# Session Eight:

# Mnemonics and Simulation

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## Slide 1: “What Works for Work”

Mnemonics and Simulation

Evidence Based Practices

**Alt Text:**

1: Logo for the Ohio Developmental Disabilities Council

2: Logo for the OCALI Lifespan Transitions Center

## Slide 2: Mnemonics

“TGIF”

A Common Example of a Mnemonic

### Alt Text: Remember: Post-It Note with the word remember in script

Slide Notes: TGIF is a common example of a mnemonic that means “Thank God It's Friday”

## Slide 3: Handout

### Mnemonic page from *Ohio Employment First Evidence Based Practices for Transition Youth* Document

### Alt Text: Mnemonics Resource pg. 11. Mnemonic page from the Ohio Employment First Evidence Based Practices for Transition Youth Document

Slide Notes: Download document from the Session 8 web page or from this site  [https://ohioemploymentfirst.org/view.php?nav\_id=454](http://https/ohioemploymentfirst.org/view.php?nav_id=454)​

## Slide 4: Mnemonics: Memory Devices

* Memory devices: Help recall larger pieces of information
* Types of mnemonics include: Music, Name, Expression/Word, Model, Ode/Rhyme, Note Organization, Image, Connection, and Spelling Mnemonics
* Do you use mnemonics with the individuals you teach or support? : Discuss and give examples

Slide Notes: Facilitate a Discussion with participants: “Do you use mnemonics with your students? Which ones?”

## Slide 5: Examples

* The next three slide offer examples of Mnemonics
* Would these examples be helpful in any familiar situations?

## Slide 6: “Thirty Days Hath September…”

Thirty days hath September, April, June and November. February has 28 alone.

All the rest have 31 except in Leap year, that’s the time when February’s days are 29.

### Alt Text: How many days are in each month. Calendar with words of the Mnemonic. Same text as on the slide

## Slide 7: Desserts = Stressed

* When you are stressed you eat desserts.
* ‘Desserts’ is ‘stressed’ spelled backwards.
* Another trick- To remember the difference between dessert and desert, remember that dessert has two s’s like Strawberry Shortcake.

### Alt Text: How to spell desserts. A picture of several kinds of chocolate with the words Desserts equals stressed.

## Slide 8: How to Set the Table

* Anything with four letters goes on the left
	+ fork
* Anything with five letters goes on the right,
	+ spoon, knife

### Alt Text: How to Set the Table. Background picture is a tray of silverware. Text box includes the words on the slide.

## Slide 9: Mnemonics using the LINCing routine

* Extensively researched
* Promotes understanding and recall of an important vocabulary term
* Highly effective with ALL students
	+ When consistently used with students for 3 weeks, students w/LD increased vocabulary scores 24%-29%
	+ Students without LD increased vocabulary scores 16% – 19%
* Most effective with middle school – high school age students

Slide Notes: For more examples and information on LINCing, visit this website <https://spedinstructionalstrategies.wordpress.com/reading-strategies/the-vocabulary-lincing-routine/>

## Slide 10: What Is the Acronym “LINCS”

Components Described as

* Step One: List the parts
* Step Two: Indicate (or Identify) a Reminding Word
* Step Three: Note a LINCing Story
* Step Four: Create a LINCing Picture
* Step Five: Self-Test

Slide Notes: The acronym, ‘LINCS’, described all the components of the process. The process highlighted in this session focuses primarily on steps 1-4. Self-Test will be described in later slides.

## Slide 11: Using a LINCing Table

* The next slide reviews the LINCing Table
	+ The table is a template that is used in the LINCing process
* Note that:
	+ The Term (Step 1) and the Reminding Term or Word (Step 3) are on the left side on the table
	+ The Definition (Step 2) is on the right side of the table
	+ The Story (Step 4) and Picture (Step 5) are in the middle
* This format visually ‘links’ Term and Definition by using the Story and Picture

## Slide 12: Using LINCing Routine

### Alt Text: The Lincing step break down. As described on previous slide. The steps of the LINCs process. Will be described in detail on following slides.

Slide Notes: The Lincs table is made up of 5 different boxes. Specific information is recorded in each box – the Term, a Definition, a Reminding work, a Lincing story, and a Lincing Picture. The information below explains the LINCing routine steps in detail. The following slides will break it down and look at each step individually.

