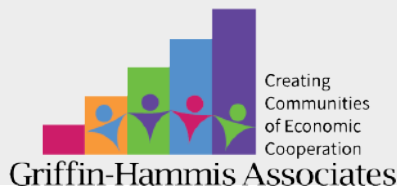
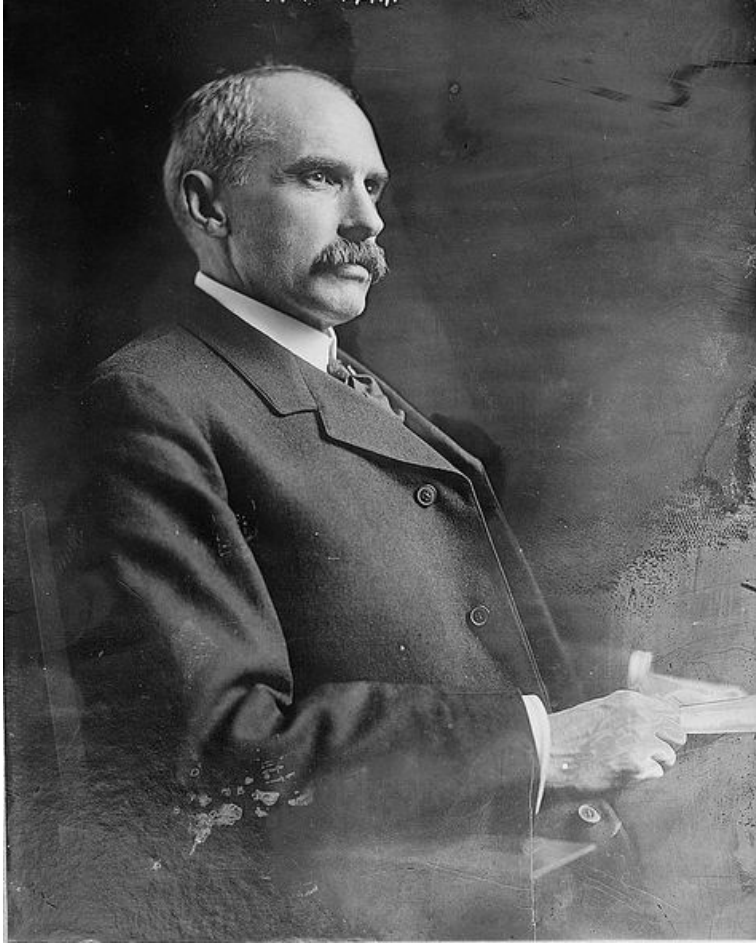


Systematic Instruction: The Cornerstone of Consultative Employment Support





**“Who dares to
teach must never
cease to learn.”**

- John Cotton Dana

EXERCISE: “Bagging” Our Assumptions

- Describe the process for bagging groceries
- Consider:
 - Job pace, standard tasks
 - Task variation required
 - Work flow
 - Structure of day/schedule



Guiding Principles & Values

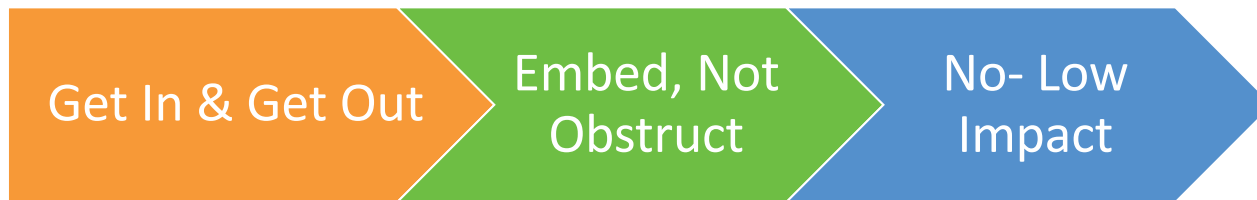


A Word to the Wise...

The best teaching & support strategies implemented by the highest-skilled job coaches in the world will not be enough to overcome a poor job match.

For anyone.

