Session Description

This session will discuss the basic principles of building and implementing a task analysis for a job/task. Extension into basic principles of directing experiences for a job coach/skills trainer will be shared. Evaluation of learning on a job/task performance will conclude this session. Content will include:

Benefits of a Job/Task Analysis

Building a Job/Task analysis

Teaching Process and Phases of Learning

Evaluation of Job/Task Performance

Question?

Think of a time when you have been asked to communicate progress with a student.

1. How you measured progress?

2. How did you determine success? What defined success?

3. What tool were you given to measure progress or teach with?

Why we need data gathering as a teaching tool

https://www.youtube.com/watch?v=Ct-lOOUqmyY

Benefits of a Job/Task Analysis

- Examines the tasks the student/employee performs, resulting in greater attention to detail.
- Recognizes the importance of natural supports, such as supervisors and co-workers, as well as the school/workplace culture and environment.
- Answers the questions about a task/job to ensure the placement meets the interests, preferences, employment conditions and functional job tasks for the consumer.
- Helps communicate the teaching protocol

Long Game: Poor job retention rates have been linked to the lack of proper job analysis and poor quality job match.

It all starts with defining a skill

- Observable
- Measurable
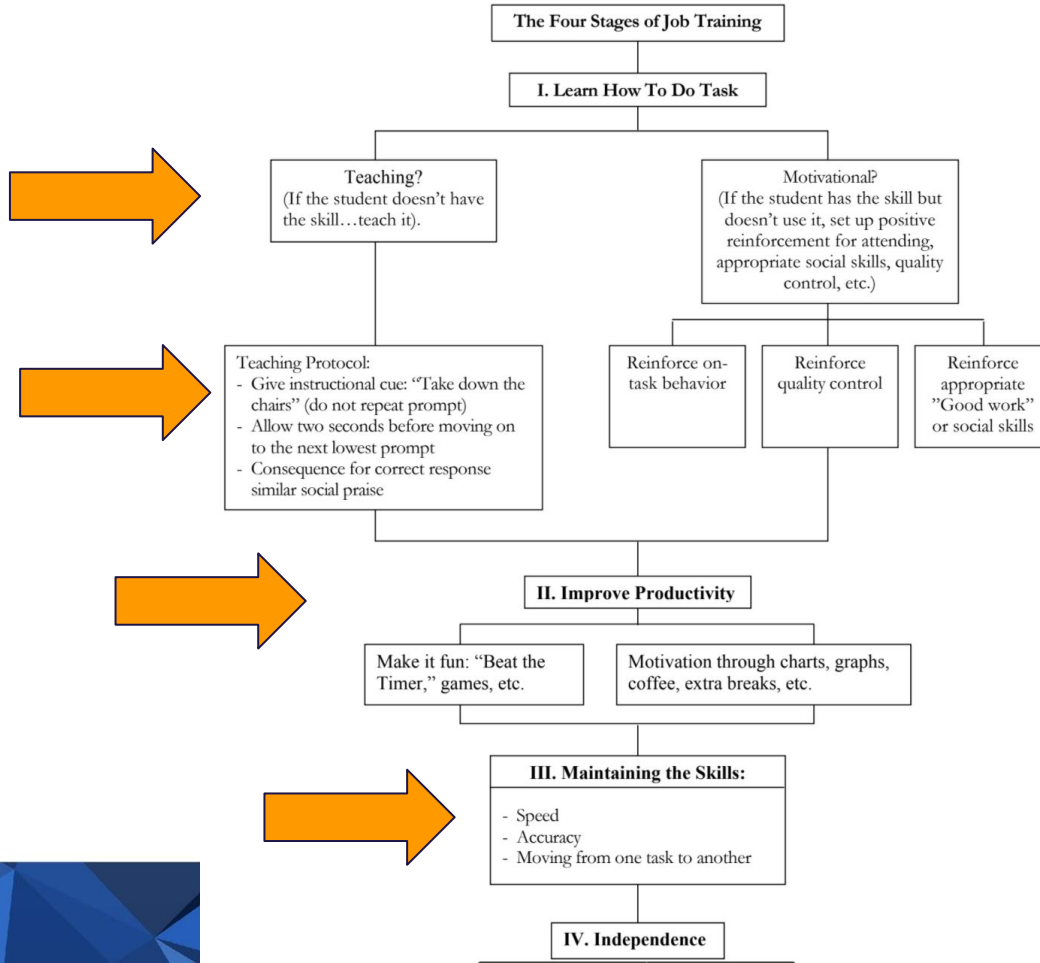- Can be seen across environments/contexts

Task/Job Analysis are Individualized

- Different audiences require different instructional strategies;

- Different contexts demand different job/task analysis methods;

- Different placements require different measurement methods.

