INSTRUCTIONAL STRATEGIES FOR ACQUISITION AND MAINTENANCE
OF CUSTOMIZED JOB TASKS

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        >> TERRY DONOVAN: Welcome and good morning to our
presentation this morning on instructional strategies for
acquisition and maintenance of customized job tasks by Dr. Tim
Riesen of Utah State University. Some of you who are with us I think
maybe a couple weeks ago Dr. Riesen had another presentation for
us around customized employment. So, he is following up with an
additional discussion this morning.
        Couple of housekeeping before we get started. If you have
a question that comes to you during the presentation, please put
that in the Q & A box. You may also ask a question at the conclusion
when we'll have our question and answer phase. So, enter one while
watching the presentation and add one as well we're doing the
Q & A. If you want to check the chat box there will be a link for
the Power Point PDF for Dr. Riesen's presentation. And that will
be put up periodically as the chat box scrolls.
        Couple of other pieces. On the Q & A, after Dr. Riesen is
done, Heidi Decker-Mauer, who you see on your screen with Stout
Voc Rehab Institute. Again, I'm Teri Donovan with the Stout Voc
Rehab Institute. Vicki Brooke will be joining Heidi. Vicki is from
Virginia Commonwealth University. She will be joining Heidi to
answer your questions. That will occur after the end of
Dr. Riesen's presentation.
        After the questions are all sort of done or at about 25 after
the hour, Jennifer Gundlach-Klatt with Stout will talk about how
can obtain CRC credits for this as well as some other pertinent
information.
        All of our webinars are recorded. If you find this webinar
particularly useful for you, please go to the Project E3 site, join
our communities of practice. All of the recordings that we've done
over the last year and into the rest of this year are available
and will be available there. You can watch those recordings, take
the evaluation and obtain a CRC credit for that as well. But
there's just some wonderful content that we've presented over the
year; especially some of the content which has focused on persons
with disabilities who are living in poverty.
        So, with that, we will get started. Dr. Riesen's
presentation's approximately 45 minutes and then Heidi
Decker-Mauer and Vicki brook will come on to answer your questions.

So, again, if questions occur to you during the webinar put that in the Q & A. Chat box for the Power Point PDF. If you put a question in the chat box don't worry, we'll figure it out and make sure we get to that.

With that, we'll start the presentation. And thanks again for joining us this morning.

>> TIM RIESEN: Hello. My name is Tim Riesen. I am a Research Assistant Professor in the Department of Special Education and Rehabilitation and I have an appointment in the Center for Persons with Disabilities at Utah State University.

Today I am going to talk about instructional strategies for the acquisition and maintenance of customized job tasks. Before I get into talking about instructional strategies, I just want to provide a little bit of background about why employment of people with disabilities is important and why developing instructional supports that use evidence-based practices is really important as well.

So, we all know that promoting meaningful pathways to employment is an important advocacy policy and research priority. One the reasons why this is such an important policy and research priority is because of the perennial poorer outcomes for people with disabilities. So, if you have seen the employment data out there, it doesn't look very promising. In fact, if you look at the American community survey of approximately 35% of people with disabilities are employed. If you distill that down further and look at intellectual developmental disabilities, we see that roughly 18% with intellectual developmental disabilities are in integrated employment. Whereas roughly 80 percent of that same population receives services in facility-based work and non-work settings. So, we're not doing a great job in terms of promoting employment for people with disabilities. So, we're continually searching for ways that are going to improve these outcomes and get us away from those pretty poor percentages for people with disabilities.

Customized employment is one of those pathways that emerged in the early 2000s. It was really designed to support people with more significant disabilities in finding meaningful employment. It was codified in 2014 when the rehabilitation act was amended in WIOA. So now customized employment is an important service provision for people with disabilities. It's really designed to help people with disabilities find a job that's meaningful, that's based on his or her strengths and interests, but also aligns with the needs of the employers.

So, when we're doing customized employment well, we engage in a nice discovery process that really figures out what a person would like to do in terms of employment then we match those needs to the employer.

What we're finding when we're implementing customized employment and other employment support strategies is that we have an absence of highly trained employment specialists to deliver these instructional strategies well. This means that, you know, people with disabilities, particularly those with more significant disabilities, are going to employment settings and not rapidly learning employment skills quickly. So, this creates a problem both for the person with the disability and the employer because we want individuals to perform these skills rapidly and learn these skills.

So, when we're implementing customized employment it becomes paramount that employment specialists really understand how to deliver systematic instruction and the strategies that I am going to be talking about in this webcast.

Furthermore, we also know that when people are delivering instructional supports to people with disabilities, that they often use inappropriate prompting strategies during training for acquisition of customized employment tasks. So, these inappropriate prompting strategies lead to a sense of prompt dependency for people with disabilities. So, what happens when we're using these appropriate prompting strategies, people with disabilities then become dependent on employment specialists to help them complete a customized job task or employment task. So, if we are looking at improving these employment outcomes for people with the most significant disabilities, we really need to make sure we're using strategies that work. We're using these strategies that are going to promote rapid acquisition of a specific employment task.

So, we know when we're implementing instruction and customized employment that the success of a customized job is really contingent on a number of factors. First and foremost, and I've already alluded to this, is that we're looking at that match of the individual skills to the customized job task. So, this means that during the discovery process we really look at the strengths and interests of the individuals and during that process we're also looking at how best to teach this individual and how we can utilize specific strategies so they can rapidly acquire the skills to engage in a customized job task.

We also know that when we're implementing instruction, we have to use evidence-based practices for teaching the acquisition and maintenance of customized job tasks. We don't want to use anecdotal strategies. We want use strategies that we know work. And so, there are a number of different systematic and instructional strategies that one can use in terms of teaching a person a new skill. And I'm going to focus on a couple of these strategies in today's webinar.

But the application of evidence-based practices is really

one of the things that we -- that is missing in terms of promoting better outcomes for individuals with disabilities. We need to ensure that folks understand that evidence-based practices for teaching and they understand how to apply them in employment settings.