The Goal



Requires proactive & strategic planning
and analysis

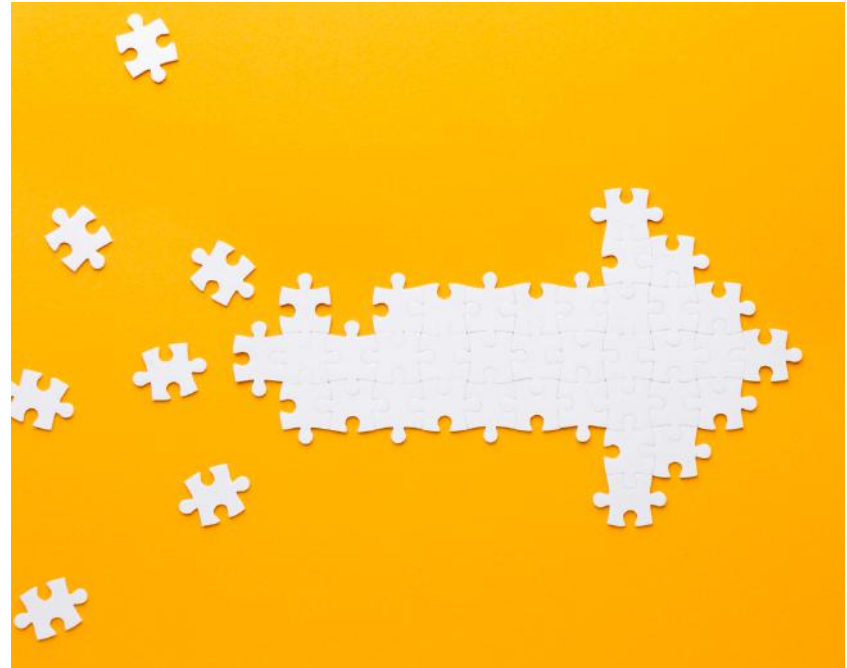
Guiding Values

- Zero Exclusion
- Partial Participation
- Zero Instructional Inference
- Mutuality
- Interdependence



Guiding Principles

- We do not allow the people we support to look incompetent
- We seek abundance
- We seek adventure
- We write it down
- We focus on contribution
- We seek ecological – not predictive validity



Guiding Principles When Teaching

- We teach with a minimum of conversation
- Save verbals for reward
- Learning the task/skill IS the reward
- Use powerful informing strategies
- Mistakes indicate teaching errors
- TRY ANOTHER WAY

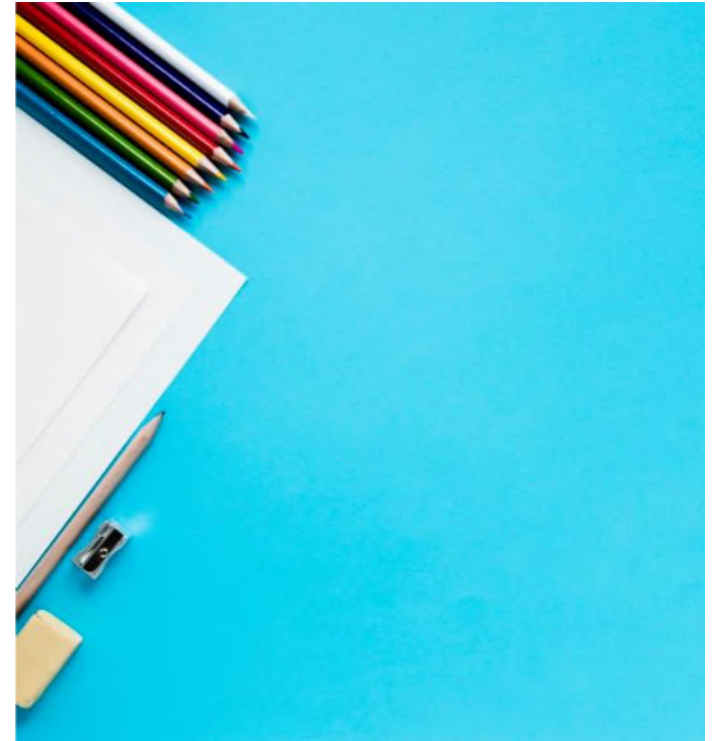


Job Analysis – Your First Step



Community-Based Instruction

- How the job was developed has a profound impact on the use of natural instructional techniques.
- The more ordinary the orientation and training period, the better chance of long-term success.
- If an artificial trainer or training technique is utilized, it must be done so in the least intrusive or disruptive manner possible.
- Recognize and understand core, episodic, and job-related routines
- Learn about the culture of the company