WHAT IS JOB TRAINING?

Teaching a task is just one part of job training.

The Four Stages of Job Training

I. Learn How To Do Task

Teaching?
(If the student doesn't have the skill...teach it).

Motivational?
(If the student has the skill but doesn't use it, set up positive reinforcement for attending, appropriate social skills, quality control, etc.)

- Reinforce on-task behavior
- Reinforce quality control
- Reinforce appropriate "Good work" or social skills

Teaching Protocol:
- Give instructional cue: "Take down the chairs" (do not repeat prompt)
- Allow two seconds before moving on to the next lowest prompt
- Consequence for correct response similar social praise

II. Improve Productivity

- Make it fun: "Beat the Timer," games, etc.
- Motivation through charts, graphs, coffee, extra breaks, etc.

III. Maintaining the Skills:
- Speed
- Accuracy
- Moving from one task to another

IV. Independence

Task Analysis

- Must be done by actually experiencing the task/job being performed.
- Needs to identify the critical "un-spoken" demands of the task/job
- For example: What would get someone suspended/fired?
- May help identify critical elements
  - Which gets the most time?
  - Which might give your student trouble?
  - How do you address those "trouble" areas?
- Does not help to see school/job culture
- Does not identify social interactions
- Does not tell you how to get disciplined or how not to get disciplined
- Does not tell you that you have to like "football" to work there

Data Gathering and Task/Job Analysis

- Defined as breaking a task into its parts and identifying the inherent requirements.
  - Demonstrates what the student can do
  - Where support is needed and provides solutions for any part of a job that a student is unable to perform
  - Helps with teachability
  - Communicates the standard to the student/employer or teacher
  - Helps determine "success"

Starting Data Gathering

1. Determine sequence of duties (helps to take notes as you do the task at hand)

2. Task analyze skills-each duty

3. Identify and describe the tools, skills, and equipment needed

4. Talk with supervisor and co-workers

5. Observe co-workers or other students

6. Try to complete the task/job duties

7. Develop a training/teaching plan

Task Analysis Example and Blank Form

Task Analysis Directions

Blank form

Sample form

Practice - see next slides using sample form.

Practice 1

Practice 2

Practice 3

How to make a task analysis to gather data

1. Define what is to be gathered
   a. Social
   b. Behavioral
   c. Work Based
   d. Communication
2. Standardize what is to be measured and how it is to be measured.
3. Teach the skill
4. Teach the evaluation
5. Evaluate the skill
6. Fade the teaching in proficient areas
7. Evaluate the skill

When the task analysis shows "uh-oh"

The job/task analysis shows

- where the break down also occurs
- gives you information for remediation
- gives you level of success

This is the essence of data gathering - it gives us the tool to communicate, the next step to teach and a way to show the student how they are being evaluated.

Data Gathering…

Shows where and how much support is needed.

Shows progress made or lost.

Shows if additional levels can be added or if they need to be taken away.

Gives a never ending cycle of evaluate, instruct, evaluate, instruct.

"Your training will be the next five minutes watching my fingers move at the speed of light."

Teaching Process

Job task is clearly understood

- Employee achieves proficiency - he/she can complete the job task correctly

- Performance is reinforced

Task: Learn specific information about the job and the steps involved in getting the job done to the employer's satisfaction. Look at the natural way the job is completed. (Task Analysis)

Timing: What is the natural time for the job to be done and how long does it usually take? Is there a sequence for how the job is completed or is someone else waiting for you to complete your part? Is there a quota expectation from the employer?

Tools: What tools do people typically use to do the job including equipment, supplies, reminders, etc? Are all the tools manageable and readily available?

Teachable Steps: Contains information matched to the needs of the employee and those areas that should be emphasized for job training.