Notes for facilitators and single viewer

The first time an instructor uses a LINCS Table, it is done as a whole group activity or directly facilitating the individual. Eventually, youth learn to construct LINCS Tables without assistance.

1. The term – discuss and define the meaning of the word within the context of the lesson. Record the term on the form in box one. In this example, “Discount” is the term in box 1
2. A brief definition is written in box 2 – use ONLY the parts of the definition that are most essential for students to know. (reduce long definitions to their most essential parts). Box 2 definition is “The difference between the list price and the sale price”.
3. The reminding word in box 3 gives students auditory clues that will enable the to access their memory of the new term and the new term’s definition. It must SOUND similar to part of all of the new term, and it must be a word whose meaning is very familiar to the students. Box 3 is the reminding term which is “DISC”
4. The LINCing story in box 4 is a short phrase or sentence that enables students to connect or link the meaning of the new term to familiar background knowledge. It provides auditory and visual links between the reminding word and the meaning of the new term. AN EFFECTIVE story includes several characteristics: the story always contains the reminding work, the story always contains the meaning of the new term in some way. The story sometimes will contain the new term, the story is always short and simple. Box 4 is the Story, “I saved three dollars on a disk”.
5. The LINCing picture in box 5 is a memory device that provides a visual memory link for the new term. The picture does not need to be sophisticated artwork – stick figures are fine. The linking pictures must include 3 characteristics: It MUST depict, in some way, the essential features of the new term’s definition, it must contain a part related to the reminding word and it must help the student remember the new terms definition. In the box 5 example there is a picture of a woman, carrying shopping bags that say Big Sale, 15 percent discount on Disks. The reminding term for the example was disc.

## Slide 13: LINCing Routine: Step One

Step 1. The term

* Discuss and define the meaning of the word within the context of the lesson.
* Record the term on the form.

### Alt Text: Box with Words. 1. Term. Discount

Slide Notes: Step One: discuss and define the meaning of the word within the context of the lesson. Record the term on the form in box one.

## Slide 14: LINCing Routine: Step Two

## Step 2. A brief definition is written in step two.

## Use ONLY the parts of the definition that are most essential for students to know. (reduce long definitions to their most essential parts)

### Alt Text:

1. Two boxes with an arrow pointing from step one to step two

2. Step two box. 2. definition the difference the list price and between sale price.

## Slide 15: LINCing Routine: Step Three

Step 3. The reminding word gives an auditory clue that will help someone remember the new term and the new term’s definition.

It must SOUND similar to part or all of the new term, and it must be a real word whose meaning is very familiar.

### Alt Text:

### Steps One ,Two and Three. Same as previous slide with the addition of 3. Reminding Word: "Disc".

### 1. Step one with arrow pointing to step two. 1. term Discount

2. Step two with arrow pointing to step three box. 2. definition the difference between the list price and sale price.

3. Step three box. 3. Reminding Word: "Disc"

Slide Notes: Building on Square 1 which contains the first part of the lincing routine which is the term you want to remember. In this case the example term is discount.

Rectangle 2 contains the second part of the lincing routine which is the definition. For this example, the definition of discount is the difference between the list price and the sale price. In this slide Square 3 is added as the third part of the lincing routine which is the reminding word. Again for our example word discount, the reminding word is ‘disc’.

## Slide 16: LINCing Routine: Step Four

Step 4 is the LINCing story

* A short phrase or sentence that enables a person to connect or link the meaning of the new term to familiar knowledge.
* It provides auditory and visual links between the reminding word and the meaning of the new term.
* An EFFECTIVE story always includes several characteristics:
	+ The reminding word
	+ The meaning of the new term
	+ Is short and simple

## Slide 17: Step Four Example

### Alt Text: Steps One ,Two Three, Four. Same as previous slide with the addition of Step 4, The LINCing story.“ I saved  three dollars on a disc”

### 1. Step one with arrow pointing to step two. 1. term Discount

2. Step two with arrow pointing to step three box. 2. definition the difference between the list price and sale price.

3. Step three box. 3. Reminding Word: "Disc"

4. Step four box. 4. The LINCing story. "I saved three dollars on a disc"

Slide Notes: Building on Square 1 which contains the first part of the lincing routine which is the term you want to remember. In this case the example term is discount.

