



I Can Cook Healthy Foods!

Component:	CRS	Service:	COGREM	Duration:	10 sessions
Service Definition (per Part 512):	Cognitive Remediation is a set of techniques and interventions, such as drills, activities and exercises, designed to improve an individual's functioning by improving the cognitive skill that is the target of the remediation task. These skills include, but are not limited to: the ability to pay attention, remember, process information, solve problems, organize and reorganize information, communicate and act upon information. Cognitive remediation techniques work to improve mental capabilities necessary to learn academic subject matter, and more generally to function in daily life. Cognitive remediation is an optional PROS service, subject to prior review and written approval of the Office.				
Class Description:	<i>Participants will learn and practice several cognitive skills throughout the curriculum. Participants will use the medium of cooking and learning cooking terms to help practice cognitive remediation skills. They will also identify the areas of their life that would improve with cognitive remediation.</i>				
Learning Approaches/ Modalities	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Mixed media/ Art-based <input checked="" type="checkbox"/> Pen & paper exercises <input type="checkbox"/> Computer-based interventions <input type="checkbox"/> Roleplay interventions <input type="checkbox"/> Modeling/ coaching <input type="checkbox"/> Other: _____				
Location	<input checked="" type="checkbox"/> Site-Based <input type="checkbox"/> Community-Based: _____				
Who should participate?	<i>This group is also intended for anyone who is working towards a goal that would like to address cognitive deficits identified as barriers to goal attainment.</i>				
Class Objectives:	<ul style="list-style-type: none"> ✓ <i>Participants will learn and practice a different cognitive skill each session.</i> ✓ <i>Participants will practice cooking and learn to follow recipes by practicing cognitive skills.</i> ✓ <i>Participants will be able to identify which cognitive deficits they can improve and verbalize how their daily lives would improve with cognitive remediation.</i> 				
Source(s):	<i>Please see facilitator guide for a complete list of resources used to create this curriculum.</i>				

Table of Contents

Session 1: Memory and concentration tools

Session 2: Attention and concentration

Session 3: Working memory

Session 4: Processing speed/reaction time

Session 5: Divided attention

Session 6: Organization

Session 7: Planning

Session 8: Task completion

Session 9: Problem solving

Session 10: Distal goal setting

Session 1

Location:	<input type="checkbox"/> Onsite <input type="checkbox"/> Off-Site: _____
Materials (incl. handouts):	May use curriculum cover page and table of contents as handout (optional)
Additional Resources:	

Introductions [3 minutes]

Establish Group Participation Agreement/Norms [5 minutes]

- ✓ If the PROS program has an established group participation agreement, discuss this agreement with participants and how it will apply to this class
- ✓ If the PROS program does not have an established group participation agreement, discuss what participation guidelines or norms the participants would like to use in this class.

Ice-Breaker Activity [7 minutes]

Overview of Class Description & Objectives [10 minutes]

- ✓ Discuss the Class Description and Objectives, and how these topics relate to independent living

Identifying Individuals' Stated Life Role Goals & Objectives [15 minutes]

- ✓ Ask participants to identify their life role goal(s) and facilitate discussion on how this class might move them forward in their recoveries

Review & Summary [5 minutes]

Sessions 2 – 11

Location:	<input type="checkbox"/> Onsite <input type="checkbox"/> Off-Site: _____
Materials (incl. handouts):	
Additional Resources:	

Review Previous Session's Topic [5 minutes]

- ✓ Facilitate discussion regarding homework assignments, if applicable

Introduce This Session's Topic [10 minutes]

Activity #1 [5 minutes]

Discussion Question(s) [5 minutes]

Activity #2 [10 minutes]

Discussion Question(s) [5 minutes]

Review & Summary [5 minutes]

Sessions 12

Location:	<input type="checkbox"/> Onsite <input type="checkbox"/> Off-Site: _____
Materials (incl. handouts):	May use curriculum cover page and table of contents as handout (optional)
Additional Resources:	

Review Previous Session's Topic [5 minutes]

- ✓ *Facilitate discussion regarding homework assignments, if applicable*

Facilitated Discussion [15 minutes]

- ✓ Ask participants to summarize what they've learned over the course of this class
- ✓ Ask participants to identify areas where they've grown or learned new skills
- ✓ Ask participants to talk about how they're going to use these skills in the future

Activity [10 minutes]

Identifying Individuals' Stated Life Role Goals & Objectives [15 minutes]

- ✓ Ask participants to identify their life role goal(s) and facilitate discussion on how this class has moved them forward in their recoveries

Wrap-Up [5 minutes]

Facilitator Practice Considerations

ROPES METHOD

Review – This is the first step in ROPES. Its purpose is to prepare individuals' readiness for the class. This is done by having students relate to the topic you are about to teach (5-10 minutes)

