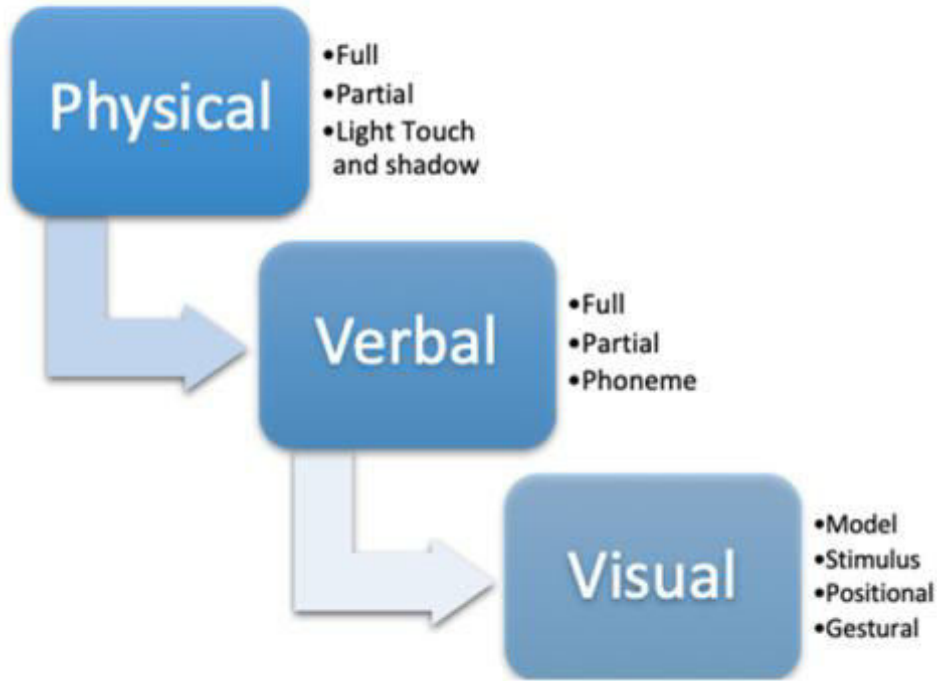


What works for people with a learning disability **learning jobs?**

| Severe | Moderate | Mild |
|--|----------|--|
| <ul style="list-style-type: none"> ■ Job coach support on-site ■ Training on the job- Systematic Instruction <ul style="list-style-type: none"> ■ Breaking tasks into steps ■ “Chaining” tasks together ■ Hierarchy of cues <ul style="list-style-type: none"> ■ Physical guidance ■ Gestures ■ Verbal prompts ■ Managing praise and reinforcement more closely ■ Proactive problem solving (natural 7-phase cycle) ■ Job adaptation ■ Natural support focus ■ Work-based accreditation of skills demonstrated | | <ul style="list-style-type: none"> ■ Pre-employment training is possible ■ Verbal instruction & demonstration ■ Simple language ■ Greater time to learn ■ Use of naturally occurring praise and re-inforcement through: <ul style="list-style-type: none"> ■ Supervisors, work-mates ■ Ordinary pay incentives ■ Managing work pressure/ productivity demands ■ Shaping social contact through co-workers ■ Qualifications for job and career development |

SI has an emphasis on errorless learning and encourages decision-making by people with a learning disability enabling them to learn complex tasks. Job coaching support is the key to helping people with disabilities into sustainable employment and to develop life skills.

Errorless *Learning*



Errorless learning is an instructional strategy that ensures students always respond correctly. As each skill is taught, students are provided with a prompt/cue immediately following an instruction. The immediate prompt prevents any chance for incorrect responses as far as possible.



What is systematic instruction?