So, I'm going to spend a little bit of time talking about some of these instructional strategies, but I first want to review some guidelines that are kind of important in terms of selecting the most effective instructional strategy to use in an employment setting.

First and foremost, we want to use effective and efficient strategies. We want to use strategies that are going to produce a result. So, this once again takes us back to the discovery phase and takes us back to when we're learning about the strengths, interests and needs of an individual, we really have to figure out the ways that that individual's going to respond and the ways that we're going to utilize some form of instructional strategy that's going to really increase the likelihood that the person will learn a new task or learn a customized employment task. We also want to ensure that when we're teaching that we select instructional strategies that, you know, result in fewer instructional trials. So, when we're teaching an individual with a disability to do a new task, we don't want to spend forever teaching that task. We want to engage in instruction where we only have a few instructional trials. So, rapid acquisition that promotes fewer errors and that we have less trainer involvement. So, the quicker we can train an individual to do an employment task, the better the outcome for the individual with the disability and the better the outcome for the employer. So, we really want to make sure that we're utilizing these effective and efficient strategies.

Second, we want to use less restrictive and less intrusive strategies. So, we want to get away from strategies that impinge, demoralize, stigmatize or intrude on a person with a disability. When you watch somebody using these strategies response prompting strategies effectively and who is implementing a solid systematic instruction programming, it really is effortless in some respects. You can't really tell they're doing it. So, we want to make sure that we're using these least restrictive, less intrusive strategies when we're teaching a person with a disability to perform a new skill or a new task.

We also want to ensure that we're facilitating learner directed strategies to the extent possible. So, it's really important during the discovery process that we figure out how that person will best learn and are there certain compensatory strategies we can implement when teaching an individual with a disability a new task.

We also want to ensure that instruction leads to independent

performance. That's the point of teaching an individual. Is so they can independently perform that specific task.

    We also want to ensure that instruction is individualized and effective for that person. So, you can see a pattern here that everything that we do in terms of instruction is tied back who what we've learned during the discovery process of how this person will learn, what strategies they're going to respond to, right. And then finally, we want to make sure that we're collecting performance data. This is an area that I see in my work that we aren't necessarily good at doing. A lot of employment specialists don't collect performance data on outcomes for an individual with disabilities. And in my mind when we're teaching an individual a new skill, it's really important that we collect that data, so we know if that acquisition is occurring. If we don't have good solid data, then we can't really determine whether or not that person is learning a specific employment task.

    So, a couple of things that I would like to review before we get into specific instructional strategies is like what we're teaching and the context for teaching. So, when we start teaching an individual a skill, there are two types of behaviors or skills that we commonly refer to. One of which is a discrete skill or behavior. And this skill has a clear beginning and end. And it's typically only a single response. So that might be something like ladling some sauce on a pizza. That's one single response. But those aren't -- we typically don't do those in employment settings. What we do is these skills or behaviors are often comprised of a complex behavior chain. And these complex behavior chains are a sequence of these discrete behaviors in which the completion of each response is a cue to engage in the next response. So, it is a chain of events that leads to a larger outcome. And these complex behavior chains are what we do in employment settings. So, they're the core routines that we see in a customized job. And we use task analysis to really pinpoint what an individual needs to do in order to complete that specific job task

    So that task analysis, when we're thinking about instruction and thinking about how we're going to implement instruction in a customized employment setting is really the starting point of the instructional -- systematic instruction. So, when we're working with an individual, we identify these core routines that an individual would do in a customized setting. And then if an individual's having difficulty implementing any of these core routines or performing any of these core routines or tasks then we develop a task analysis for teaching purposes. So, the task analysis helps us really wrap our heads around what that person needs to do in order to perform that specific task successfully.

    So, when we're developing a task analysis it's oriented

around the accomplishment of a single task within a routine and then we organize and sequence steps of tasks for teaching purposes. Meaning we want to make sure this is logical and that it makes sense when we create our specific task analysis. That these discrete steps, you know, if an individual engages in each one of these discrete steps of the task analysis, it's going to result in the completion of that specific task. We also use a task analysis to promote consistent and reliable training. So, this really a task analysis is a blueprint for the employment specialist and for the person with the disability so we can really understand what that individual needs to do in order to be successful on the job.

Finally, we can use a task analysis as a data collection system. So, going back to my previous point, if we're going to be teaching an individual a skill and especially when we're looking at individuals with significant support needs or individuals with the most significant disabilities this data collection becomes paramount. That we really need to ensure that we have a reliable system to track what's happening in terms of performance. Because we want to see that independent performance on the -- at the customized employment setting. And a task analysis allows us to do that.

So, this is an example of a task analysis that I created in terms of for a study that we were looking at different prompting strategies in an employment setting. And this was for making a pan pizza at a local restaurant.

So, you can see when we're developing a task analysis, we highlight the stimulus material or the stimulus that cues the individual to respond then we highlight the task that the individual would need to do each one of the steps in the task analysis. So, the stimulus is what cues an individual to perform the step in the task. And so, on this task analysis there are ten specific steps. So, the first step is pretty straight forward. It's just place a square deep-dish pan on the prep station. So that individual would set that pan on the prep station and then they start going down the steps of the task analysis.

So, from an instructional standpoint, how I am going to use this specific task analysis is it's going to allow me to highlight perhaps where the individual is having trouble. Rather than teaching the whole skill of making a pan pizza in this example, I can simply highlight the step where the individual is having difficulty and teach that specific step. So, when we highlight or we isolate where an individual is having trouble, it's going to help us develop an instructional program to rapidly teach that person that skill and the person will acquire that skill much quicker if we just simply, you know, have the person repeat each one of these steps and we hope that through repeated trials that the person's going to complete the task of making a pizza.

From an instructional standpoint, I want to go in and highlight, figure out where the problem is and then teach that specific skill. So how do we use a task analysis during this acquisition of these new customized job tasks? Well, typically what we do, and when we're thinking about systematic instruction and how to implement instruction is, we use response prompting and fading. So, this is a really important thing component to discuss. Because going back to the previous slide, what we know about people with disabilities, particularly those with more significant disabilities, those with significant support needs is they become dependent on the prompts that an employment specialist delivers. So, they may know how to do the task, but they wait for those prompts. And once again this is a problem of not using instructional strategies effectively.