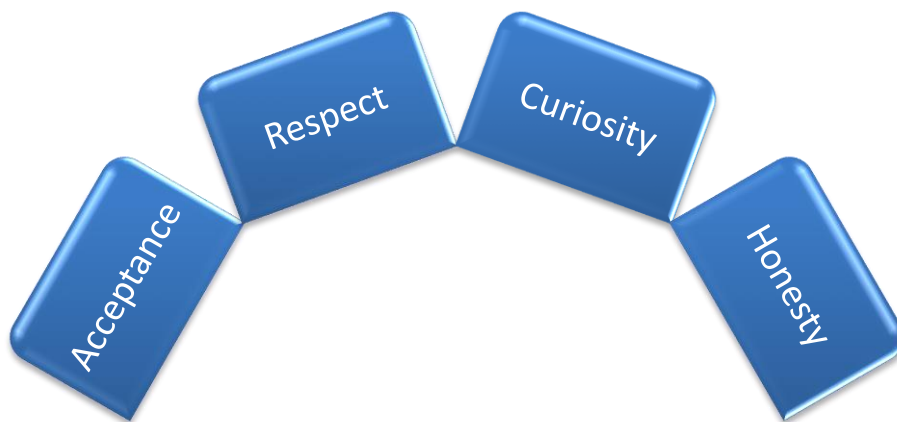
Overview – The purpose of the Overview is to inform students about the context and importance of the lesson. A learning outcome and agenda should be included (2-5 minutes)

Presentation – The purpose of the Presentation is to impart the essential information needed to learn a new skill (15-20 minutes)

Exercise – The purpose of the Exercise is to have students perform and repeat the new skill. Assign activities that require students to practice the new skill. The activity should be narrowly focused on the new skill only. Include all the characteristics of the new skill as presented in the previous step (15 minutes)

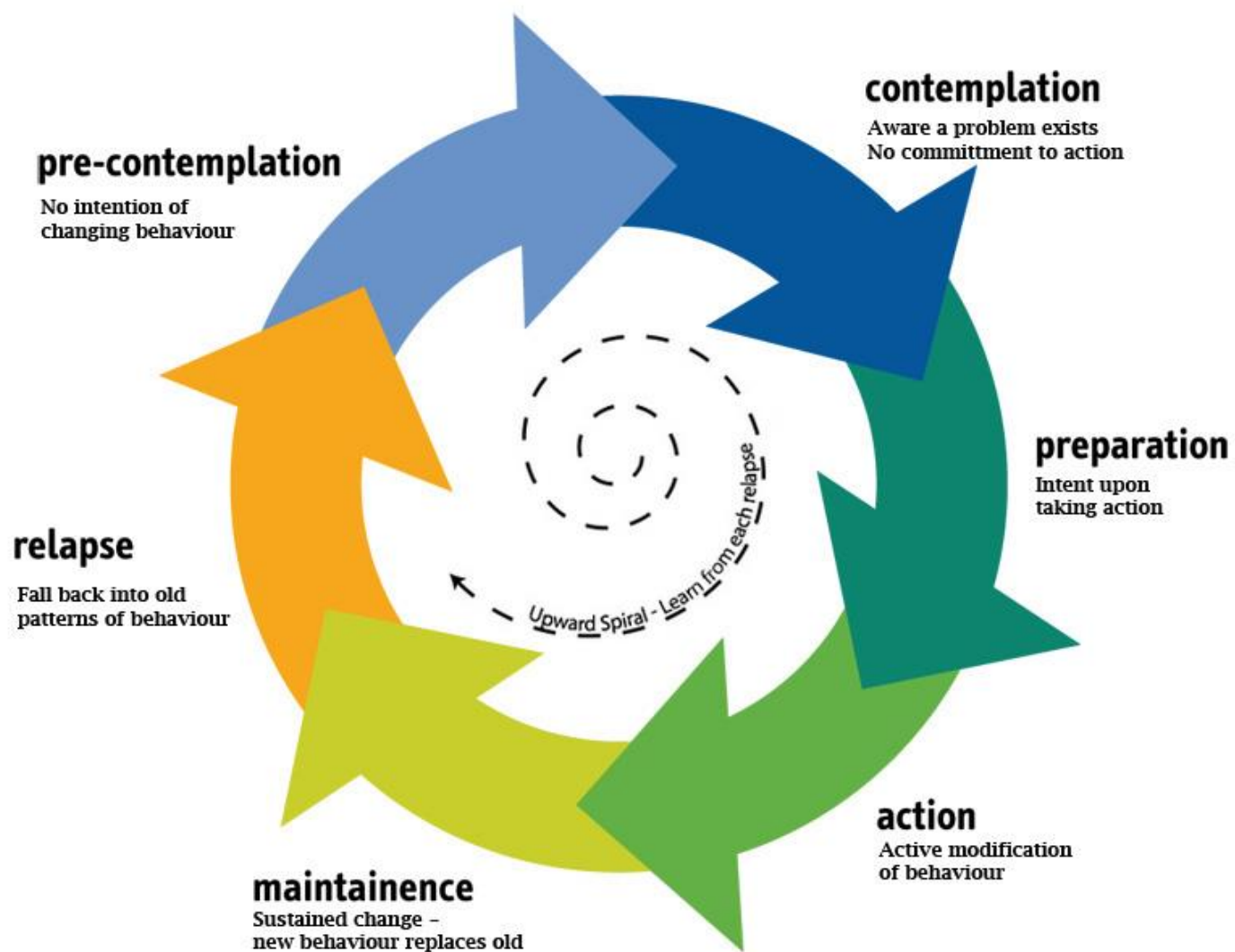
Summary – The purpose of the Summary is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close. Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here (2-5 minutes)

ARCH Principles



Micucci, Joseph A. (2009)

Stages of Change



Transtheoretical Model of Change Prochaska & DiClemente