



<input checked="" type="checkbox"/>	UNIT	Content Title	NOTES
Entry Page			
1 INTRODUCTION TO EFFECTIVE TRAINING			
<input type="checkbox"/>	1		
<input type="checkbox"/>	1	Effective Training 2	
<input type="checkbox"/>	1	The Many Elements of Training	
<input type="checkbox"/>	1	Elements of Training	
2 RECOGNIZE INEFFECTIVE TRAINING			
<input type="checkbox"/>	2	Moving on from Ineffective Training	
<input type="checkbox"/>	2	Question Training Goals	



<input checked="" type="checkbox"/>	UNIT	Content Title	NOTES
<input type="checkbox"/>	2	Breaking Assumptions	
<input type="checkbox"/>	2	The Golden Training Rule	
<input type="checkbox"/>	2	Good Support Equals Success	
<input type="checkbox"/>	2	Avoid the Readiness Trap	
3 WHEN TRAINING IS NEEDED			
<input type="checkbox"/>	3	When Training is Needed	
<input type="checkbox"/>	3	Adding Information	



<input checked="" type="checkbox"/>	UNIT	Content Title	NOTES
<input type="checkbox"/>	3	Avoid Dependence	
4 SETTING PRIORITIES			
<input type="checkbox"/>	4	Setting Training Priorities	
<input type="checkbox"/>	4	Impact on Life	
<input type="checkbox"/>	4	Goals	
<input type="checkbox"/>	4	Preferences	
<input type="checkbox"/>	4	Final Thoughts on Priorities	



<input checked="" type="checkbox"/>	UNIT	Content Title	NOTES
5 GOAL CONSIDERATIONS			
<input type="checkbox"/>	5	Avoid Rigid Curricula	
<input type="checkbox"/>	5	Flexibility	
<input type="checkbox"/>	5	Functionality	
<input type="checkbox"/>	5	Interaction on Functionality	
<input type="checkbox"/>	5	Time Considerations	
REVIEW			
<input type="checkbox"/>		Review	



<input checked="" type="checkbox"/>	UNIT	Content Title	NOTES
6 TEACH, ADAPT or SUPPORT			
<input type="checkbox"/>	6	Interaction: What Goal	
<input type="checkbox"/>	6	Teach, Adapt or Support	
7 ADAPTATIONS			
<input type="checkbox"/>	7	Adaptation to Task	
<input type="checkbox"/>	7	Adaptation to Setting	
<input type="checkbox"/>	7	Two Approaches	
<input type="checkbox"/>	7	How Adaptations Work	



<input checked="" type="checkbox"/>	UNIT	Content Title	NOTES
<input type="checkbox"/>	7	Using Adaptations Effectively	
<input type="checkbox"/>	7	Adaptation Interaction: Difficulty Using a Knife	
8 INSTRUCTIONAL SUPPORT			
<input type="checkbox"/>	8	Instructional Support Types	
<input type="checkbox"/>	8	Support	
<input type="checkbox"/>	8	Considerations	
9 INSTRUCTIONAL SUPPORT			
<input type="checkbox"/>	9	Deciding the Training Setting	
<input type="checkbox"/>	9	Train Where the Skill is Used	



<input checked="" type="checkbox"/>	UNIT	Content Title	NOTES
<input type="checkbox"/>	9	Train with Competent Models	
<input type="checkbox"/>	9	Train in Natural Settings	
<input type="checkbox"/>	9	Determining Who Will Train	
<input type="checkbox"/>	9	Staff or Natural Setting	
<input type="checkbox"/>	9	Natural Training	
<input type="checkbox"/>	9	Features of Natural Training	
CONCLUSION			
<input type="checkbox"/>	10	Conclusion: Training & Support Plan	



<input checked="" type="checkbox"/>	UNIT	Content Title	NOTES
<input type="checkbox"/>	10	Strategies	
<input type="checkbox"/>	10	Needed Skills Should Not Prevent Community Life	
<input type="checkbox"/>		Review the Welcome to your Post-Test information.	