So, when we're starting to teach and implement instruction and customized employment, we want to ensure we're using appropriate response prompting and fading strategies. So, response prompting, and fading are basically behaviors of a person or other type of stimulus material that increases the probability that a person with a disability will engage in that correct behavior. So, going back to the pizza example that I was talking about earlier.

So, when we're making a pan pizza or any individual is making a pan pizza, hopefully that person will recognize the stimulus that cues him or her to move to the next step. But oftentimes a person doesn't recognize that stimulus and we as an instructor serve as that stimulus by providing a prompt. Once we provide that prompt, that person moves to that next step on the task analysis.

Now when we're teaching a person a new skill, during this acquisition phase, what we want to see happen is what we call a transfer of stimulus control. Meaning that the person starts to recognize the stimulus in the natural environment and they no longer need our prompt for that individual to complete that task. So, this transfer is really important. It is a really important piece of this instructional piece. That transfer of stimulus control is what we want to see happening in any form of instructional context. So, when we're providing response prompt and fading, we're gradually fading out our prompts so that that individual can engage in that task independently. So, we deliver specific prompts concurrently or after the presentation of a discriminative stimulus. That stimuli that cues that individual to engage in that specific step. And also, it's designed to reduce errors. So, when we're using response prompting and fading and we're doing it correctly it really is an errorless learning strategy. So, we want the person to be successful in completing these specific job tasks.

So, this is an example of a prompt hierarchy. And if you

have worked in the disability field for long enough you have probably seen something analogous to this. This is something we use all the time in terms of teaching. So, the prompt hierarchy is just a hierarchy of prompts that we utilize in order to teach or assist an individual to recognize that stimulus that cues him or her to engage in that step. So, the prompt hierarchy goes from least intrusive to most intrusive. So, an example up on the top would be adjuster. So that would be something like pointing to something. An indirect verbal would be what's next. You need to be engaged in something. Without telling the person what they need to be doing. Then a direct verbal. Hey, you need to ladle the sauce on the pizza. A model is showing the individual how to model or how to ladle the sauce on the pizza. And then a partial physical would be maybe you are giving a little prime to get the person's arm to move over to ladle the pizza. A full physical would be, you know, hand over hand.

And I always work off the assumption that most of the time in an employment setting when we're prompting an individual to complete a task, we're only going to be using a gesture, an indirect verbal, a direct verbal and perhaps a model. The only time we ever or I've ever used a partial physical or full physical if I am shaping a behavior and I'm working on fine motor skills or anything. So those partial physical and full physical isn't to force somebody to do something.

So, in an employment setting, going back to what I was talking about in terms of guidelines for instruction, the least intrusive -- we want to use the least intrusive strategies that produce the result. And most of the time that gesture, indirect verbal, direct verbal and model will suffice.

So, the guidelines for utilizing these specific prompts in any form of instructional format is that we want to select those least intrusive but effective prompts. I've already stated this. The importance of this. So, we want to use the prompt that's going to get the job done but it's not very intrusive. We can combine prompts. So, we can use what's called a prompt blend to get an individual. So, I could use like an gesture and indirect verbal as like pointing to something and saying what's next. We also want to use natural prompts. Prompts that are natural, that naturally occur. We also want to make sure that we provide prompts only when the person is attending.

So, if I am teaching somebody a new skill, I want to ensure that they are attending to the skill we're teaching. If they're not, you can't teach that individual that specific skill. So, you need to ensure that the person is attending when we're teaching. That we want to provide prompts in a very supportive, instructive manner and then fade out those prompts as soon as possible. Because we do not want to see an individual in any context be dependent

on a provider or instructor.

Other couple important pieces here that I think we need to mention is something about reinforcement. So, when I am working in an employment context or teaching an individual a new skill, reinforcement is really important. We all like to be reinforced. Right? So, when I'm teaching somebody a new skill, I want to make sure that I am providing consistent and reliable reinforcement. And that is just positive verbal reinforcement. That's the only reinforcement I really need to provide in an employment setting. That's natural, that's the way all of us are reinforced is through that kind of verbal reinforcement. You are doing a great job. Hey, that looked really good what you did.

Unfortunately, what I've seen throughout my career and what I still see happening is that we oftentimes use food or token economies to get people with intellectual developmental disabilities, people with more significant support needs to engage in a task. And I am going to tell you all or really reinforce that we shouldn't be doing that. We should not be using food or any form of token economies to get an individual to engage in the task. So, if we've done our job well during discovery, you know, the task in and of themselves should be reinforcement. Because we figured out what that person wants to do. And we shouldn't have to use food or token economies to get the person to engage in that task. We should just simply provide positive verbal reinforcement when that individual engages in completion of a specific customized employment task.

Error correction. So, we all make mistakes and all of us make mistakes during instruction. People with disabilities are no different. So, when we are teaching an individual, we want to make sure that we are engaged in appropriate error correction. So, when I talk about error correction it's not punitive. We're not punishing the person for making an error. We're simply telling the person they didn't complete the target behavior correctly. So, going back to the task analysis. If they didn't complete that step correctly of ladling the sauce on the pizza dough then I have to correct it and I have to say, you didn't do it right; let's try, try again. Then I just repeat the step. That's all I do during the error correction phases.

So, reinforcement, positive verbal reinforcement is all we need to provide to an individual. No food, no token economies, and good solid error correction.

So, this is kind of a framework for instruction. Now I wasn't to get into a couple of instructional strategies that are based on empirical evidence. So, there's been research on each one of these specific strategies. So, I'll review these -- each one of these strategies so you have a good understanding of how we might implement these in an employment setting.

And there are a number of other response prompting strategies as well. I chose to focus on only two of these strategies. One of which is a constant time delay and the other is called a system of least prompts. And each one of these have been -- data has been collected and research published on the efficacy of each one of these instructional strategies.

