

Systematic Instruction
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Objectives

- Understand the foundational concepts of Systematic Instruction
- Discuss how to complete a comprehensive task analysis
- Practice providing systematic instruction
- Demonstrate strategies for developing workplace supports and a job training and fading plan
- Explore workplace/culture for natural supports and how to implement them effectively

Guiding Principles

A new job should be set up for success with ideal conditions for employment

Job coaching on-the-job should never be promised on a permanent basis to employers

Job coach's aim is to become unnecessary due to worker's independence on the job

Ensure the individual looks competent while learning their job

Only support the individual as much as needed-do nothing more than that

Systematic instruction is intentional through clear, thoughtful, documented action

Take advantage of the training offered to any new employee by the employer

Use natural supports and try multiple strategies to find what works

Initial training should be error-free; provide prompts/support so work is completed correctly and safely

Supporting Individuals on the Job

Mentoring

Relationship Building

Creating Task List

Accommodations

System Creations

Off the Job Support

Cheerleading – Support

Systematic Instruction

What is Systematic Instruction?

Systematic Instruction is the process of breaking a task down into individual components and identifying the appropriate teaching method or prompting strategy that allow for individuals to fully comprehend instruction about a new task or learning objective.

Steps of Systematic Instruction

Learn the interests, strengths and skills of the job seeker

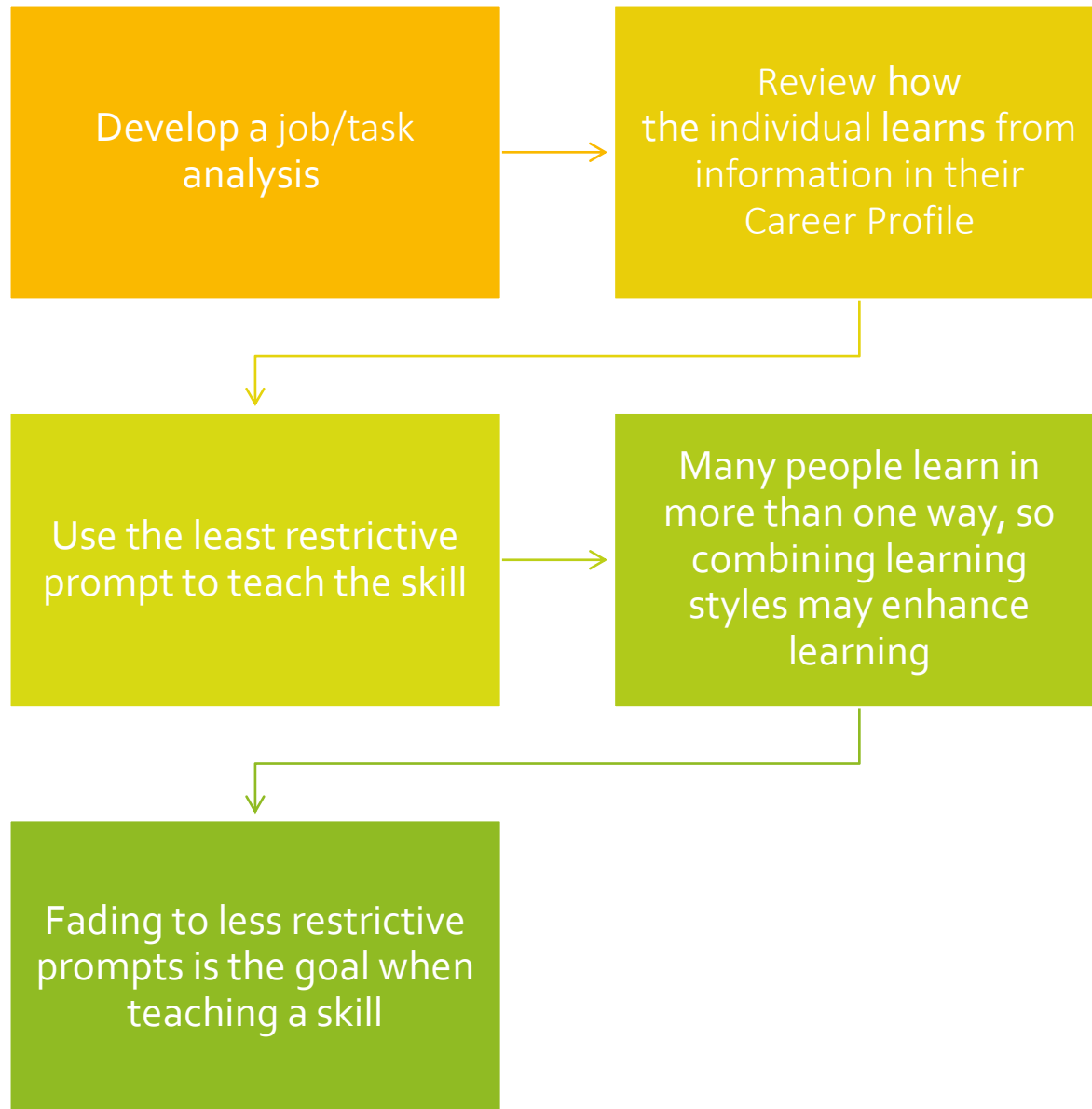
Understand the how the job seeker learns, is motivated and the environment that they will be successful in