The Consultative Employment Support Plan

Capture **WHAT** to
Teach

Tangible &
Intangible

Write It Down =
Safety Net

Tasks, methods,
quality measures

Rituals, natural
trainers, “go to”
people

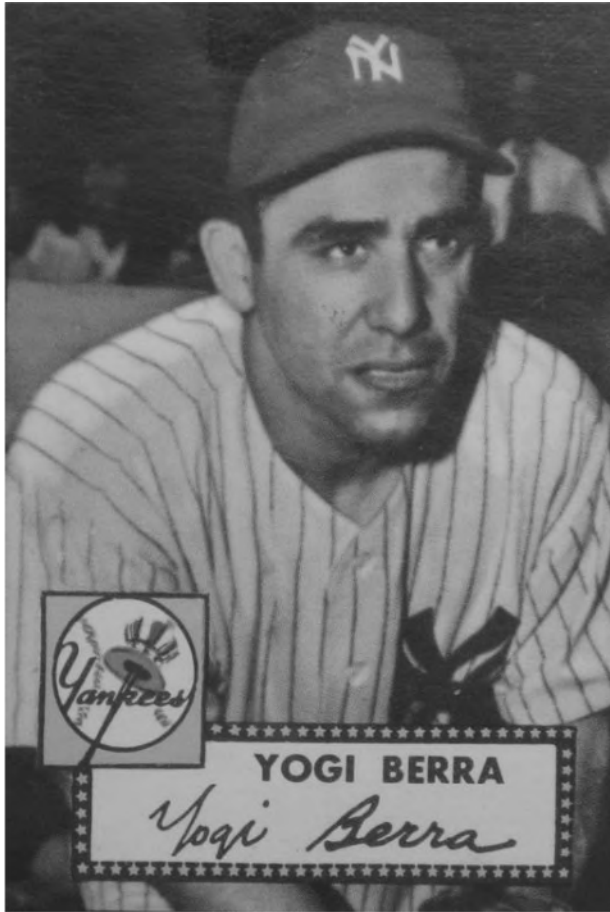
CES Plan: Key Components

- Project-oriented
- Developed for all work routines
(Everything you want to teach!)
- Task steps should:
 - Reflect natural instruction
 - Be verified by supervisors/co-workers



Consultative Supports Rule #1

DAY 1
is not
DAY 1



What to Teach

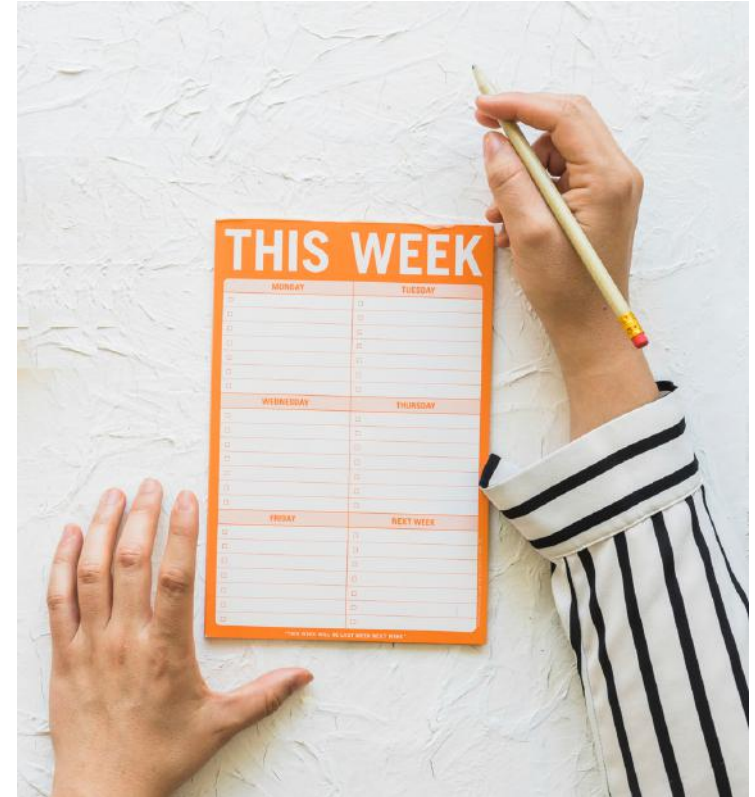
“If you don’t know where you are going, you might wind up someplace else.”