So, constant time delay is a fairly simple strategy that can be utilized in an employment setting with very little effort. It takes time to kind of think through how you want to implement the strategy and develop the task analysis. But once all that's done you can really development a constant time delay procedure pretty easily. And the specific steps to a constant time delay are first you want to identify what cues that individual to respond, right. So, if I am making a pizza, I got to identify how I'm going to get that person to engage in that activity. Then I also have to identify the controlling prompt. So, the controlling prompt is the prompt that consistently and reliably gets a person to complete a specific task on a task analysis, or step on a task analysis. So, we have non-col controlling prompts and controlling prompts. The controlling prompt is the one that I know will always get that person to engage in that specific step. To complete that specific step consistently.

I also want to assess the individual's ability to wait for a prompt. So, when we're utilizing a constant time delay, we're going to insert a predetermined amount of seconds before we deliver that prompt. So, we allow that person to respond before we provide that specific prompt. So, we need to determine, once again going back to the discovery process, what that might look like. Like if we're going to utilize a constant time delay, I want to know that individual's ability to wait for that specific prompt. Then we also utilize what's called a zero second delay trial in a constant time delay to ensure that the person can engage in the steps that we want him or her to engage in. So, the zero second time delay typically we do two or three trials at a zero second time delay just to ensure that the person has -- can complete each one of those steps in the task analysis. Then once we've established the zero second delay trial, then we move to the three second time delay. And we determine that length of the delay interval. Typically, it's two or three seconds.

So, when I am implementing constant time delay, I provide that task direction. I say hey it's time to make a pizza. Then I insert three seconds. I just count to myself one, two, three and I provide that controlling prompt, that prompt that's always going to elicit the response that I want. In this case, it would be a verbal prompt. Just punch down the pizza dough.

So, there are different responses that we conceive in a constant time delay program. The first is correct responses. So,

we can have unprompted correct responses and prompted correct responses. In an unprompted correct responses, the individual makes a correct response before that controlling prompt is delivered. So, if I say hey it's time to make a pizza and that person immediately goes and punches down the dough on that first step of the task analysis, I would Mark that as an unprompted correct response. But if I say it's time to make pizza and I wait the three seconds and I deliver that controlling prompt and the person makes the correct response after that prompt is delivered, that is a prompted correct response. So, when we see these happening in terms of an instructional approach, we respond to each one of these responses with just that verbal reinforcement. Hey, you did a really good job.

When there's certain errors that we can see in a constant time delay program one of which is an unprompted error. Unprompted errors the individual responds incorrectly before the controlling prompt is delivered or the individual responses incorrectly after the controlling prompt is delivered. So, when this happens, you know, we want to just implement that error correction procedure that I talked about earlier. Meaning, I say hey you didn't do that step right, let's try it again. And I just error corrected. Then, of course, we can have no response errors. So those no responses are the individual just doesn't respond after that controlling prompt. And in these cases, I might want to go back and look at that controlling prompt and I might have to go up one level higher in order to elicit that response that I need.

So, this is an example of a data sheet. It might be hard to see on the screen but all of you have the Power Point so you can download it. But this data sheet, you know, takes the steps of the task analysis and then I'm just simply tracking prompted correct responses and unprompted correct responses. Then I calculate a percentage at the bottom of the data sheet. So, it is a very simple system. Just simply marking what an individual did in terms of prompted corrected responses and unprompted correct responses. So, this serves as your data collection system. Then you can start graphing the data.

In this example I've created a simple line graph of what's happened in terms of that person's acquisition of building that pizza. So, I collect baseline and then what I want to see happening is the unprompted correct response has an accelerating trend line and the prompted correct response has a decelerating trend line. Once that acceleration happens, I can reliably say that learning is occurring, and I start fading out my responses.

So, constant time delay is a really effective easy way to teach an individual a new employment task in a customized employment setting. It's simple to implement. With little effort you can create nice data sheets and a nice data collection systems

to implement the constant time delay.

     The second strategy is called the system of least prompts. This one is a little more -- has a little more detail to it in that we have to use at least three levels of the prompt hierarchy. So, when I am implementing a system of least to most prompts, I have to use three specific levels in order to effectively use the system of least prompts. And that first level in that prompt hierarchy is independent. Like the opportunity to respond without prompting. And the second and subsequent levels include prompts that are arranged from the least intrusive to the most intrusive. So, using the system, we start giving the person the opportunity to respond without a prompt and then we start moving up the hierarchy from the least intrusive to the most intrusive until that person engages in that behavior that we want.

     So, the steps of a least to most prompting program is that we need to identify that stimulus that cues the employee to respond. So, is it task direction? Me saying hey it's time to make a pizza. Or is it material. Like seeing the pizza on the prep station and the pre-made pizza dough and whatever and that person has to go over and start building those specific pizzas. So, we really need to make sure that that person understands, or we know what that stimulus is to get that individual to respond. And that they're tending during instruction.

     Then we select the number of levels in the hierarchy. We have to make sure that we're -- that we have an appropriate levels in that specific hierarchy and we identify that controlling prompt. Once again, that prompt that will always and reliably get that person to respond. That's going to be the most intrusive level. Then we provide least intrusive levels prior to going to that controlling prompt.

     So, when we're thinking about this, we really have to think about the complexity of the task that an individual is engaged in. So, chained tasks, you know, we might need to use a couple more levels on the hierarchy to really get a person to respond. Simply because that task might be fairly complex. We also have to look at the employer characteristics. So, once again this goes back to the discovery process about how a person is going to most effectively learn. Will they respond to specific prompts? How do they respond to specific prompts? And these are really important pieces of developing a really solid employment training program in terms of customized employment.