EMPLOYEE TRAINING
IT'S KIND OF A BIG DEAL

memegenerator.net

Phases of Learning connects to task/job analysis

- Acquisition - learning the task; primary instruction occurs here

- Fluency - becoming proficient at the task; repetitive practice occurs here

- Maintenance - keeping pace and accuracy over time; hurdle lessons and help occur here

- Generalization - using the skills already learned in a different setting; hurdle lessons and teaching similarities occur here

Acquisition

- Individualized training techniques matches the employee's learning style and the employers expectations
  - visual, auditory, kinesthetic, chaining
- Design training to use least intrusive method
  - Initially, tasks should be broken down into only as many steps as needed by an average employee in that setting.(can modify as you go.)
  - Allows the employer and other natural personnel relate to the process. It also saves time and money for the provider.
  - Allows for a great likelihood of successful integration into the job
- Provide a balance between the natural techniques used and what is most effective for the employee
- Prioritizing the critical elements to teach
- Identifying what may give your student/client the most trouble

Common Acquisition/Training Strategies

1. Natural Cues
2. Prompts
   a. Direct Verbal Prompts
   b. Indirect Verbal Prompts
   c. Non-Verbal Prompts
3. Modeling
   a. Side by Side
   b. Physical Assistance
4. Reinforcement
5. Self-instruction techniques
6. Hurdle lessons

Natural Cues

Movement in the workplace:
- Buzzers/alarms/switches
- Other workers' movement; routines
- Change in machinery operation

Supervisor & coworker communication tools
- Verbal
- Email
- Posted information or verbal announcements
- Personal calendar with reminders
- watch or phone

Prompts

Verbal - Spoken or signed instruction
- Useful before, during and after task is demonstrated
- Helpful for teaching order or discrimination tasks
- Not manipulation skills (requires practice)
- Avoid information overload - watch pace
- Caution: employee may attend to trainer instead of task

Non-verbal - Gestures such as pointing and mimicking a motion used in a job task (not appropriate if consumer is visually impaired)
- Minimizes employee distraction from task
- Helpful if there are language barriers
- Organize the workspace materials or equipment in a manner that the workflow presents itself without any other prompt.

Modeling

A natural teaching approach that simulates the activity

- Evokes a mimic response
- Combines demonstration by trainer with simultaneous performance by the employee
- Trainer shows pace and complex manipulations
- Maintains productivity

The person demonstrating the task must provide accurate information and not do the task for the student/client.

Types of Modeling

Side-by-Side Modeling

• More difficult for trainer to catch errors

• Not as effective for employees who need close attention

• Trainer is not considered an ongoing support for production (must be faded)

• Consider a coworker as the 'model' for the employee so that you can coach from a training perspective

Physical Assistance

• Touching or physically guiding the employee through some or all steps in the task cycle

• Most effective on manipulation steps and tasks

• Partial Assist

• Hand-over-hand

• Most intrusive of the strategies

Reinforcement

Personal

- Social reward
- Recognition that the employee recognizes as positive
- Workplace positive & negative reinforcements

Paycheck

- Autonomy

Staff provided reinforcement

- As naturally occurring as possible
    - Gadgets, candy, toys, tangibles objects are not preferred.
- Reflects the culture of the workplace
- Will be able to be self-managed in the fading process

Fluency

Increasing repetitive practice while fading instructor support and prompts.

Goal should be to meet the industry standard or employer standard.

- Student/client performs the task as independently as possible
- Prompts are minimal and if present, non-verbal or self-managed
- Efficiency is the focus
- Breaks are naturally occurring

Self-Instruction/Self Management Techniques

Importance of teaching self-instruction/self-management techniques

- Many individuals with disabilities experience difficulties because they fail to respond appropriately and independently to naturally occurring situations in the workplace.

- Individuals with disabilities often rely on their instructors to manage their skill, instruction. and behavior

- Behaviors can be self managed with an individualized approach where the worker uses cues and techniques they worker enjoy and can manage.

- Focus on unobtrusive & personal cues (flow chart, picture cue, memory notebook, verbal labels, audio cues with headphones if allowed.)

- Understanding what supports can and cannot do

Natural Supports

Organizational Supports

- Physical supports
- Social supports
- Training supports
- Service supports

Personal Supports

- Family supports
- Community supports
- Coping supports
- Social supports

Hurdle Lessons

Lessons for the moments that are unplanned, but cause interruption or chaos for the student/client or employer. Intent is to teach through a problem spot and get the student/client back on track.

- Quick reteaching techniques
- On the spot coping techniques
- How to and when to go to employer support system to problem solve/get help
- Reinforce methods of self-management for the student/client to implement.