- Yogi Berra

Core Routines

- Repeating cycles
- Predictable
- Performed most frequently during work day
- Usually related to specific procedures
- End of one cycle signals start of next
- Typically easiest to master
- Core routine examples?? (Starbucks...)

(Callahan & Garner, 1997)



Episodic Routines

- Have cycles/specific steps
- Performed less frequently
- Parts of the job that don't happen every day but do happen regularly
- Parts of the job that happen without warning
- Less opportunity to practice
- May be more difficult to master
- Episodic routine examples??

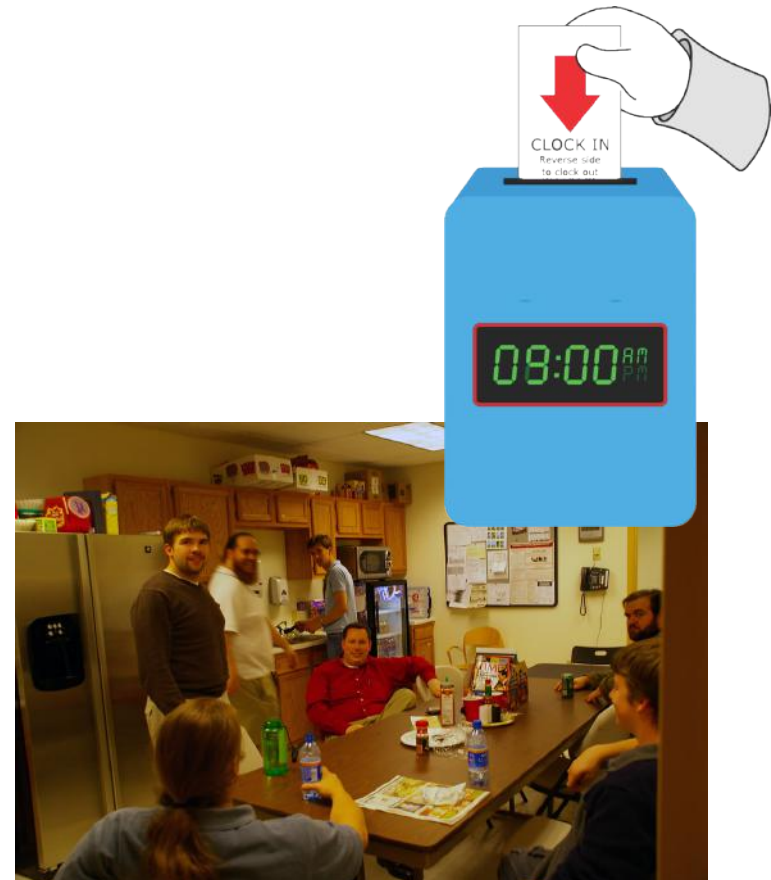
(Callahan & Garner, 1997)



Job-Related Routines

- Not related to job projects/tasks
 - Clocking in and out
 - Locker room
 - Lunch/breaks
 - “Looking very busy” routine
- Critical for successful employment
- Equally important... often overlooked!

(Callahan & Garner, 1997)



Culture of the Company

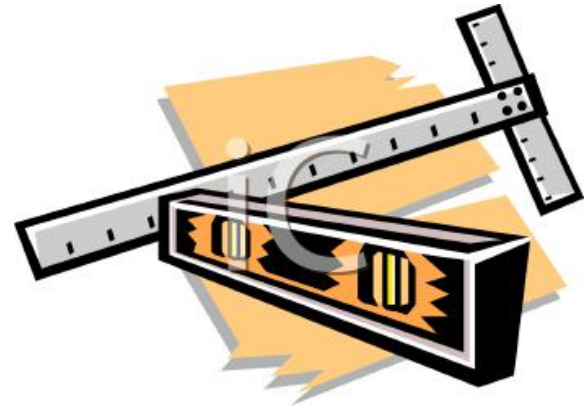
How do co-workers interact with each other?

- Lunch
- Celebrations and social events
- Supervisor/ manager relationship style
- Who do you go to with a problem/concern?
- Attire
- Basic daily interactions
- Other



Other Considerations

- Who typically trains new employees?
 - Designated trainer?
 - Co-worker?
 - Pick it up as you go?
- What materials and techniques are typically used to train new employees?
- What is the setting where training takes place?
- Speed or quality?



