

Transcript

- 1) Record a 1-2 minute session

Example

- 2) Transcribe the audio of the session

Example

Ok Margaret, the goal of this activity is to pick up the fork two times and then have a rest. When we are picking up the fork, we want our hand to be shaped ready to grab around the fork and our middle finger has to be on the fork first and our thumb has to be opposed to our index finger and middle finger. I want you to give that a go for me now. See how your middle finger is crossing over? So what I want you to do for me is to move your middle finger so it doesn't cross over. And what I want you to do for me also is to bend your index finger more. And bring your thumb opposite to your fingers more. Just stop for me because we just need to try and reset because what I want you to do is to get your index finger around more.

- 3) Use this form to classify and evaluate your coaching

Evaluation of coaching form

Example of a completed form:

	Instruction	Cue	Knowledge of performance	Knowledge of results	Goal setting	Fluff
	Add EF or IF (EF = External focus, IF = Internal focus)				?measureable	
<p>the goal of this activity is to pick up the fork two times and then have a rest</p> <p>When we are picking up the fork, we want our hand to be shaped ready to grab around the fork</p> <p>and our middle finger has to be on the fork first and our thumb has to be opposed to our index finger and middle finger</p> <p>I want you to give that a go for me now.</p> <p>See how your middle finger is crossing over</p>	<p>✓ IF</p> <p>✓ IF</p> <p>✓ IF</p>		<p>✓ IF</p>		<p>✓ not measureable</p>	<p>✓</p>

So what I want you to do for me is to move your middle finger so it doesn't cross over.	✓ IF					
And what I want you to do for me also is to bend your index finger more.	✓ IF					
And bring your thumb opposite to your fingers more	✓ IF					
Just stop for me because we just need to try and reset						
because what I want you to do is to get your index finger around more.			✓ IF			

Appraise the following aspects of you communication:

- Amount - do you talk too much and talk excessively while the stroke survivor is practising?
 - This is excessive talking
- Focus of instructions - do your instructions have an external focus - was the environment set-up to provide external focus?
 - Instructions have an internal focus
 - External focus could be used if there were marks on the fork as to where the thumb and fingers should touch the fork
- Feedback - are you measuring an aspect of the practice that can be used to indicate change in performance?
 - There is no objective measure of performance here, no knowledge of results feedback or objective goal for the session