- Many of the everyday tasks we may think of as “simple” actually require multiple steps. Picking up a few things at the supermarket can involve making a list, finding the items in the store, assessing different brands based on price and quality, and making a choice. Checking out is a multi-step process all by itself!
- But there are many other elements to a trip to the supermarket that can cause challenges—interactions with shop workers employees or other customers, the lights and noises, or complications created by where products are located in the shop or on the shelf.
- Effective systematic instruction for supported employment takes all of these factors into account. While task analysis (i.e., breaking a task down into smaller steps) is part of systematic instruction, it is just the beginning. This teaching process involves a commitment to getting to know the person being instructed, understanding how they learn and identifying obstacles that might prevent them from being successful on the job.
- To support someone working in a cafe, for example, it would be important to understand their social skills (how might they react to a question from a customer?), sensory sensitivities (do fluorescent lights or strong smells bother them?) and understanding of concepts central to performing any part of the job such how many plates is it safe to carry. These are just a few of the dozens of things that would need to be considered for effective systematic instruction.



Using this instruction effectively

- For direct support serving as job coaches or providing employment supports, it's essential to put thought and planning into what and how to teach the person being supported.
- Instruction should occur in the natural environment where the skill or task will be used. In fact, being able to navigate the environment and social expectations in the workplace may be even more important to the worker's success than their skills doing the actual job. Also, conducting the training at the work site gives the support worker and the worker an opportunity to identify natural supports—such as a helpful manager or co-worker—and reduce the potential of the worker becoming dependent on the support worker. The support and the worker should plan frequent learning sessions in order to give the worker plenty of experience so they can master the necessary skills.
- Just like the worker needs experience and training to be successful on the job, the support person needs training to learn how to implement systematic instruction. They will need to know, among other things, the various teaching methods they may need to use to support the worker's education, development and independence. Support professionals skilled in systematic instruction have shown that people with disabilities can take on much more complex and varied tasks when they are properly instructed.
- Failure to plan or implement proper systematic instruction can result in overdependence on staff support, lack of acceptance by people in the community, inability to learn the task at all, and loss of opportunities to advance in life or gain more independence.



What is systematic instruction in special education?



- Systematic instruction follows a clear, sequential method of instruction helping students to build off of already mastered skills to new, more difficult skills. In some cases, you'll hear systematic coupled with explicit instruction, which just signifies clear, well-defined teacher-led instruction.

Define the instructional objective and break it down

Make a cappuccino

Choose the appropriate teaching method and materials

Physical prompts, natural stimuli.

Determine the data collection method

Tick list. How many steps completed without error.

