**Session Eight:**

**Mnemonics and Simulation**

**Overview**

Mnemonics and Simulation might not come to mind readily when thinking about evidence based practices. Some teachers have embraced the use of mnemonics naturally and use them routinely with their students while others have not thought to use them at all. There are books with lists of mnemonics but this section introduces some other ways to think about and practice mnemonics with students. Simulation is another practice often used informally in the classroom with role plays. Many schools set up student run coffee shops and cafes to give students a simulated experience of skills needed to work in a similar setting in the community. Examples of how emerging technology like virtual reality can be used to provide simulated experience are briefly described here along with links to additional resources. Other evidence based practices such as computer assisted instruction and community based instruction often work hand in hand with simulation.

**Materials to Enhance Learning and Activities**

1. **Handout #4.** Ohio Employment First Evidence Based Practices for Transition Youth. Download from Session 8 website or at this link: [www.ohioemploymentfirst.org/view.php?nav\_id=192](http://www.ohioemploymentfirst.org/view.php?nav_id=192)
2. **Handout #5.** Virtual reality and computer-based training teach social skills to youth with autism. Download from Session 8 website. (https://www.ocali.org/project/session\_eight\_mnemonics\_and\_simulation)
3. **Handout #6.** Assistive Technology and VR. PowerPoint from webinar from the Center for Technology and Disability. Download from Session 8 website. (https://www.ocali.org/project/session\_eight\_mnemonics\_and\_simulation)

**Activities Overview**

Several of the resource materials listed above will be used in some of the suggested activities in this module. While there are multiple options for activities, in most situations, the facilitator should prioritize those activities that are most important and be prepared to eliminate or streamline the other activities.

**Slide #3**. REVIEW. Locate Mnemonics overview in Handout #1, Ohio Employment First Evidence Based Practices for Transition Youth.

**Slide #4**. DISCUSSION. Facilitate a general discussion among the participants about how they currently use mnemonics with the youth they support or teach.

**Slide #9.** WEBSITE REVIEW. As time permits, visit <https://spedinstructionalstrategies.wordpress.com/reading-strategies/the-vocabulary-lincing-routine/> for examples.

**Slide #22.** PRACTICE. In small groups or individually, complete a LINCing table for the term, “Compromise’. Participants may use a plain piece of paper to create the LINCing table or the facilitator may make full page copies of Slide 22 as a worksheet for this activity. Remind participants to use the information in the previous slides to assist in completing each step correctly. Especially steps 4 and 5. After tables are completed, ask for a few examples and discuss how the examples fit the required components of LINCing.

**Slide #23.** GROUP PRACTICE. Use this opportunity for the participants to practice using a mnemonic. Ask group to identify the steps in LINCS. Show only the items that come up on the slide. Not the answer. After the group has a chance to think, ask for shout outs for the steps. Click through each letter (the slide revels one letter at a time on each click)

**Slide #25.** PRACTICE THE STRATEGY. In small groups or pairs. Select one of the words on the slide, Use the LINCing process, complete a LINCing Table and Share with others and ask for feedback. Facilitators may have blank paper available for use with this activity or can print and copy the full-page slide of the blank LINCs table found on Slide 26. Use one of these words to go through the LINC routine with a small group. This can be done individually as well. If time permits, ask each participant to share their LINCS Table.

**Slide #28.** GROUP DISCUSSION. Simulation. Facilitators survey the group and ask for examples of simulation. Facilitators should be prepared to offer 2 or 3 examples as well. Example: Military Flight Simulators, Simulated emergencies in hospitals, Rehearsing social situations

**Slide #29**. REVIEW. Locate Simulation overview in Handout #4, Ohio Employment First Evidence Based Practices for Transition Youth.

**Slide #30.** GROUP COMMENTS. Read the definition of Simulation aloud and pause periodically to allow for processing. Ask for comments or clarifications.

Request any brief comments related on the value or advantage of using simulation. More discussion will come in the next few slides.

**Slide #33**. GROUP DISCUSSION. Ask group for examples of social strategies that use simulation as a method to teach social skills.

**Slide #34.** THINK-PAIR-SHARE. Think: What are some examples of simulation strategies that you have used? Pair: Discuss these examples with the person next to you. Share: Share one or two examples with the group.

**Slide #38.** GROUP FEEDBACK. Pause after reviewing the slide on the use of technology with Simulation. Ask for comments. Discuss what the participants might see as the advantages and disadvantages of the use of technology simulation.

**Slide #41**. SMALL GROUP DISCUSSION. As time permits, have teams or groups choose several questions from the slide and discuss. Have one person on the team or in the group take notes and share. What other ways might technology will be used in the future for simulation? How can teams expand the use of simulation in their plans to prepare youth for employment? How can simulation be paired with current or potential strategies?