THE NEED TO TEACH
Systematic Instruction
Positive Behavior Support

Job Coaching in the Workplace

- 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?

The Goal: Coaching in the Workplace

- Get in and get out!
- Embed not obstruct
- No- to Low- Impact
- Requires proactive & strategic planning and analysis
Building the Right Skill Set

- Skills you need to succeed as an Job Coach
- Become the tools in your tool kit
- Don’t need all for every person
- Need to have them all to use them when needed
- General strategies for analyzing, teaching, supporting across situations
- Understanding the system & system supports

“Who dares to teach must never cease to learn.”
- John Cotton Dana

Putting the Right Tools in Your Toolbox: Teaching Tools

- Systematic Instruction (SI)
- Positive Behavior Supports (PBS)
Systematic Instruction

A structured process that uses principles of learning to break down and teach complex tasks, assess results, and refine teaching strategies as necessary.

Positive Behavior Support

A structured process that uses principles of applied behavior analysis to prevent or circumvent challenging behaviors, teach alternatives, assess results, and refine teaching strategies as necessary.

SI & PBS Allow Us to...

- Teach skills of greater complexity
  - Job-related projects/tasks
  - Behaviorally in the workplace
- Support better jobs
  - Higher skilled & higher paying
  - Greater security
- Foster independence & interdependence...
  ... that has nothing to do with the job coach!
A Word to the Wise...

The quality of the job match is critical and its importance cannot be overstated.

The best teaching & support strategies implemented by the highest-skilled job coaches in the world are not enough to overcome a poor job match...for any of us.

Starting with a Question

• What are some common assumptions about the “best” jobs for people with disabilities?
  • Type of jobs/duties
  • Nature of tasks
  • Duration

• What jobs have most/least success?

• Why do you think this is?

What Lies Beneath

• Subconscious assumptions guide actions

• Type & nature of work
  • Tasks should be clear & easy
  • Variation is bad
  • Jobs requiring flexibility will fail
Assumptions Drive Outcomes

- Emergence of "go to" places
- Fit the parameters type of tasks
  - Grocery stores
  - Food, filth, flowers

So the real question is...

Are these jobs more a reflection of the needs of the job-seeker or the skills, experience, or beliefs of the employment specialist?

Activity: An Insider’s Look at Bagging Groceries

- Get in groups of 2-3
- Describe the process for bagging groceries
- Consider:
  - Job pace, standard tasks
  - Task variation required
  - Work flow
  - Structure of day/schedule
Just How “Easy” Is It?!

Foundation: Try Another Way

- All people can demonstrate competence if given training supports appropriate to their needs
- Integration is more important than acquisition of skills
- Lack of learning should first be interpreted as insufficient use of teaching strategies NOT the inability of the learner

Marc Gold & Associates

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

- Yogi Berra
Preparation: The Readiness Is All!

Let’s Start at the Very Beginning
- Discovery/Background Information
  - Learning style
  - Behavioral considerations
  - What works/what doesn’t
- Job coach & Discovery
  - Opportunity to build relationship
  - Teach/learn new skills together

Once the Job Confirmed
- Spend time in workplace PRIOR to start date
- Observe EVERYTHING
  - Coworker interactions
  - Job Projects/tasks
  - Company culture
  - Potential triggers/concerns
Plan for... Everything!

- Job-Related (Skills Acquisition)
  - What to teach
  - Who will teach
  - Any anticipated challenges
  - How you will support natural trainers (and new employee)
  - How you will assess progress/address challenges

Plan for... Even More!

- Other Work-Related Considerations
  - Transportation & related communication
  - Orientation, meeting co-workers, breaks
  - Medication/appointment management
  - Communication with families and team members
  - Maintaining relationship with friends
  - Public benefits - reporting & tracking
  - Other?

Other, Other Work-Related...

- [Image]
C’mon In... the Water’s Fine

Systematic Instruction
- Methodology to:
  - Plan, implement, & assess instructional strategies
  - Collect & utilize data used to make instructional decisions

Systematic Instruction
- Utilizes proven principles of learning
- Allows teaching skills of greater complexity
- Goal is to make teaching more:
  - Efficient, and
  - Effective
Systematic Instruction
• Requires flexibility & fluidity
• All will make mistakes
• 😊 So get over it and learn from them!!

- Author Unknown

Key Considerations
• Role is to analyze, teach, support- not to judge
  • Applies to both SI & PBS
• Teaching strategies are critical part of bigger CE process
• You are the ambassador!
Out With the Old...

- Job Coach (early days)
  - Provided all training
  - Liaison to employer/ co-workers
  - Assisted with production
  - Covered if employee was out

Out With the Old... (cont.)

- Job Coach (more recently)
  - Develops training plan for employee
    - In lieu of typical orientation & training
  - Provides initial intensive training
  - Functions as expert & “go-to” person
  - Fades (or doesn’t!) when training is complete

Group Discussion

- How do you decide when onsite job coaching is necessary? How will you build natural supports outside of this?

- What are some of the challenges you’ve seen or experienced with the traditional job coaching approach?
In With the New...

