

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: The Task and Daily Routines

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

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

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

3. You know this person is capable of fixing their own lunch, yet sometimes they mix things up, like pouring milk on the plate rather than in the glass. You should:
 - a. Take the milk and pour it into a glass so they won't be embarrassed by a spill.
 - b. Break the lunch-making into simpler steps and encourage them to do one step at a time. For example, first arranging a few necessary dishes on the table, then preparing a sandwich at the counter, then putting the sandwich on the plate at the table, then pouring the milk.
 - c. Demonstrate the process of getting a meal together and then let them try the next time.

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

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5. Match each concept about tasks and daily routines with the corresponding statement by writing 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

_____ This person goes to bed right after preparing for bed.

_____ This person is used to using bar soap.

_____ Showering is always done in the morning.

_____ The pants and shirt are laid out for this 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!