Rectangle 2 contains the second part of the lincing routine which is the definition. For this example, the definition of discount is the difference between the list price and the sale price. In this slide Square 3 is added as the third part of the lincing routine which is the reminding word. Again for our example word discount, the reminding word is ‘disc’.

## Slide 18: “Decree”. *To make a decision and force it on others.*

## Example of LINCing Story

## Reminding word: Decide

* LINCing Story: “the dictator decided to force everyone to pay higher taxes.”
	+ YES. Story reminds of a decision being forced on others.

Non-Example

* Reminding word: Decide
* LINCing Story: “He decided to go to town.”
	+ No. Story does not remind of forcing a decision on others.

Slide Notes: This is an example of a Lincing story for the word ‘Decree”. One story fits the definition of a LINCing story because it includes the idea of being ‘forced’. The other does not.

## Slide 19: Fluorite: A purple mineral used to make steel hard

### Example of LINCing Story

* Reminding word: Floor
* LINKing Story: “My knee turned purple when it hit the hard, steel floor.”
	+ YES. Story helps you think of steel and the color purple

Non-Example

* Reminding word: Floor
* LINKing Story: “The floor was messy.”
	+ NO. Story does not help you think of steel or the color purple.

Slide Notes: This is an example of a Lincing story for the word ‘Fluorite”. One story fits the definition of a LINCing story because it includes the color purple. The other does not.

## Slide 20: LINCing Routine: Step Five

* Step 5 is the LINCing Picture
* LINCing pictures provide a visual memory link for the new term
* The picture does not need to be sophisticated artwork – stick figures are fine.
* LINCing pictures must:
	+ depict a component related to the Reminding Term or Word
	+ reflect important ideas in the Definition
	+ help the youth remember the new term’s definition

## Slide 21: Step Five Example

### Alt Text: Steps One ,Two Three, Four. Same as previous slide with the addition of Step 5, a picture of a lady shopping . Notes explain the concept fully.

### 1. Step one with arrow pointing to step two. 1. term Discount

2. Step two with arrow pointing to step three box. 2. definition the difference between the list price and sale price.

3. Step three box. 3. Reminding Word: "Disc"

4. Step four box. 4. The LINCing story. "I saved three dollars on a disc"

5. Lady with Shopping Bags. Smiling lady with shopping bag says, Big Sale, 15 percent discount on Disks

Slide Notes: In this example, the final picture is the lady shopping The woman is carrying shopping bags that say ‘Big Sale’, ‘15 percent discount on Disks’. The reminding term for the example was ‘disc’. This pulls everything together and serves as a memory device for the reminding word “disc” . Because she saved money when the sale price reduced the cost of the disc, , the user is then reminded of the definition of “Discount”.

## Slide 22: Activity: Complete a LINCing Table for ‘Compromise’

### Alt Text: Fill in Lincing Table to complete. 1. Term-compromise. 3. Reminder Word 4. Story. 5. Picture. 2. Definition.

Slide Notes: In small groups or individually, complete a LINCing table for the term, “Compromise’. 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.

1. Step One: Term : Compromise
2. Step Two: Choose a brief definition for the term.
3. Step Three Identify a reminding word
4. Step Four: Note a LINCing story
5. Step Five: Create a LINCing picture

## Slide 23: LINCS is a Mnemonic.

Do you remember what it stands for? L-I-N-C-S

* List the parts
* Indicate (or Identify) a Reminding Word
* Note a LINCing Story
* Create a LINCing Picture
* Self-Test

Slide Notes: Facilitator: 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 ahas 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 24: Final Step: Self-Test

### Self-Test Forwards

* Say the New Word
* Say the Reminder Word
* Think of the LINCing Story
* Think of the LINCing Picture
* Say the meaning of the New Word
* Check to see if correct

Self-Test Backwards

* Say the meaning of the New Word
* Think of the LINCing Picture
* Think of the LINCing Story
* Say the Reminder Word
* Say the New Word
* Check to see if correct

## Slide 25: Activity: Practice the LINC routine

In a small group or with a partner:

* Select one of the words on this slide
* Use the LINCing process
* Complete a LINCing Table
* Share with others and ask for feedback
* Amendment
* Charitable
* Mortified
* Tirade
* Perpetual
* Wholesale
* Abolitionist

Slide Notes: 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 27. 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 26: LINCing Table

### Alt Text: Fill in Lincing Table to complete. LINCing Table with the 5 steps of LINCS reviewed fin this PPT.

Slide Notes: Optional: Print this slide as a full page and provide to participants to use with activity.

