



## Instructional Strategies for Acquisition and Maintenance of Customized Job Tasks

Tim Riesen, PhD  
 Research Assistant Professor  
 Department of Special Education and Rehabilitation  
 Utah State University

### Background

- Promoting meaningful pathways to employment is an important advocacy, policy, and research priority.
- Customized employment is one pathway to employment for people with disabilities.
- WIOA, (2014)
  - CE is designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer, and carried out through flexible strategies.

### Challenges Implementing Instruction in CE


- Absence of highly trained employment specialist to deliver well-established instructional strategies (Wehman, et al. 2018).
- Inappropriate prompting strategies during training for acquisition of customized employment tasks.
- Lack of fading strategies to reduce prompt dependency.

### Implementing Instruction in CE

- Success in a customized job is contingent on a number of factors.
  - Match of individual skills to customized job tasks.
  - Application of evidence-based practices for teaching for acquisition and maintenance of customized job tasks.

### Implementing Instruction in CE

- Guidelines for Selecting appropriate instructional Strategies
  - Use effective and efficient strategies
    - Fewer instructional trials, fewer errors, less trainer involvement.
  - Use less restrictive, less intrusive strategies
    - Don't use strategies that impinge, demoralize, stigmatize, and /or intrude.
  - Facilitate learner directed strategies to the extent possible.
  - Instruction should lead to independent performance.
  - Instruction should be individualized and effective for the person.
  - Collect performance data.



### Implementing Instruction in CE

- Types of skills/behavior
  - Discrete skill/behavior
    - Skill/Behavior has a clear beginning and end.
    - Requires a single response.
  - Complex Behavior Chain
    - Sequence of discrete behaviors in which the completion of each response is a cue to engage in the next response.
    - Task analytic

### Implementing Instruction in CE

- Task Analysis
  - Oriented around the accomplishments of a single task within a routine.
  - Organize and sequence steps of a task for teaching purposes.
  - Promote consistent and reliable training.
  - Serves as a data collection system.

### Implementing Instruction in CE

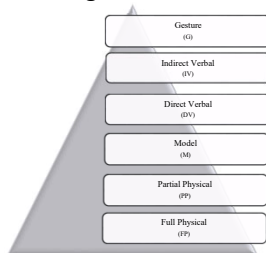
Step	Stimulus	Task/Response/Quality	Speed
1	Prep station & deep pan.	Place square deep-dish pan on prep station.	5 seconds
2	Pizza dough.	Punch dough down into pan with two fingers.	20 seconds
3	Ladle, pizza sauce.	Ladle pizza sauce on each deep-dish section (4 sauce ladles) (4 "quadrants" of deep dish).	20 seconds
4	deep-dish pan with dough.	Spread sauce evenly on each section with bottom of ladle.	5 seconds
5	Sauce & dough in pan.	Fill 6-ounce cheese cup with cheese.	20 seconds
6	Cheese cup, cheese section.	Evenly spread cheese on each deep-dish section.	5 seconds each
7-10	Deep-dish pan. Quadrants of deep dish. Quadrants of deep dish.	Place 4 pepperos on section 1. Place 4 pepperos on sections 2-4.	5 seconds each

Teaching procedures: Fade prompts using least-to-most prompt strategy. Begin fading as soon as a student responds independently on a step.

### Implementing Instruction in CE

- How to use a task analysis during acquisition of new customized job tasks.
- Response Prompting & Fading
  - Behaviors of a person or other type of stimulus material that increase the probability that a person with a disability will engage in the correct behavior.
    - Prompts are delivered concurrently or after the presentation of the discriminative stimuli.
    - Designed to reduce errors during acquisition.

### Implementing Instruction in CE



### Implementing Instruction in CE

- Guidelines for using prompts (Wolery, Bailey, & Sugal, 1988)
  - Select the least intrusive but effective prompt
  - Combine prompts if necessary
  - Select natural prompts
  - Provide prompts only when individual is attending
  - Provide prompts in a support, instructive manner
  - Fade prompts as soon as possible

### Implementing Instruction in CE

- Reinforcement
  - Positive verbal reinforcement.
  - NO FOOD.
  - NO TOKEN ECONOMIES.
- Error Correction
  - Not punitive.
  - Tell the individual that he/she did complete the target behavior correctly.
  - Repeat step.

### Implementing Instruction in CE

- Instructional Strategies
  - Constant Time Delay
  - System of Least Prompts

### Implementing Instruction in CE

- CTD Steps
  - Identify the stimulus that cues individual to respond.
  - Identify the controlling prompt.
  - Assess individual's ability to wait for a prompt.
  - Identify number of 0-second delay trials.
  - Determine the length of the delay interval.

Task Direction "Time to make a Pizza" → Amount of time → Controlling Prompt "Punch the dough down"

### Implementing Instruction in CE

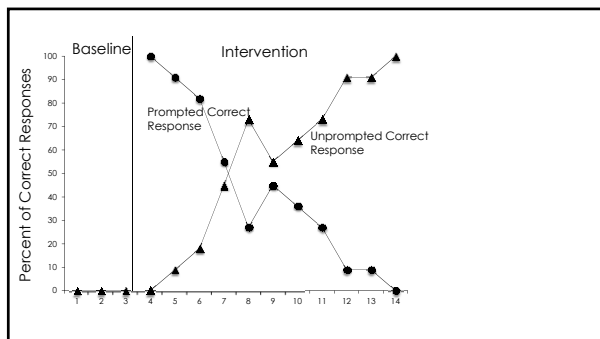
- CTD responses
  - Correct Responses
    - Unprompted correct
      - Individual makes correct response before the controlling prompt is delivered.
    - Prompted correct
      - Individual makes correct response after the controlling prompt is delivered.
  - Responding to correct responses
    - Reinforce both responses.