Others that are just as important but hard to classify

Adaptations or modifications

- to the workplace
- the job task
- a part of the job process

**Increases employee's control of the job task and their well being

Productivity Enhancers

- Physical Changes
- Accessible and assistive Technologies
- Accessible communications
- Policy changes or modifications

Others that are just as important but hard to classify

Workplace/School Culture

- Knowing the school/work culture can help with the right job fit.

- Understanding culture can help identify training issues for inclusion (break time customs; meal time customs; on the job or in the hall conversation).

- Culture helps you gauge the potential for advancement in the job or movement to another situation.

- People who are "a part" of their world tend to be more successful

Relationships

- Relationships form and interactions take place when people perform tasks together

- Inclusion is enhanced

- Not everyone wants to "connect"

- Learning the "natural method" is important

- Avoids "deputizing" a co-worker or student as a coach

Common Issues - the Ughs…

- Dependency on the para/job coach may result in low retention and low satisfaction
- Differentiates the student/employee from coworkers/students
- Does not resemble natural employment
- Working with the para/job coach reduces social interaction with others
- Para/Job coach moves into a coworker role (**not cool** as they don't stay forever)
- Deputizing a co-worker/student to take over for the job coach

Common Issues - the Yays!

- Student/Employee becomes the focus

- Independence increases

- Self advocacy grows

- Teacher/Employer is the expert on their placement; Student/Employee becomes a part of that placement

- Para/Job Coach connects knowledge of the student/worker and disability accommodations to the teacher/Employer and the placement.

When fading doesn't happen....

JUST LET ME LOVE YOU

Individualized approach where the student/worker begins to manage their own behavior. This involves using cues and techniques the worker enjoys and can self manage to the greatest extent possible.

Fading has the key component of teaching self-management to make the job or task reasonable and attainable for the individual in the classroom or job site.

Fading and and how it fits with Task/Job Analysis

Job/task analysis is used to teach tasks that are comprised of many steps. Tasks are broken down into smaller steps and then each step is taught within the larger sequence. A Task Analysis (TA) can often be filled out as a step-by-step breakdown of a task, such as filling vases or stocking shelves, into smaller steps.

There are two forms of job/task analysis or chaining:

Backward Chaining: The last step of the task is introduced first and then the individual works his/her way backwards to the beginning of the task

Forward Chaining: The first step of the task is taught until it is mastered and then successive steps are added as mastery increases.

Both of these methods require that you teach, prompt, reinforce, hurdle help as needed, and then FADE.

Without the fade, you will always be needed by the individual.

When to fade?

Fading is used when a task can be performed **correctly and consistently.**

You should fade as each step is mastered and performed independently before moving on to the next step in the task.

For example - A student is learning to fill condiment containers (think ketchup and mustard packets) and the task analysis has the 1st step of as identifying the ketchup.

- Step 1: Verbal prompt with picture prompt and paired behavior.

- Step 2: Fade to a non-verbal prompt and picture prompt and paired behavior.

- Step 3: Fade to picture prompt with paired behavior. Can occasionally say "check your visual" when individual gets stuck for those problem or hurdle lessons.

- Step 4: Fade to teaching the self management strategy of using the picture independently. This will be combined later with other pictures/lists to create a generalizable strategy for other tasks.

Throughout all steps: Prompts fit within natural environment

NEBRASKA
TRANSITION

The "balancing act" that goes with fading

- Support natural procedures and relationships whenever feasible...but step in when necessary, and teach skills or offer assistance with instruction/hurdle lesson including a reminder of the self-management of prompts.

- Realize there are things the job coach can never do.

- Communicate that the "natural" people on job sites--they serve a secondary, back-up role.

- Teach to standard with realistic expectations/consequences for jobs not completed to standard.

- Use adequate "wait time" before stepping back in with a prompt once a fade has occurred.