     So, steps to developing a least to most prompting employment instructional program. Select the type of prompts to be used. And I've already reinforced this. This is based on what you know about how the employee will learn. And, again, this goes back to discovery. So, everything that we're talking about always goes back to that discovery process. So, you are really learning about

what makes that person tick. You are really learning how they're going to respond best in different settings. And then we sequence prompts from the least assistance to the most assistance. So, we always start with that least intrusive prompt then we move up to that controlling prompt, the most intrusive that's going to reliably elicit the response that we're looking at. And then we determine that appropriate response in a interval. Like a constant time delay I'm going to insert a couple seconds before I deliver the prompt. So, before I move up that hierarchy, I wait two seconds. And then if the individual still doesn't do what I would like him or her to do or what's required of the task, I wait two more seconds before I deliver the next prompt and so on and so on until I get to that controlling prompt that's going to reliably result in the person completing that task.

So, like constant time delay there's some kind of rules to responding to correct responses. So, when an individual responds correctly, we follow unprompted and prompted correct responses with that verbal reinforcement. So, you can see that this idea of verbal reinforcement is really important. Hey, you did a great job, that was a great job ladling the sauce on the pizza or whatever the task might be. Then during acquisition when a person is learning that skill, that important acquisition phase, that we're reinforcing immediately after each correct response. And as they start to acquire the skill, we gradually fade that reinforcement to natural levels. So, we don't want the person to just wait for our reinforcement all the time. The reinforcement should be completing the task. And once again make sure that that reinforcement is age appropriate. And it's just a hey you are doing a good job, great job completing that specific task. Then responding to incorrect responses. So, when a person doesn't respond correctly on the task analysis, we interrupt that incorrect response or no response and deliver the next prompt, the next level on the prompt hierarchy. So, stop the response or if there is no response then I just go to that next level on that prompt hierarchy and until it elicits that correct response.

So, this is just an example of how you would utilize a least to most strategy in kind of an illustration. Hopefully it makes sense. The first level when I am implementing an instructional program for an individual with a disability in a customized setting or supported employment setting or whatever the setting may be, that I present that target stimulus. Going back to the pizza and saying hey, Jack, it's time to make a pizza. And I wait. If I predetermine the three second interval is what I am going to use, I wait three seconds. I just count to myself one, two, three. If there's a correct response, I provide a verbal reinforcement then move to the next step on the task analysis. If there's not a correct response however, then I go to the second level. I say hey, Jack,

it's time to make a pizza, and then I go to the least -- the next least intrusive prompt. I say what's next. Which would be an indirect verbal. If there's a correct response I go over to the correct response column and go to the next step on the task analysis. But, if there's not a correct response, I've waited my three seconds I go to the third level. Jack, it's time to make a pizza; please ladle the sauce on the pizza. If there's a correct response, I move over to the correct response column and go to the next step on the task analysis. If there's still not a correct response, then I go to that fourth level which would be the controlling prompt. The one that's going to reliably and consistently elicit the response that I want. And I say hey, Jack, it's time to make a pizza let's ladle that sauce on the pizza. And then he would ladle the sauce on the pizza. So, this is just an illustration of how one could use the system of least prompts in an employment instructional setting.

So, once again, here is a data sheet. So, when I'm collecting data on least to most, I'm just keeping track of the type of prompt that the individual needed and hopefully they're going to have rapid acquisition if we utilize the least to most prompting strategy efficiently. So, I just keep track of what prompt level the individual completed each step on the task analysis. And what I hope to see is something like this if I graph my data. That we see an accelerating trend and we get the person up to 100% accuracy on the steps of the task analysis.

Typically, I've done a couple of research studies on teaching people in employment settings using a system of least to most prompts and there's another strategy called the system of most to least prompts. And, typically, when I'm implementing these strategies, we're seeing acquisition pretty quick. Ten instructional trials. And individuals are maintaining that skill after instruction has stopped. So, we know this stuff works if it's implemented systematically and if we collect good solid data on the outcome of instruction.

So, what strategy should you use? This is referring back to the study that I was just talking about. I conducted a study in 2018 where we looked at different prompting strategies in employment settings. What we found is that there's no correct strategy to use. Typically, each prompting strategy leads to the acquisition of an employment task. The learners that were included in this study, you know, all acquired the task, all rapidly acquired the task on each one of the prompting styles. So, what we kind of surmised is that when we're thinking about what specific strategy to use, we're really going to look at the learning styles and preferences of the employee and the difficulty of the employment task, right. So, if it is a really complex task, we are going to maybe select maybe the least to most prompting

strategy because it might -- it provides a little bit more support. If the task isn't that difficult and the individual is just having some struggles on a couple of the steps on a task analysis, a constant time delay might suffice. So, you really have to look at the complexity of the task and going back to that learning style you really have to consider, you know, the learning style of the individual that you are working with and that goes back to the discovery process. So, when you are, you know, engaged in discovery, you want to figure out how best this person learns and how best this person responds.

Then a second kind of consideration is staff training and knowledge of each prompting procedure. So, this goes back to my initial assertion when I started this webcast that one of the things that we're seeing is that folks don't necessarily understand how to do systematic instruction and utilizing some of these strategies. So, you know, we really have to consider who is implementing each one of these strategies and their understanding of how to implement them and how to complete solid data collection systems. So, staff training, and knowledge is really important. And the complexities of some of these prompting strategies, you know, some are more complex than others and so we really have to consider staff knowledge and what they understand about each one of these specific prompting procedures.

So, what we know when we're thinking about instruction in customized employment is that we have to utilize strategies that we know work. We have to utilize strategies that are based on empirical evidence. And constant time delay and system of least to most prompts are both instructional strategies, are both response prompting strategies that are rooted in evidence. That there is research supporting the utility of each one of these models. Each one of these instructional strategies. So, we need to ensure that we're utilizing those and teaching an individual to learn a new customized employment task or acquire a new customized employment task.

So, if you have questions about any form of instructional strategy or response prompting in particular, feel free to contact me. My contact information is there. Via email. I can respond to any questions. So, I thank you for your time today and email me questions if you have them.

>> TERI DONOVAN: Thank you Dr. Riesen for an excellent presentation. We now will pick up the question and answer phase with Heidi and Vicki. A couple of points before Heidi and Vicki start answering all your questions. Again, when they're done, Jennifer will come on and explain about CRCs and a few other items. If by chance you need to leave the webinar before Jennifer gets to that piece, there is an email you will receive tomorrow with some of that information. And Jennifer will talk more about that

after the Q & A piece.   But, again, if by chance you need to leave, an email you will receive tomorrow will have information about the CRCs.