Implement the instructional strategy and collect data

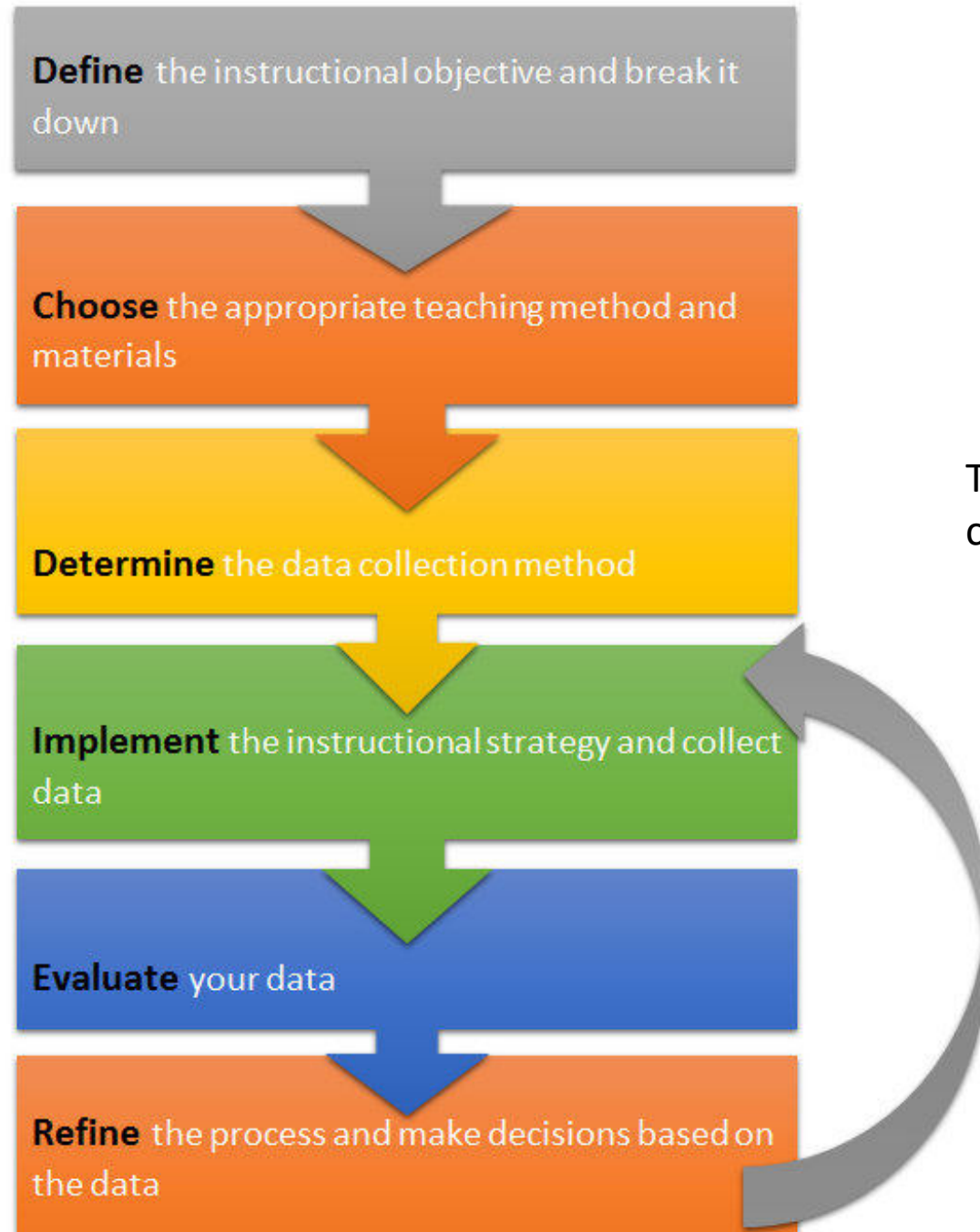
Look at data , see what changes need to be made.

Evaluate your data

What went well, what could be better.

Refine the process and make decisions based on the data

Change , add or take away instruction if needed.







TASK ANALYSIS

- **Clean the table:** Ensure the table surface is clean and free of debris.
- **Gather necessary items:** Collect all dinnerware, utensils, glassware, and napkins.

Place the Tablecloth or Placemats

- **Tablecloth:** If using a tablecloth, spread it evenly over the table, making sure it hangs evenly on all sides.

Placemats: If using placemats, place one at each seat, ensuring they are centered and aligned. **Position the Dinner Plates**

- Place a dinner plate at the centre of each placemat or directly on the tablecloth, evenly spaced apart.

Set the Utensils

- **Forks:** Place the fork to the left of the dinner plate.
 - If using multiple forks (e.g., salad fork and dinner fork), place the salad fork on the outside and the dinner fork closer to the plate.
- **Knives:** Place the knife to the right of the dinner plate, with the blade facing the plate.
 - If using multiple knives, place them in order of use from the outside in.
- **Spoons:** Place the spoon to the right of the knife.
 - If using a soup spoon, place it on the outermost side.

Arrange the Glassware

- **Water Glass:** Place the water glass above the knife, slightly to the right

Possible Errors and Troubleshooting

- **Misaligned items:** Adjust the positions to ensure everything is evenly spaced and aligned.
- **Missing items:** Double-check that all necessary dinnerware, utensils, and glassware are in place.
- **Incorrect utensil placement:** Review the order and placement of utensils to ensure they are in the correct position.
- **Unclean items:** Ensure all items are clean before placing them on the table.
- **Conclusion**
- Setting a table for two involves a series of precise steps to ensure that the table is functional and aesthetically pleasing. By following these detailed steps, you can create a well-organized and inviting table setting.

With visual stimuli and physical prompts and much practice.....