Elements of Successful Communication

Regular meetings - these may be different times for different student/clients

Understanding your role in the process - your role may evolve

Common language and expectations - specific, measurable, achievable, realistic, timely
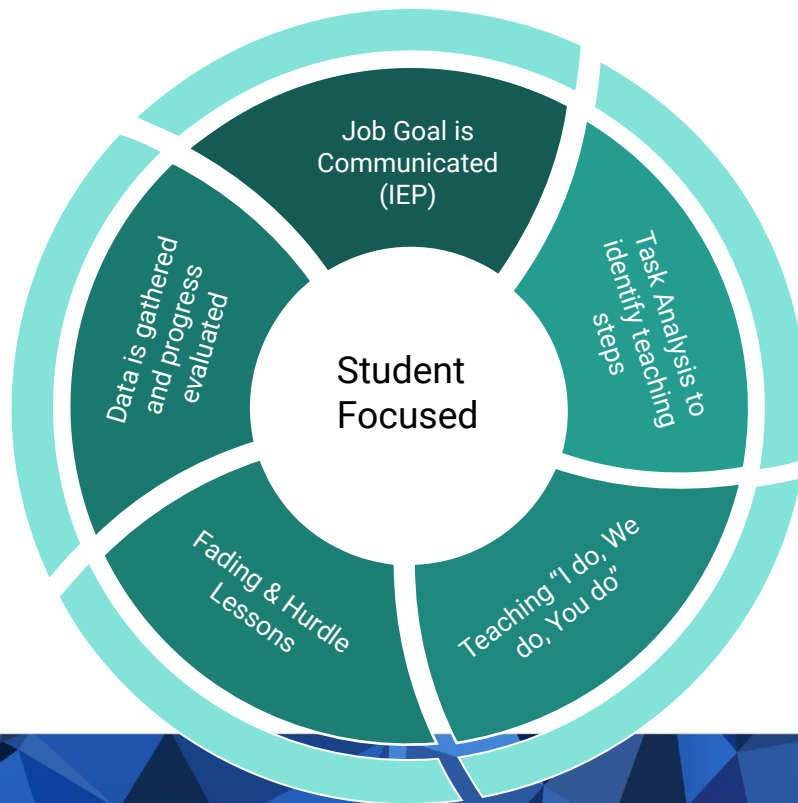
Regular evaluation of data - using the forms to share what is learned and what still needs to be learned

Shared problem solving - see next slide

Forms to assist - we can't remember everything and it turns out writing it on your hand isn't effective long term

Keeping it professional - working together is a paid adventure; goal is to help the student achieve independence.

Goal is communicated

Key players must be on the same page

Specific - defined and clear

Measurable - you can put a number to it

Achievable - Given the amount of time, support the goal can be met

Realistic - student driven and focused; fits in the real world

Timely - appropriate and realistic within the time frame defined

Review of job/task analysis

All the forms in one place -
[Generic Task Analysis Form](#)
[Directions to make a Task Analysis](#)

Task analysis is NOT the goal - but rather the parts that assist in making up the goal.

I do, You do, We do - strategies for teaching and fading

A method that provides for instruction and modeling, guided practice, steps to independent learning and fading.

Link - https://strategiesforspecialinterventions.weebly.com/i-do-we-do-you-do.html

Wait time

Wait time - the time we allow for processing of a task, prompt or activity. For students with unique learning needs, it is essential to recognize that quiet wait time allows the student to "think it through". Wait time can also involve prompts such as:

 "I can see you are having a hard time coming up with the word, can you show me."

Wait time also gives the student a chance for a different response - show me, not tell me. Point, not say.

Wait time also is inclusive of the "too many words" syndrome.
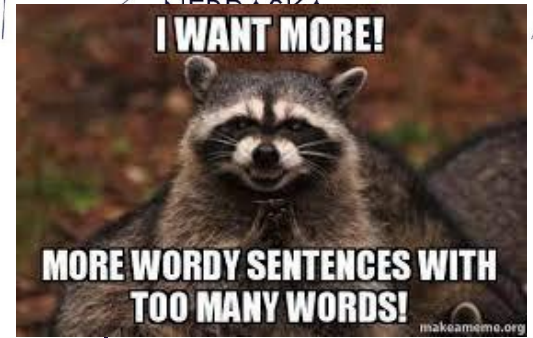
Hurdle Lessons

A "mini-lesson" to fix a temporary or unforeseen struggle that arises.

- Used to get student to the next step.
- May require adjusted task analysis
- Can require an accommodation
- May be used after an extended break (either from the task or absence related)
- Used in conjunction with "wait time" or other strategies already successfully in place to allow student to attempt problem solving without or with minimal adult intervention

Using the data

Data is used to evaluate progress and set the next goal or to problem solve when something is not working when collected on a regular basis.

Data is essential for teaching and learning in a job setting.

Data can be used in a variety of ways:

Macro - what's the big picture when we put this all together

Micro - why is this piece/step not working or why is this piece/step working well

Data helps refine and improve teaching

Data communicates in a standard format that is easily understood by multiple partners on the students' team

Why we work together

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