With that, I will turn it over to Heidi and Vicki to answer your questions. Again, feel free to put questions in the Q & A box as well as those of you that may have already put an item there. So, thanks. Talk to everybody -- actually Jen will close it up when she's done, so this is the last you will hear from me today. Thanks a lot everybody for joining us and please join us for our future webinars. With that, Heidi and Vicki, please take it away.

>> HEIDI DECKER-MAUER: Thanks, Terry. Sure, appreciate it. That was a great presentation. There was a lot of information packed in there we do have a couple of questions already.

First of all, I just want to thank everybody for joining us today. It's so great to have folks joining us and learning a little bit more with us each time. Just a reminder, we are putting on webinars just about every week. If you keep an eye on our Project E3 website www.projectE3.com we will be publicizing our upcoming webinars and other topics that we may have folks presenting.

I want to welcome Vicki Brooke. She is one of our partners in Project E3. She is here today to answer some of the questions that folks have about Tim's presentation. Vicki, do you want to just introduce yourself briefly and tell folks about yourself?

>> VICKI BROOKE: Oh gosh, I don't want to bore them right out of the gate here. My name is Vicki Brooke I'm with Virginia Commonwealth University Rehabilitation Research and Training Center and I've been here for a very long time. Long before I ever had to dye my hair. I was probably one of the country's original job coaches. So, I've been a job coach. I also manage -- I do not manage, that's a lie. I have 15 employment specialists that I work with -- they probably manage me -- who are doing this every single day. So, I feel very close to this content. And I'm ready to take questions.

>> HEIDI DECKER-MAUER: Sounds fantastic.

I'm going to go ahead and jump right in. It seems a few of our questions are about the statement that Tim made about food and token economies. There seems to be some concern around that. And one of our watchers said this is something that school parents and behavioral specialists use to ensure that a person completes tasks and learns tasks successfully.   And another one of our respondents said: So is it wrong for us to use food as a type of reinforcement that is used for one of my clients that the employment specialist is working with. I think that that's something that really has been used a lot in the past. And do you think that is -- is it recommended that that's discontinued if you already have it in place with a consumer? Or is it something that you do starting moving forward with any new consumers? Or do you recommend that folks be weaned

away from using that kind of reinforcement?

>> VICKI BROOKE: Okay so the first question was is it wrong? I would have a hard time saying it's wrong. Just from -- so you remember -- it's Vicki Brooke not Tim Riesen. He seemed very emphatic about no food, no token economy systems. And this is what I'd say. We do work with a lot of young people coming out of school who may have gotten edible reinforcers in order to elicit the behavior that the teacher was looking for. So, they have become dependent upon this edible reinforcer. So, handing somebody an M & M on a job site is just not appropriate. But if that's what it takes initially, I have used sips of coffee. Because a coffee is something that would be typical in a work environment. I have used sips of soda, if the person finds that reinforcing. So, I have used that. I want to move them from that edible to a more of a typical reinforcer which would be good filling up the glasses or good ladling the sauce on the pizza. So, I want to get them to respond and to be reinforced by verbal reinforcement. But I would have to take them from where they're at to where I want to get them to.

>> HEIDI DECKER-MAUER: So, it can be a progression.

>> VICKI BROOKE: I would not use M & M's. I would use something that is typical in that environment. I would make sure the reinforcement is done discreetly. But I would do it with a plan of how I'm going to get them from where they're at to where I want them to be at. That be a more natural --

>> HEIDI DECKER-MAUER: So, a progression rather than just cut someone off.

>> VICKI BROOKE: I can't do this because we're all about -- the whole thing about customized employment and supportive employment is figuring out who they are, where they're at in space and time, figuring out their support needs are, and then providing that support and then thinning the support or -- Tim talked about how we fade that support, which is typically instruction, but also the reinforcement will have to be thinned. And it's thinned, it's not completely faded because we all have reinforcement in our work environment. You know, sometimes in some work environments it is a lot thinner than other work environments but there's some level of reinforcement that is always going to be there. And maybe some of that we have to put into place.

>> HEIDI DECKER-MAUER: Sure.

>> VICKI BROOKE: So, the other piece of your question.

>> HEIDI DECKER-MAUER: It makes total sense. You don't want to pull something away if people are used to it but it sounds like making sure any of rewards systems are contextually appropriate for the workplace is going to create less work for you in the long run because you are going to have to the behavior in place and you

are going to have a contextually appropriate reward system in place and that's a good way to do it discreetly so nobody gets cut off from a reinforcement they're used to but that they are receiving reinforcements that are recognizable to them. I think sometimes just with my job some of the reinforcement, it will sometimes come a lot at a time or, you know, sometimes there will be a long stretch between times when a person on the job gets reinforcement. So, I think that it sounds wise to move people from something might be troublesome in a workplace to something that is going to fit in better and not call attention to folks who are trying to do a good job.

      >> VICKI BROOKE: And for some people they may need a higher level of reinforcement, but we may have to work with a co-worker that is going to provide that intermittent reinforcement because that's what it's going to take to keep the work performance going. So, we would set that up within the work environment. So, we would thin it as much as we can but then we would go to a natural support for that.

      The other thing that Tim talked about was a token economy system.

      So, for a lot of people -- so you know in the old days we would get -- I don't know how many old days there are for people out there. But we used to get a paper check. That was our paycheck. It would be like sometimes on card stock and in a cute envelope. Well that doesn't happen anymore. So, it was hard even when you would receive a paper paycheck to now, we don't even receive that. It just ends up in our bank. So, for a lot of our folks we have to teach them that the paycheck is the reinforcer. They're not going to come to a competitive, integrated employment thinking, like, yeehaw it is a paycheck. You know, my mama buys me whatever I want. So, lots of times we have to teach how the paycheck is reinforcing. So, if you don't get paid until every two weeks there may be intermittent reinforcement they're going to get before the paycheck. So, they save it up. So, on paycheck day they can go out and maybe get their nails done. I don't know I've gone shopping with guys who are buying wrestling magazines. But you are going to find those intermittent reinforcements. So, they start connecting that the reinforcer with the paycheck. And it will be based upon work performance.