Method, Content, and Criterion

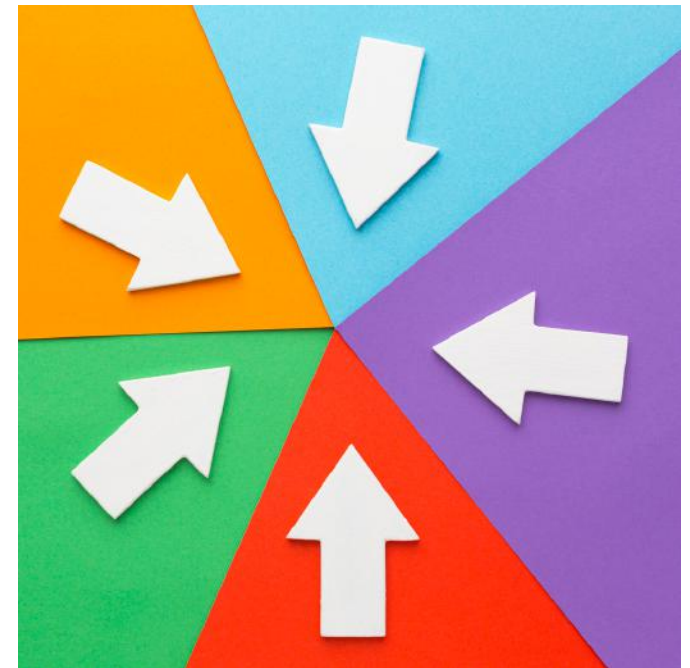
- **Method:** How a task is typically performed in the natural setting by someone who usually performs the task
- **Content:** The steps into which Method is divided (Task Analysis)
 - How many steps?
 - Alternate methods
 - Tools and assists
- **Criterion**
 - When the task is performed correctly
 - Speed, accuracy or both
 - Time to learn



Quality: What's Good Enough?!

- Functional Correctness: The task gets done and is of acceptable quality, but may be performed in multiple ways.
- Topographic Correctness: The steps of the method are performed as taught by the Trainer and repeated with correctness & acceptable quality.

(Callahan & Garner, 1997)





Natural Cues



What the immediate environment looks, sounds, smells, or feels like just before an activity is expected to occur.

Natural Cues

***What other people respond to
without being told***

Step 2: Identify Who Will Teach

Video Example:
Teaching Discovery Activity

Onsite Teaching & Supports



What is the ultimate goal?



How do we get there most effectively and efficiently?



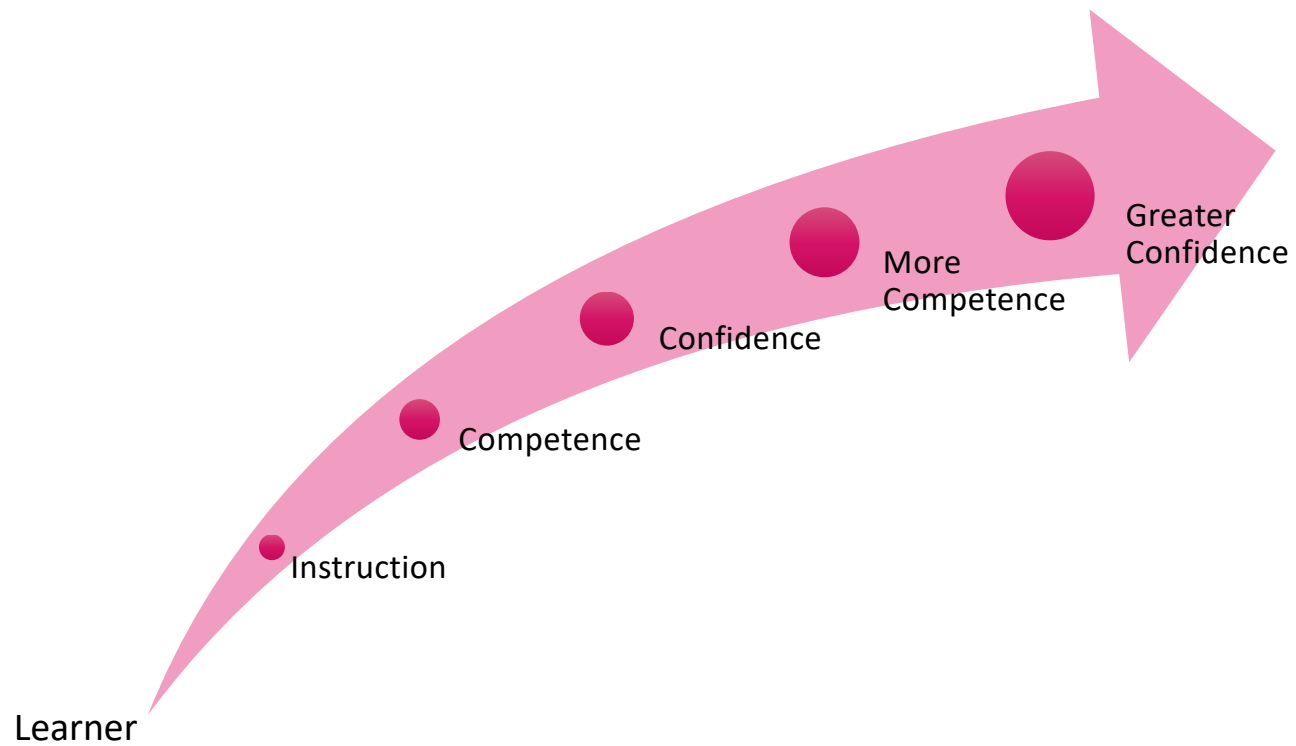
What kind of issues do we see if we fall short?

