Teaching Skills in the Community: Systematic Instruction

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Ethical Guidelines in Providing Workplace Supports

Supported Employment agencies follow a list of ethical guidelines from the National Association for People Supporting EmploymentFirst.

Work Support Expectations:

• Existing supports natural to the work environment are maximized for training and ongoing support.

• Artificial training or programs to change behavior considered highly unusual by the work culture of the job setting are minimized.

• Teaching techniques which may convey poor images, stigma, or devalued status are not used.

• Best training practices and technology appropriate to the setting and culture are utilized.

• Appropriate evaluations and outcome measures are provided.

• Specialized jargon from the disability field is minimized.

• At all times, the business culture is respected and integrated into the support network for the individual to succeed.

• Use of accommodations, technology, or other job modifications needed are explored and developed in consideration of their potential for success, non-intrusiveness, and generalization to other life domains.
People First Language

• People First Article by Kathie Snow
  https://www.disabilityisnatural.com/pfl-articles.html

• Perceptions are based on labels, words have power and how we use them can create images that are stereotypic and not accurate.

• The person is first, their disability is second and does not define them.

• The terms “handicapped” and “disability” create inaccurate images and perceptions.
Attributes of an Effective Support Staff

• Interpersonal skills – “Finessing” skills
• Problem solving skills
• Creativity
• Flexibility/Adaptability
• Proactive
• Responsive
• Organizational Skills
• Communication Skills
What is your role?

• Define what your role is in the life of the person you support.
• Are you providing personal care, teaching skills, supporting the person at their job, providing transportation, coordinating their healthcare and services, medication administration, housekeeping and cooking, community connector, etc.???
• Do you know what your responsibilities are with the person you support beyond filling out paperwork?
• This definition will help guide your interactions with the individual in providing systematic instruction to live and work in their community.
• Where can you use these skills throughout the time you spend with the individual with a disability?
Role of Home Support Staff

• What are the expectations of your employer when providing support in the home?

• Is your job description clear in outlining what the person you support will be doing and what you will be doing to maintain the home, cooking meals, clean-up, grocery shopping, going to appointments, personal care needs and support, schedule of home routines, tracking data, documentation of medications, purchasing household supplies, communication with case manager and/or family, etc.?

• Does the home have a check off list for tasks you will complete and those the individual with a disability is to complete?
Responsibilities of the Employment Consultant/Job Coach

• Teach and model individualized training strategies
• Offer advice and ideas to employer, supervisor & co-workers
• Observe the working relationships and provide feedback as needed
• Model ways of supporting the new employee for co-workers
Workplace Culture

• How do co-workers interact and communicate during the work day?
• What is appropriate in this particular workplace?
• What is typical for co-worker supports or the social norms of this workplace?
• What is the dress code for the work area for the supported employee and what should the Job Coach wear to blend into the setting?
Philosophical Approach

• You are coming into a workplace that has its own expectations, protocols, culture and rules that must be followed.

• You must blend into the workplace both in your overall communication style and dress.

• Self directed support is your approach with every consumer.

• The employees at the workplace are the co-workers of your consumer and not your own co-workers.
Philosophical Approach

• Use respectful and age-appropriate language when providing supports.

• Careful with using our human service or home care jargon. No one at the workplace knows what IPE, DVR, IRIS, IC, MCO, OCD, etc. means.

• If you develop adaptive supports or equipment, it too needs to blend in to the workplace or community.

• You are the model for community members to appropriately interact with people with disabilities, don’t blow it!
Do’s of the Job Coach or Home Support Staff

• Be respectful and non-intrusive when supporting individuals.
• Have a clear plan of support to be consistent.
• Always be on time as the employee’s work schedule could be dependent on your timeliness and could jeopardize their job.
• Home Support staff’s timeliness can also impact the person getting to work on time when needing personal care in the morning.
Do’s of the Job Coach

• Dress appropriately according to the work place setting or community activity.
  • Dress to match the occasion!
• Teach toward independence and fading
• Assist the employee to request reasonable accommodations from the employer when appropriate
DO NOT’s of the Job Coach or Home Support Staff

• Do not draw attention to yourself by dressing inappropriately, making noise, listening to music, reading a book, knitting, napping, talking or texting on your cellphone, sitting in a non-approved area at the business, parking in a restricted area, being in the way of other employees and their work and distracting co-workers by talking to them about your personal life.

• Please be very respectful of the place of business and the individual you have been hired to provide Job Coaching.

• When in the community, follow these same general rules. The person you support deserves your attention and your job is to help that person connect to their community.
• Confidentiality and HIPAA policies are a critical component while providing services at the workplace or in the community. Coworkers will often ask very personal questions, typically out of curiosity rather than malevolent reasons.