      >> HEIDI DECKER-MAUER: That seems like an experienced-based work thing where, you know, you need to associate the paycheck with the rewards that the paycheck can get you. And that can be a little bit of an abstract for folks until they have had the chance to spend money from their check and see what kind of rewards. Since you don't get paid the moment you do the work, I'm sure that's something that folks need to practice a couple times before they're used to that actually being a tangible reward for them. So that totally makes

sense.

>> VICKI BROOKE: But I guess the point that Tim was making and maybe if he was here, he would clarify it too, even if you do put that token economy system in place, you are going to have to -- it has to be pulled out. I mean, you are going to have to -- you have to know when you do that where are you going with, you know, how do you get out of that. It doesn't continue forever and ever and ever.

>> HEIDI DECKER-MAUER: Right.

Well I think we'll move on to the next question. Actually, I do have the Power Point up. Lisa Larson is asking please clarify the prompted level V and the prompt level M. The implementation instruction the levels go from the most comprehensive is FP for full physical and then there's PP for partial physical. Then towards the middle is M for model. And then DV for direct verbal and then IV for indirect verbal and then G for gesture. Lisa if that didn't answer your yes just pop another question into the Q & A. But I think that's what she was asking.

>> VICKI BROOKE: I'll just demonstrate the whole sequence, if that might be helpful for everybody.

So, your task analysis should be written as the verbal prompt. So, lots of people in pre-service programs like VCU and other universities had in the past really taught how to develop a task analysis that might have a lot of language in it. I want to be able to, as an employment specialist on a job site, I want to be able to look down at my task analysis and I want to have the same prompt every single time. So, I would write pick up the ladle. Pick up the tomato sauce. Pour the tomato sauce. Spread the tomato sauce with the ladle. Those would be four separate steps. And they would be written -- my task analysis would be written that way. So, a verbal prompt would be pick up the ladle. An indirect verbal prompt would be, Heidi, what's the next step? So, I haven't given her the information and I'm going to see if she has the information. So, the verbal prompt was the direct verbal prompt. Pick up the ladle. Modelling would be, Heidi, pick up the ladle like this and I would pick up the ladle. Then I would wait and see if Heidi picked up the ladle and I would count a thousand one a thousand two a thousand three. I wouldn't count out loud. When you start doing this you will count it out in your head. So, partial physical assistance would be, I might take Heidi's hand and just like tap her wrist. And I would pair it with the verbal prompt. Heidi, pick up the ladle, and see if that elicits the response. If it did, then that would be a partial, PP, partial physical assistance. If that still didn't do it, I'd put my hand over hand, pick up the ladle like this, Heidi, and we would do it together.

So, you know if you give that much physical assistance, like the full hand over hand or even the tapping of the wrist or tapping

of the elbow, you then have to go back up that hierarchy. So, you would never want to provide that much assistance unless that's really what it required in order for the individual to elicit the response you wanted. So, you want to start at the top and make sure that you can't get what you want just with a direct verbal prompt.

>> HEIDI DECKER-MAUER: Right.

>> VICKI BROOKE: Or a modelling prompt.

So, a gesture would be just pointing to the ladle and saying, you know, pick up the ladle. And I just point to the ladle. That would be a -- and if Heidi did it that way, with that prompting, you would record a G. Did I do that correctly? Did that help? Let us know if that didn't help.

>> HEIDI DECKER-MAUER: We do have somebody who asked a little more detailed question about the ladle example. In terms of labeling what you are going to Mark down for the prompting. Using a ladle example, if the person consistently picks up the ladle but maybe gets too much or too little sauce is that considered not correct? Or it is a partial correction and the instruction is given again until they get the correct amount of sauce and in the ladle before applying.

>> VICKI BROOKE: So, what I would then do is insert another step in the task analysis. So that step would be, if I'm putting sauce in the ladle then it's like I need to have a step in there to say how full -- how much sauce you put in the ladle. So, fill the ladle halfway with sauce. You see what I mean? Then I've already -- I've taken care of that -- I had to add another step to the task analysis.

>> HEIDI DECKER-MAUER: Right. And it seems to be some of these tasks, you know, I've heard the saying you can't -- you have to eat an elephant one spoonful at a time. You have to break down gigantic tasks into sub-tasks. You know, it's a thing that I think we probably run into ourselves during project management. You don't just produce webinars. There are different steps that go into that and each of those steps has to be kind of detailed out so that your team can do anything smoothly together.

>> VICKI BROOKE: That's a really good point. But the problem on a job site is that you could develop a task analysis that is just not efficient. So, you could have 40 steps to a task analysis that's just not efficient with an employment specialist to use. So, I would rather to err on fewer steps and then run into that problem that was just pointed out, what about, you know, they don't put the right quantity, then I know I need to insert another step in the task analysis. And then that becomes part of my instruction.

So, you kind of walk -- okay so this is why you can't buy a textbook and have all those task analyses and just use them as a recipe book. Because every work site is different, every client

is different. I could teach four different clients to do the same task and they're going to have a different task analysis. Because I'm going to develop the task analysis based upon their own individual support needs.

>> HEIDI DECKER-MAUER: Yep. Variables. Those variables. You have to make sure that it's contextually appropriate and right for the person as well.

>> VICKI BROOKE: And I think it's different how you provide -- well it is. It's very different how you provide instruction in a classroom and how you provide instruction on a job site.

>> HEIDI DECKER-MAUER: Definitely. Definitely.

Danielle Smith has a question: Was this presentation based on a particular customized employment model?

>> VICKI BROOKE: Well he was talking about customized employment in general. And then he would intermittently use supported employment. But whether you are doing customized employment or supported employment the job site training phase is going to look the same way. Because here it is, folks, good instruction is good instruction, good instruction. So, you are going to provide the same type of work-based instructional strategies whether it is support employment or customized employment.