Consultative Supports Rule #2

Go

NATURAL!

Instruction

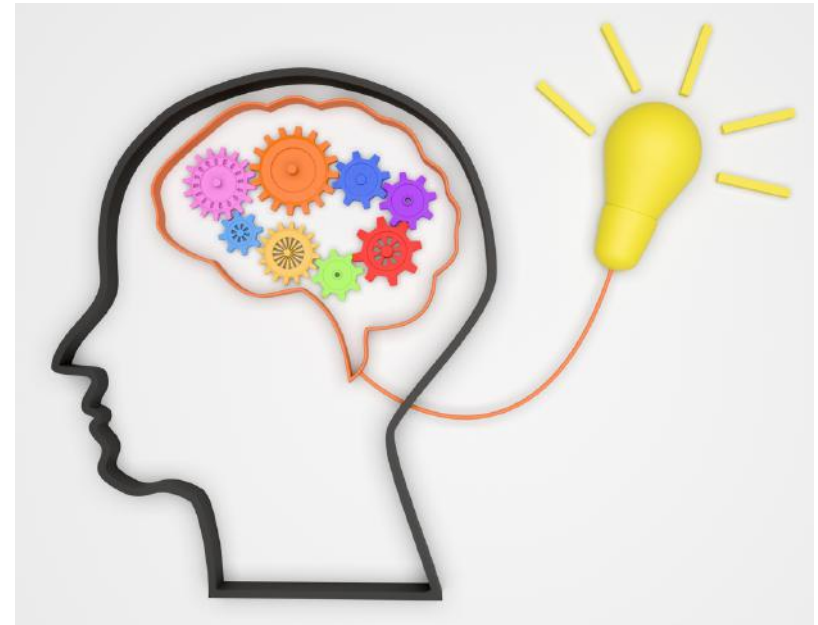


Success!



Basic Instructional Strategies – Cognitive

- The outcome of a cognitive objective is knowledge
 - Reading
 - Math
 - Matching (colors, objects, etc.)
- The most typical method for teaching is presentation – recitation
 - Flash cards
 - Pictures
 - Which of these things doesn't belong? (Sesame Street)
 - Pneumonic devices



Psycho-motor

The outcome of a psycho-motor objective is skill or simply, knowing how to DO something.

- Putting something together
- Operating some type of equipment
- Preparing a meal or something to eat
- Performing a physical task