• It is important to exercise all HIPAA policies and confidentiality of information regarding medications, diagnosis, historical information and overall medical information.

• Be careful where you talk to your co-workers so as not to share confidential information by people sitting near you. Be especially careful when you are training a new staff and you overshare information about the person in a public or work setting.

• Be careful when you talk about confidential information on your cellphone as often that conversation can be heard by people near you.
Systematic Instruction

• Planning an individualized approach to instruction
• Trainer modifications to methods and materials to help teach tasks at the right pace
• Instructional plan is a road map for systematic instruction
Some things you need to know

What are the learning needs of the supported employee?

• Has the person done similar tasks in the past?
  – What is the best training method for the individual on this job or task?
  – What is the current level of independence for the individual with these tasks?
  – Are there soft skill/behavioral support needs?
  – Are there adaptations in place? Are any needed?
What Impacts Learning?

- Learning Styles
- Environment
- Perceptual/Personality
Creating a Learning Environment

• List the factors that create an ideal learning environment for you.
  • Lighting
  • Background noise
  • Movement
  • Presence of others
  • Inside/Outside
  • Temperature
  • Emotional comfort in that environment
Why use Task Analysis and Systematic Instruction?

TASK ANALYSIS AND SYSTEMATIC INSTRUCTION:

• The best way for teaching/learning a task is to break it down into steps that are manageable (for the person learning it)

• Breaking a task down into steps helps the employee learn to complete it in the correct sequence and through repetition

• Putting specific steps in order can also help insure that the tasks are being done in accordance with employer expectations

• Going through this process of teaching a task helps to identify areas of strengths and support needs
Benefits

• Developing and implementing a plan for task instruction can help both the job coach/home support staff and the individual to do the tasks more effectively.

• Tracking progress provides data to figure out what parts of the task are going well, may require more training, may require adaptation.

• Having a plan provides records for all current and future staff to implement.
Do the Levels of Prompting Really Matter?

• YES!

• This is the nuts and bolts of teaching. Remember – the goal of your job is to help people become independent at their jobs or home tasks.

• Less prompting and more independence leads to a fuller life, feeling of accomplishment by the individual, and less reliance of staff.
• Breaking complex tasks into a sequence of smaller steps or actions
• Understanding of all the steps involved for a particular task can assist in identifying any steps that may need extra instruction and will help teach the task in a logical progression.
• Observe individuals without disabilities completing the task
• Number of steps can vary depending on the person being taught the task
• Match to employer’s quality standards and/or production rates when completing a task analysis for a job
• The Task Analysis will be used to collect data
Steps for Completing Task Analysis

- DESCRIBE the work or home environment
- CONSIDER the needs of the employee

- LIST materials, equipment, tools, etc.
- OBSERVE task in natural setting
- OBSERVE a qualified person performing task
- IDENTIFY natural cues/supports for each step

- OBTAIN previously written job description
- PERFORM task(s) yourself
- LIST steps in logical sequence
## Prompts:

- **P** = Full Physical
- **PP** = Partial Physical
- **V** = Full Verbal
- **PV** = Partial Verbal
- **M** = Model
- **PM** = Partial Model
- **+** = Correct w/No Prompt
- **NR** = No Response
- **-** = Incorrect

## Date:

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<td>Pump Soap</td>
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<td>Rinse Hands</td>
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### # of Steps Independent

- 9/20/27: 2
- 9/21/27: 2
- 9/21/27: 2
- 9/21/27: 4

### % Correct

- 9/20/27: 22%
- 9/21/27: 22%
- 9/21/27: 22%
- 9/21/27: 44%
Where to Start

Discrepancy or Task Analysis:
- Record steps in the task
- Record actions of initial trials
- Analysis of data
  - Which steps are completed independently
  - Which steps need teaching
  - Which steps to modify
  - Which steps need an adaptation
## Task Analysis

<table>
<thead>
<tr>
<th>Steps of the task</th>
<th>Can the worker complete independently? (+ or -)</th>
<th>Instructional Strategies needed for each step</th>
<th>Needed Adaptations</th>
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</table>
• Write down the steps I need when you observe me making a Sandwich.
• What steps am I independent?
• What steps were difficult for me?
• What adaptations might I need?
Cue Hierarchy for Training Strategies

PROMPTS:

• **Physical Assistance:** Providing physical assistance for the individual to complete the task. This can be done with hand over hand or shadowing the individual's movement to provide assistance if necessary.

• **Within Stimulus Prompt:** Part of the task or materials are exaggerated on some dimension such as highlighting or marking where to measure the cleaning liquid.

• **Verbal Cues:** Providing a direct spoken direction that provides specific instructions. An indirect verbal cue is a question to get the desired response such as, "what do you do next?"