## Slide 27: Additional Resources

Videos that review memory strategies

* [Remembering Lists](https://www.youtube.com/watch?v=Hwq5rJgkYUw&list=PLD08141649BB638CC)
* [The Fastest Way to Memorize](https://www.youtube.com/watch?v=TFP9rLPRI3g)
* [Improve Your Memory](https://www.youtube.com/watch?v=ic4HxQ0UZK4)

Slide Notes: Additional ideas and in formation related to memory strategies can be found in the hyperlinks on this slide.

These are the links that are attached to the hyperlinks:

* https://www.youtube.com/watch?v=Hwq5rJgkYUw&list=PLD08141649BB638CC
* https://www.youtube.com/watch?v=TFP9rLPRI3g
* https://www.youtube.com/watch?v=ic4HxQ0UZK4

## Slide 28: Simulation

### Alt Text:

Driving Simulator. Young Woman practicing driving in driving simulator

Golf Simulator. Man practicing golf in a golf simulator while several other golfers watch

Slide Notes: The next EBP in this session is Simulation. These pictures represent the use of simulation supported by technology. Driving simulator and golf simulator. Examples of Simulation in the community are widespread. Facilitators can 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: Simulation: An Evidence Based Practice

* Page from the Ohio Employment First Evidence Based Practices for Transition Youth
* [Download document](https://ohioemploymentfirst.org/view.php?nav_id=454) from this link or the session eight Webpage

### Alt Text: Simulation Page 25. Page from the Ohio Employment First Evidence Based Practices for Transition Youth document. Available for download.

Slide Notes: This is Handout #4. Facilitators should ask the participants to find the page in the document and review briefly.

Download link: [https://ohioemploymentfirst.org/view.php?nav\_id=193#block\_286](https://ohioemploymentfirst.org/view.php?nav_id=193)

## Slide 30: Definition of Simulation

### Simulation uses materials and situations in instructional settings that approximate the natural conditions and the expected responses associated with applying performance skills and behaviors expected in community and work settings.

Slide Notes: Facilitators : Read the definition aloud and pause periodically to allow for processing. For example:

Simulation.

…uses materials and situations…

…in instructional settings…

…that approximate the natural conditions ***and*** …

…the expected responses associated with applying performance skills and behaviors…

…expected in community and work settings…

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 31: Let’s Look at a Few Examples

## Slide 32: CVS Opening Mock Stores

CVS is ramping up its efforts to hire people with disabilities with a slew of new mock stores designed to help train this traditionally-underemployed demographic.

* Each site features equipment characteristic of a typical CVS location.
* People with disabilities participate in classroom and hands-on training in both life and job-related skills, learning the tasks required for working in a CVS store or as a pharmacy technician.

Shaun Heasley | November 13, 2017

### Alt Text: CVS. Outside entrance to a CVS store

Slide Notes: Additional notes from the news article for facilitators or viewers:

CVS opened one of the mock stores in November 2017 at the Arkansas Career Training Institute in Hot Springs, Ark. and two others — located in Fishersville, Va. and Johnstown, Pa. — are already up and running. The first site opened in Virginia in 2016 and the company said 41 people have completed the training program and 11 are now on the CVS payroll. Additional mock stores are expected to open in Baltimore, Plainwell, Mich., Smyrna, Tenn., Warm Springs, Ga. and Thelma, Ky. by spring 2018.

<https://researchautism.org/mock-cvs-store-prepares-transition-age-students-for-the-workforce/>

## Slide 33: Simulation for Social Skill Development

### Youth engage in simulations to rehearse routines, procedures, social responses, etc.

### Provides a ‘safe’ environment as preparation for performing in community, home or work sites

### Expectation to move skill to authentic environment

Slide Notes: Ask group for examples of social strategies that use simulation as a method to teach social skills. Remind the group of SOCCESS – Session 5, Self-Monitoring. Situations-Options-Consequences-Choices-Strategies-SIMULATION. Video Modeling often includes simulation.