### Implementing Instruction in CE

- CTD responses
  - Errors
    - Unprompted errors
      - Individual responds incorrectly before the controlling prompt is delivered.
      - Individual responds incorrectly after the controlling prompt is delivered.
    - No Response errors
      - No response after controlling prompt.
  - Responding to errors

Step	Trials										
	1	2	3	4	5	6	7	8	9	10	11
Place deep dish on prep station	P	P	U	U	U	P	U	U	U	U	U
Punch down dough	P	P	P	P	U	U	U	U	U	U	U
Ladle sauce on deep dish	P	P	P	U	U	P	U	U	U	U	U
Spread sauce evenly with bottom of ladle	P	P	U	P	U	P	U	U	U	U	U
Fill 4-ounce cheese cup	P	P	P	P	U	U	P	P	P	U	U
Spread cheese on each section	P	P	P	P	P	U	P	P	U	P	U
Place 4 pepperonis on section 1	P	P	P	U	P	P	P	P	U	U	U
Place 4 pepperonis on section 2	P	P	P	U	U	P	U	U	U	U	U
Place 4 pepperonis on section 3	P	P	P	U	P	U	P	U	U	U	U
Place 4 pepperonis on section 4	P	P	P	P	U	U	U	U	U	U	U
Place completed pizza on shelf	P	U	P	P	U	U	U	U	U	U	U
Percent of prompted correct	10	91	82	55	27	45	36	27	9	9	0
Percent of unprompted correct	0	9	18	45	73	55	64	73	91	91	100

P = prompted correct response  
U = unprompted corrected response  
- = Incorrect



### Implementing Instruction in CE

- System of least prompts
  - Uses at least 3 levels of the prompt hierarchy.
    - First level is opportunity to respond without prompting.
    - Second and subsequent levels include prompts that are arranged from the least intrusive to the most intrusive.

### Implementing Instruction in CE

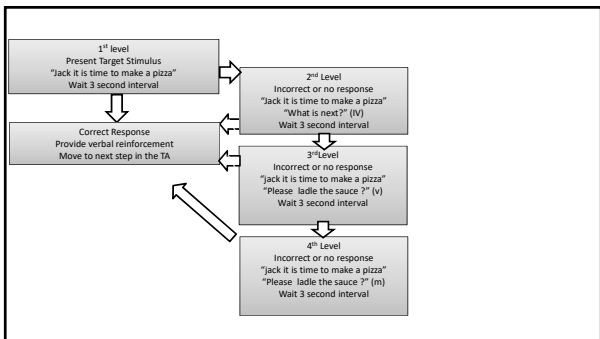
- LTM steps
  - Identify the stimulus that cues the employee to respond
    - Task direction
    - Material
  - Select the number of levels in the hierarchy
    - Must include the target stimulus (independent)
    - At least two additional levels
    - Considerations
      - Type of tasks
        - Discrete tasks use less prompts
        - Chained might use more
      - Employee Characteristics

### Implementing Instruction in CE

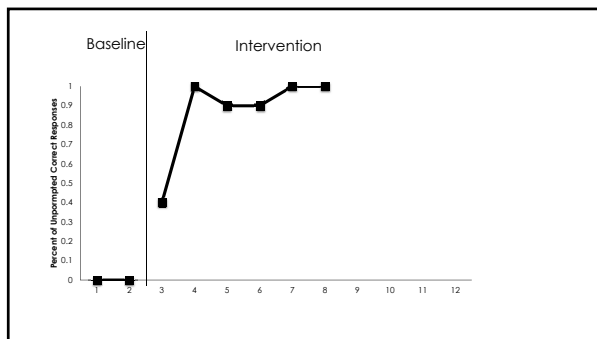
- LTM steps
  - Select type of prompts to be used.
    - Based on employee learning.
  - Sequence prompts for least assistance to most assistance.
  - Determine appropriate response interval
    - Employee characteristics.
    - Task complexity.

### Implementing Instruction in CE

- Responding to correct responses
  - Follow unprompted and prompted correct responses with reinforcement.
  - During acquisition, reinforce immediately after the correct response.
  - Reinforcement should be age appropriate.
  - Gradually fade reinforcement to natural level.
- Responding to incorrect responses
  - Interrupt the incorrect or not response and deliver the next prompt.



Steps	Baseline	1	2	3	4	5	6
Place pan on prep station	V	V	I	I	I	I	I
Punch dough with fingers	M	V	V	I	V	V	I
Ladle sauce on each section	M	IV	IV	I	I	I	I
Spread Sauce with ladle.	M	IV	V	I	I	I	I
Fill 6 ounce cheese cup	M	V	IV	I	I	I	I
Spread cheese on each section	M	V	I	I	I	I	I
Place 4 pepperonis on section 1	M	V	I	I	I	I	I
Place 4 pepperonis on section 2	M	V	I	I	I	I	I
Place 4 pepperonis on section 3	M	V	I	I	I	I	I
Place 4 pepperonis on section 4	M	V	I	I	I	I	I
Percent of unprompted correct response	0	0	.50	100	.50	.50	100



### Implementing Instruction in CE

- What strategy should you use?  
Riesen, T., & Jameson, J. M. (2018)
  - Learning styles and preference of the employee and the difficulty of the employment task should be considered when selecting a prompting procedure.
  - Consider staff training and knowledge of each prompting procedures.

Questions  
 Tim Riesen  
 tim.riesen@usu.edu

### For Additional Information:

- DRRP on Customized Employment of Individuals with Disabilities
- <https://drpvcurtc.org>
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