• **Visual Cues:** Using gestures, pictures, or demonstrating each step of the task sequence. This gives the individual cues on what they need to do next.
Systematic Instruction
Use least intrusive first – it is easier to fade!

• Hand over hand
• Gesture
• Model/demonstration
• Verbal-direct
• Verbal-indirect
• Mobile Device visual/audio
• Color coding
• Written checklist/instructions
• Picture checklist/instructions

• Watch/cellphone alarm
• Chaining (backward & forward)
• Natural prompts/cues

Natural is always first
Match to individual’s learning style
Match to job/work culture
Implementing Self-Monitoring Strategies

1. Define target behavior
2. Identify functional & individualized reinforcers
3. Design self management method
4. TEACH the individual to use the self-management method
   a) TEACH the individual to recognize the target behavior
   b) TEACH the individual the self monitoring method
   c) REINFORCE the target behavior AND successful self management
   d) Teach in context
SELF MONITORING

TYPES

✓ Use smart phone or iPad to track performance
✓ Use short videos or pictures to remind employee of next steps or quality checks
✓ Use chart with daily tasks for employee to check off
✓ Text job coach when task is completed
✓ Record task time with stop watch on smart phone
Teaching Skills at Home

• Use Systematic Instruction for tasks at home
• Develop a list of tasks to learn at home with person’s team
• Start with one task and complete a Task Analysis
• Develop a chart with the tasks listed and have the person attempt each task to determine level of independence and need for instruction supports
• Chart with + or – if the person completed the task
• Then create a plan to teach the task and determine which instructional strategy will be used, if the person will learn the task or if an adaptation will be needed
Consistent Training

• Video the person providing the instruction at work or in the home for consistency
• Create written tasks with check-offs
• Maintain a notebook at worksite or home to add comments on how the person is doing
• Keep data with electronic or written documents.
Supporting Individuals with Challenging Behaviors

• Identify the behaviors that are interfering with successful employment outcomes and productivity.

• Recognize when the tension begins and document these triggers.

• Identify the individual’s form of communication and what their actions are saying to you.

• Identify how you communicate with the individual, listen to your words, action, tone, volume and distractions in the environment.
Supporting Individuals with Challenging Behaviors

• Communicate the expectations of the individual’s behavior in a workplace or community setting.

• What is the sensory stimulation that can be triggers for this individual?

• When is the person losing control?

• How can you build mindfulness activities into your supports?
Providing Supports

• **Responsive**: provide reassurance, cues that are effective, lower the expectations, change tone of voice, etc.

• **Diffusion**: Set clear boundaries, staff remain calm, check your tone of voice, ignore behavior, remain neutral, etc.

• **Physical Limits**: Go to a quiet, non-stimulating place, give person space and time to calm down, listen to music, keep others around clear and safe, prepare to protect self, remove items from the environment for safety.
Safety in the Community

• **Prompting** – before entering an environment, foreshadow with the individual about where they are going, how many people may be present, and what activities they will be engaged in. Also review what is considered appropriate behavior in this environment.

• **Rules** – describe the rules that must be followed in that particular environment. These “rules” can change according to the place. For example, do not touch the animals without asking permission from the owner. By giving the “rules” you are laying out the expectations prior to going into that environment thus reducing the anxiety for the individual.
Safety in the Community

• **Cues** – Using pre-determined cues or gestures can provide individual reminders of expectations of behavior. A gesture can be significant to you and the individual but is respectful of that the consumer in the public or at the place of work. Find the cues that work for each person, they will be very individualized. An example is a tap on the elbow when the individual needs to return to work.

• **Routines** – Following a daily routine can help calm a person when they know what is to be expected hour by hour. A calendar is kept by the individual that lays out the day or week depending on the need for details. They can refer to it themselves to help structure “what comes next”. This planner reduces anxiety with the anticipation of each activity that will occur throughout the day.
Safety in the Community

• **Avoidance** – One way to keep individuals safe is to avoid certain situations that trigger the behaviors. It is setting the individual up for failure. Instead there can be a plan in place for small steps into these environments so the individual can have successful experiences to build on.

• **Body Position** – While walking with the individual, put the person between you and the street for safety reasons. When approaching intersections, provide instructions on stopping and watching for traffic. Also put yourself between the individual and any potential “triggers” to avoid a connection with them.
Safety in the Community

• **Redirecting** – Often a lack of understanding can frustrate the individual and lead to anger. Help the individual move on to a different subject to avoid possible escalation. Tell jokes, say something bizarre, talk about a different person, ask a question that takes some thought, etc. Basically get the person on to another subject quickly to distract the individual away from the frustration. Also when attempting to get the person’s attention from extraneous stimuli, place your face between him and the stimuli and make direct eye contact.
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