- ES/JC = Consultant, Specialist, Facilitator
- Works within existing training structure
- Supports natural training & orientation
- Evaluates/analyzes effectiveness
- Augments training as necessary

SI AND Natural Supports

- Not an "either/or" scenario
- Natural Supports do not replace SI
- SI does not replace Natural Supports
- JC must be adept at facilitating both

Job Coaching Continuum

Natural Only:
Drop at Door & Wave
Goodbye

ES Only:
Taught only by "expert" job coach

Goal:
Blend approaches as seamlessly as possible based on unique attributes of employee, employer, and individual tasks
Role of Job Coach

- Identify & facilitate natural supports
- Assist new employee to fit in
- Help identify all tasks requiring training
- Oversee training of new employee

Role of Job Coach, cont.

- Consult with natural trainer
  - Support with teaching strategies or adaptations
- Provide training to employee as needed
- Ensure that all supports necessary are in place
  - Including those outside the job, e.g., transportation

SI... Rules of Thumb

- Default to natural trainer
- Step in ONLY when necessary
- Back out as quickly as possible
- Identify strategies for ongoing support when required (not YOU!)
- Know the difference between teaching & reinforcing
Using the Right Strategies: Part 1

- Tasks where natural approach isn’t working
- Variety of strategies to support
  - Task analysis, prompting, errorless learning, etc.
  - Beware prompt dependence!

Teaching Strategies: Prompting

- Critical, powerful teaching technique
- Rarely understood
- Frequently misused

Correct: Facilitate learning, support independence
Incorrect: Inhibit learning, create overdependence

Types of Prompts

- Verbal: Spoken instruction/reminder
- Gestural: Gesture indicating next step
- Model: Show how to do task
- Physical: Provide physical assistance
Prompting Hierarchy

Using the Hierarchy
1. Begin with least intrusive prompt
2. Wait 3-5 seconds
   • Intervene if error about to be made (errorless learning)
3. Go to next prompt only if step not performed
4. Wait 3-5 seconds
5. Continue process as necessary

In a nod to Run DMC...

**ONLY PROVIDE ONE PROMPT AT A TIME!!**
Prompting: Activity

Fading Prompts

- Fading correctly is equally critical component
- Goal is to “back-out” of the prompting hierarchy
- Start working on fading as soon as correct prompt level has been determined

Prompting Example

- Andy is learning to type and send e-mails to a distribution list. He enters the distribution list and subject, types the message and pauses. This has happened several times in a row, and the ES is stepping in to support the NT.
- How should the ES start and move through the prompting process?
Fading Prompts, Example

• Andy required a gestural prompt (ES pointed to the “send” button) to correctly send the e-mail.

• Where should the ES start prompting on the next e-mail?

• How can the ES successfully fade this prompt?

Instructional Assists

• Permanent product to provide prompt
  - Checklists, photos, written/visual schedules, etc.

• Use if task not mastered despite correct prompting & teaching strategies

• What might be a possible instructional assist for Andy?
PBS... Planning for Success

- Observe & strategize around possible triggers
- Consider preferred & less preferred tasks
- Plan schedule & flow of work day thoughtfully
  - Order of job projects
  - Duration
- Identify strategies to address potential challenges
  - Asking for help
  - Dealing with frustration

Setting Events

- Prior events that increase likelihood of problem behaviors, e.g.,
  - Overslept or didn't sleep well
  - Bus is late
  - Schedule changes
  - Staffing changes/issues at home

- Intervene proactively to prevent issues
  - "Hair is a mess" recognition

7 Categories of Choice (Fredda Brown)

- Between tasks (filing or email)
- Within tasks (plan holiday party: find location or make flyer)
- Where (put files together: at desk or in conference room)
- When (return calls: before or after lunch)
- Person(s) (with whom)
- Rejection (say no... or not today)
- Termination (work on files for 15 min or 30 min, etc.)
Reinforcement: Common Misconceptions

- If it is a good or desirable thing, it is a reinforcer
- The most powerful reinforcer should always result in correct task performance

Pizza to the Solver!

1) Find the adjacency matrix $A$ of the graph $G$. The adjacency matrix $L$ encodes the graph. The entry $L_{ij}$ is equal to $k$ if there are $k$ connections between node $i$ and $j$. Otherwise, the entry is zero. Problem 2 asks to find the matrix which encodes all possible paths of length 3.

2) Find the matrix giving the number of 3 step walks in $G$.

3) Find the generating function for walks from point 1 to $j$.

4) Find the generating function for walks from points 1 to 3.

http://www.math.harvard.edu/archive/21b_fall_03/goodwill/index.html

Using the Right Strategies: Part 2

- Does not and cannot address/correct skill deficits
- Reinforcing correct performance with "good job" when there is no motivation issue hurts not helps!
Reinforcement Considerations

- Functionally impossible to motivate anyone to do anything
- Jobs that are intrinsically motivating are KEY
  - “The Job is the Reward”
- Do not reinforce unless reinforcement is necessary
  - Silence is Golden

Cary & SI....

May the Circle Be Unbroken

- Process starts all over again
- Assess process & make adjustments as necessary
- Involve the team
- Revise plans... teach... assess...
- Making mistakes is inevitable (for everyone!)
Hooray!

Questions?? Comments??

THANK-YOU!!!