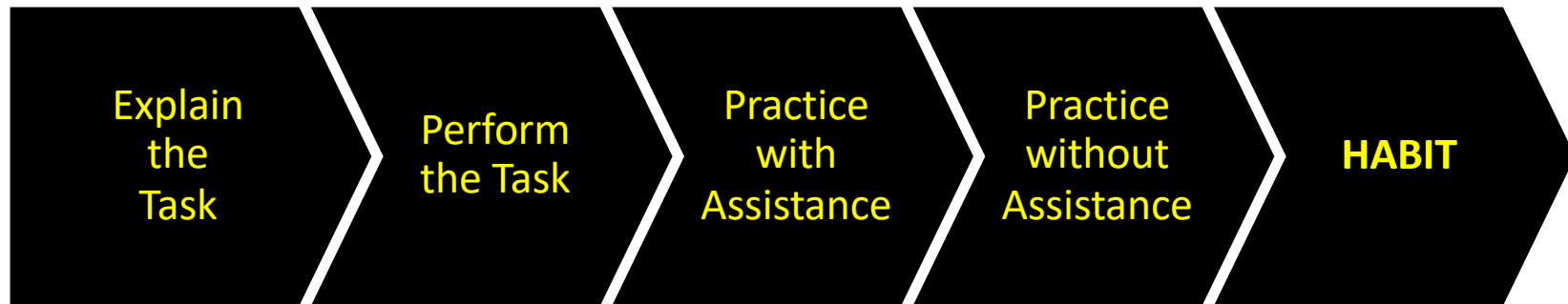
Psycho-motor

Tools for teaching psycho-motor objectives include:

- Task analysis
 - Written
 - Pictorial
 - Video
- Demonstration
- Hand over hand instruction
- Try Another Way



Psycho-motor Progression



Psycho-motor

Habit

- When someone is learning something new, they will:
 - Move slower (time delay will be greater)
 - Engage more than one of their senses, typically their eyes
 - Often seek out the eyes of the instructor for approval
- When someone achieves habit, they will:
 - Move their hands without needing to look at the object (typing)
 - Perform the task without the need for external reinforcement/feedback
 - Increase their speed and fluency
 - Eliminate all unnecessary movements



Affective-Cognitive

- The outcome of an Affective-Cognitive objective is behavior
 - Values like dependable, punctual, etc.
 - These are the hardest to teach
 - There must be total agreement between the learner and instructor on
 - Definition
 - What the outcome should look like
- Teaching strategies for Affective-Cognitive objectives
 - Checklists
 - Dos
 - Don'ts



Name the Type of Objective

1. Jim will learn how to reload copy paper.
2. Mary will learn the names of her co-workers.
3. John will show up on time.
4. Jenny will learn how to use the elevator at work.
5. Bill will learn how to load the dishwasher.
6. Mark will learn which floors departments are on.

Systematic Instruction

- Provide Assistance
- Identify Natural Cues
- Add New Information

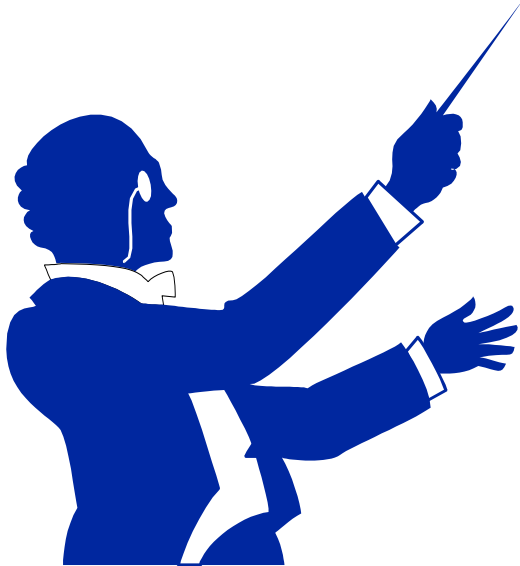


Systematic Instruction

- Hard Boundaries
 - Rules, procedures, policies, etc.
- Soft Boundaries
 - Unwritten rules
- Cultural Bias
 - i.e. environmentally friendly
 - Other cultural considerations
- Plan Ahead Thinking (or Plan B)
- Time Delay
- Motivation and Skills



Task Analysis



***Breaking an activity
into teachable
components.***

Completing a Task Analysis

- ✓ **OBSERVE** the activity in its natural/typical setting
- ✓ **OBTAIN** a previously written task analysis
- ✓ **LIST** materials, equipment, tools, etc.
- ✓ **OBSERVE** a qualified person performing the activity
- ✓ **PERFORM** the activity yourself
- ✓ **LIST** the steps in a logical sequence
- ✓ **IDENTIFY** the natural cues for each step





And
Remember...

Marc Gold: Try Another Way

- Presume Competence
- Lack of learning = fault of TEACHER
- Integration Over Acquisition
- TEACH... don't judge



Homework Assignment

- Think about a job that you have had or one where someone you support works
- Complete the Consultative Employment Support Plan through the Project One Description



Hooray!

Questions??? Comments???

THANK YOU!!!