Learn all we can about the job, job tasks and environment of the job

Case Study - Alice

- Alice is 25-year-old who still lives with her parents. She has good support from her family and a close friend that she has known for many years. She takes pride in her appearance and loves to stay active. She has strong organizational skills and has a good memory for details. In her spare time, she likes to read, shop, hang with her family and clean her room.
- Alice has been working with DVR and ABT Vocational Program for 2 years to secure a job. Alice has autism which presents itself when Alice is interacting with others, she has very few people that she is able to connect with. During interactions with others Alice lacks eye contact, takes time to process questions/comments, may repeat phrase and may fidget with items. She also has anxiety about trying something new or being in new environments. In past job Alice has refused to go to work or fled the locations when she felt uncomfortable in the situation. Alice needs time to learn new tasks and does better when things are visual for her to learn and she has a reference to go back to. She has not demonstrated that she can ask for assistance from others and will continue to do something wrong until other's point it out to her.
- Her last long-term job was at McDonald where she was a crew member and primarily cleaned and food prep, where she worked for 2 years. The job coach attempted to fade but was only able to fade for 30 minutes in the middle of her shift when she was on break.
- She recently was offered and accepted a job at TJ Maxx. She is so excited about this job as she loves to shop at TJ Maxx and has spent time there so the environment is familiar to her. She will be working part time in the morning 5 days/week.
- She will be working at a TJ Maxx unloading product, processing it, and putting out on the work floor. She will also be asked to cashier from time to time. Alice has never worked on a cash register before which has caused her a little anxiety. Her fear is giving back the correct change and answering customer's questions.

How to Use Systematic Instruction to Teach Job Duties



What is a Task Analysis?

- A Task Analysis is a sequential list of all the steps needed to complete a job task
- Focus on tasks the individual will need training on
- This structured approach ensures steps are not left out
- Task Analysis makes it easier to measure performance and progress on the job
- A Task Analysis helps to ensure consistency from one trainer to another



Task Analysis

TASK ANALYSIS EXAMPLE #1: Brushing Teeth (Matson et al., 1990)



- Obtains materials
- Takes cap off toothpaste
- Puts paste on brush
- Replaces toothpaste cap
- Wets brush
- Brushes left outer surfaces
- Brushes front outer surfaces
- Brushes right outer surfaces
- Brushes lower right chewing surfaces
- Brushes lower left chewing surfaces
- Brushes upper left chewing surfaces
- Brushes upper right chewing surfaces
- Brushes upper right inside surfaces
- Brushes upper front inside surfaces
- Brushes upper left inside surfaces
- Brushes lower left inside surfaces
- Brushes lower front inside surfaces
- Brushes lower right inside surfaces
- Rinses toothbrush
- Wipes mouth and hands
- Returns materials

Let's Try to Break Down a Task

Activity:

- Break down the activity into teachable moments:
 - Bagging groceries
 - Cleaning a bathroom
 - Medical filing
 - Staying focused on the job
 - Appropriately interacting with peers
 - Asking for assistance (advocating)

Focused On the Job

- Review tasks list that is posted on the wall
- Set timer for 30 minutes
- Put all like dishes together
- Load dish rack with dishes until it is full
- Put through dishwasher
- Repeat with another rack of dishes
- When timer goes off, check dish bins for dirty dishes
- Return to dish room
- Set timer for 30 minutes
- Put all like dishes together
- Load dish rack with dishes until it is full
- Put through dishwasher
- Repeat with another rack of dishes
- When timer goes off, check dish bins for dirty dishes

Workplace
Culture
Conversation

Social Norms

"Water Cooler" Talk

Dress

Fitting-In

Navigation

Expectations

Prompt Hierarchy

Natural Cues

Visual/Picture

Proximity/Shadowing

Indirect Verbal

Direct Verbal

Gestural

Modeling

Physical/Touch

Fading:

- Fading is not the FOCUS of systematic instruction but instead the result of good job coaching
- Encourage co-workers and supervisors to give prompts or direction to the individual (i.e., natural support)
- Consider an accommodation, adaptation or aide to support the individual to meet the employer's expectations

Process of Fading

- Initially fade job support on-site:
 - Give the individual more physical space
 - Work from a place you can observe the individual working without being seen
- As the individual learns their job, intentionally schedule support time, e.g., start at job site later and/or leave job site earlier
 - Tell the individual and employer how you are fading support and why it is important
 - Determine the fading schedule based on the job, with the individual and with input from the employer

Using Technology

- Use of Technology
 - iPad
 - uSmart Phones
 - Timer
- Use of apps that are available
 - iMovie – video you or worker completing the task correctly for them to follow.
 - Notability- follow an employer, take pictures, make notes, highlight, and/or draw to capture and clarify a set of tasks
 - Notes page - create lists to follow
 - Facetime and Video call
- Using Video for Job Coaching : How to Fold a Towel
 - Create a script
 - Record yourself (or have someone else record) from your smartphones camera (pause in between steps if needed)
 - Share video to your YouTube app on your phone
 - Create a title
 - Share your video by copying the link or by sharing through another app on your phone (vie email, messenger, etc.)

Questions

DVR Technical Specifications

<https://dwd.wisconsin.gov/dvr/service-providers/tech-specs/si.htm>

<https://dwd.wisconsin.gov/dwd/forms/dvr/dvr-18212-e.htm>

<https://dwd.wisconsin.gov/dvr/service-providers/tech-specs/>

<https://dwd.wisconsin.gov/dvr/policy-guidance/supported-employment/se-guidance.htm>