## 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 Notes: Group participants can offer examples of simulations and their effectiveness. Individual viewers can reflect on their own experience with simulation. If time permits, use flip charts to have the ”Pairs” record their examples and post for others to review.

## Slide 35: Additional Examples Simulation

* Job interview simulation with community employers who do ”practice interviews” with students.
* Many schools set up working cafes or coffee shops so students can learn work skills in a simulated setting.
* Learning cooking, cleaning and living skills in a practice apartment.
* Using computer software to practice making change for purchases or learning about the community.

**Slide 36: Effects of Simulation to Teach Students with Disabilities Basic Finance Skills**

* This [research article](https://journals.sagepub.com/doi/10.1177/0741932512448218) reviews the use of Simulation to teach the 20-step task of debit card use and expense and deposit tracking in a check register. ​
* Students involved were identified with a learning disability, autism, or emotional and behavioral disorder​
* Results: Students were able to generalize purchasing skills to new community settings up to 5 weeks after intervention.

### Alt Text: NTACT Webpage. NTACT landing webpage on simulation lesson plans for social and communication skills

Slide Notes: **Research Article**​

<https://journals.sagepub.com/doi/10.1177/0741932512448218>

## Slide 37: OhioMeansJobs.com

* OhioMeansJobs (OMJ) web site
* Youth may sign in and engage in [virtual interview practice](https://jobseeker.ohiomeansjobs.monster.com/PracticeInterviews.aspx) and watch video tutorials for interviewing

### Alt Text: OhioMeansJobs webpage. OhioMeansJobs landing webpage to access practice interview questions.

Slide Notes: Picture of OMJ webpage hyperlinks to the site

Link to virtual interview practice:

<https://jobseeker.ohiomeansjobs.monster.com/PracticeInterviews.aspx>

## Slide 38: The Future of Simulations

* Holograms have been used in exhibits and movies to simulate people and experiences.
* In a movie called Marjorie Prime, a woman with beginning dementia was provided with a hologram of her deceased husband to be her companion. The hologram had conversations with her based on information that had been programmed into the computer memory about her life and shared experiences. The hologram also reminded her to take her medication.
* News reports explained how SIRI acted as a ‘companion and friend’ to a young boy with autism. SIRI could endlessly answer his questions.

Slide Notes: Pause after reviewing the slide and ask for comments. Discuss what the participants might see as the advantages and disadvantages of the use of technology simulation.

## Slide 39: Virtual Reality

## “Virtual reality technologies represent a simulation of real world training environments based on computer graphics. These can be useful as they allow instructors, therapists and service providers to offer a safe, repeatable and diversifiable environmental platform which can benefit the learning of individuals with ASD.”

### Alt Text: Virtual Reality Headset. A simple cardboard Virtual Reality headset.

Slide Notes: This is a simple cardboard VR headset. Note the black mobile phone that has been inserted in the bottom or the head set. The VR movies are projected from the phone and filtered though the special lenses.

(retrieved from [https://network.autism.org.uk/good-practice/evidence-base/potential-virtual-reality-technologies-autistic-people July 30](https://network.autism.org.uk/good-practice/evidence-base/potential-virtual-reality-technologies-autistic-people%20July%2030), 2018)

## Slide 40: Virtual Reality (VR) and Simulation

### VR videos and specially designed VR goggles can provide an opportunity to experience other environments and settings without actually being there

### This is a form of simulation

### Virtual reality and computer based training teach social skills to youth with autism.

### See handout #5

### Assistive Technology and VR, webinar from the Center for Technology and Disability.

### See handout# 6

Slide Notes: Handout #5 in PDF form is available for download from the Session webpage. (Virtual World Shows Promise For Teaching Social Skills)​

Handout # in PDF form is available for download from the Session webpage. (Assistive Technology and VR: What VR Can Do For You)​

## Slide 41: Wrap Up

Discuss:

* 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?

Slide Notes: Facilitators: As time permits, have teams or groups choose several questions from the slide an discuss. Have one person at on the team or in the group take notes and share.

**Slide 42: Certificate of Completion**

* Please take a few minutes to complete a short [eight-question survey.](https://www.surveymonkey.com/r/JW9JR9N)
* Response to the survey with 75% accuracy allows the learner to download a certificate of completion for the session.