *American Journal on Mental Retardation, 100*, 565-579.

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