>> HEIDI DECKER-MAUER: I think that probably answers Danielle's question. If it didn't, go ahead and pop another question in the Q & A for us.

The next one we have -- let's see here. We had a technical question. And somebody thanking us for the presentation. Those are great.

I'm going to throw out a call for any more questions. And I think just out of curiosity for myself, can you tell me what err correction might look like. A place that I worked at before was working on people, children who had, you know, were acting out in the classroom and kind of -- one of the theories was, you know, you teach kids math and you teach kids English but maybe they didn't get taught behavior appropriate to the academic environment. So, you are trying to teach them the behaviors. And this sounds like a similar thing if you are doing error correction how do you reteach that behavior. And what would that look like before on job site and on a job site?

>> VICKI BROOKE: So, it looks very different when it's in the classroom is what I will say. You can do a variety of things. When you are on the job site what I want to make sure is employment specialists, this isn't the only person they're serving. This is the person they're serving it now. And there's expectations for them to be able to be very efficient with their time because the Department of Rehab services who may be paying them for their

hourly rate or Medicaid waiver, they want them to be able to -- and always for our client. We don't want them to become dependent on the employment specialist. So, I do not want my new employee to learn an error. Because if they learn the error, they have to unlearn it and relearn the correct way. So, then I have more time I have to invest. So, as soon as I see the error, I want to interrupt it. Immediately. And begin instruction right there.

      >> HEIDI DECKER-MAUER: How would you do that?

      >> VICKI BROOKE: It wouldn't be part of your -- it can be part of your data collection, it's not part of what we were shown today. But I would just interrupt it. If there was filling glasses with water and the water is spreading all over, you know, I am going to take the pitcher away then I'm going to set it aside then I'm going to find time to provide clean systematic instruction. So, you would do it -- you would interrupt the error any way that is appropriate in that setting but just to stop the work. So, typically it's not generally a behavior. It's just you are doing the task incorrectly. So, it really is more of instruction. If it's an issue of behavior that's going to look very different than what Tim was talking about today.

      >> HEIDI DECKER-MAUER: So, in those situations I suppose that it's also going to not only depend on the work environment but also what the person responds best to. Like Tim was saying you find out a lot of that in discovery.

      >> VICKI BROOKE: You really do. You really find out the kinds of -- not only discovery helps us to direct a job search but it really helps us for instruction on the job site. What they like. What they don't like. What they respond to. You do not want to use hand over hand or any kind of physical prompting with somebody with perhaps autism who is very tactile offensive. You are going to create a whole issue for yourself. So that kind of information you really need on the front end.

      If we don't have any more questions, I have something I could share. Is there more questions?

      >> HEIDI DECKER-MAUER: Right now, we don't.

      >> VICKI BROOKE: So, there is an assessment strategy that Tim did not talk about. And it's called probe data. So, has anybody heard of probe data? Okay no. I'll just talk about it.

      So, there's this strategy that you would then use your task analysis. So, you have that in your lap. So, you provided instruction all week. And I just want to take a quick and dirty assessment of where they're at in learning this particular task. So, without any prompting and without any reinforcement -- and this is the really hard part for employment specialists because we like to provide that reinforcement. We like to say doing a nice job or good picking that up. So, you would have to like -- so if there's somebody like me who is like, I usually as an employment

specialist would wear clothing with pockets. So, I'd have my hands down that way. And without any prompting and reinforcement I would find out exactly how much of that task analysis they can complete independently. Why without any prompting or reinforcement? Because ultimately that's where we're going with this individual. And it also shows me exactly where to begin my instruction.

So, Tim talked about not having to provide instruction on the whole task because you are going to zero in on certain tasks or certain steps that the individual is really having trouble with. Well the probe data helps you know exactly where to begin instruction.

>> HEIDI DECKER-MAUER: Vicki, is there a site or some place that folks can go to if they want to get more information on that?

>> VICKI BROOKE: Yes, we can -- can I send you something?

>> HEIDI DECKER-MAUER: Absolutely. We can include it in the email that we'll send out to everybody tomorrow with the information on getting their CRCs. So, we can include any extra resources that you'd like to share with folks in that.

>> VICKI BROOKE: I can send more detailed information.

>> HEIDI DECKER-MAUER: That sounds great. And definitely it sounds like that's the end point that you want people to get to is to be able to do that sequence without any prompting and, you know, you need to do that gradual sort of release of responsibility for you to the person so they can make it through their tasks on their own.

I think with all of us just whether or not you have an obstacle like a disability there are parts of our jobs that it takes a while to learn or parts that you are better at and parts that you have to take more time with. And it makes sense just from a general perspective too that getting folks where they need to be in order to do their jobs well, it doesn't happen overnight. So, being patient and finding out what works best with your folks, that also is a value you know. It's kind of a reward to be able to do it well and get through a sequence and be able to, you know, get the reinforcement, yeah you did that right.

I do have a few more questions that have come in. Edwin has asked: Can the task analysis be for a consumer who is simply needing assistance with job skills training? In this case, the consumer is not receiving customized employment nor supported employment services.

>> VICKI BROOKE: Absolutely. I used task analysis with my husband all the time.

[Laughter].

>> HEIDI DECKER-MAUER: Tell me how that works.

>> VICKI BROOKE: It's the reinforcer that you have to pay attention to.

[Laughter].

This is how you load the dishwasher.

>> HEIDI DECKER-MAUER: Good job on loading the dishwasher that way.

>> VICKI BROOKE: Seriously, it's just good instruction. I mean, if it's not one of our clients then it may have fewer steps in the task analysis. When you learn how to operate your computer for the first time, all those books are written in task analysis. Step one, step two, step three. So, yeah.

>> HEIDI DECKER-MAUER: I came from a technical writing background, so I actually enjoy writing the task analysis for running a website for our folks who are backing us up. It's kind of fun for me. That's the intrinsic reward for me being able to write a task analysis.

Let's see here. We have Teresa asking and this might be a question, Jen, for you. Are there any training materials readily available already that we can use to provide training to our staff on the two strategies Tim presented? Of course, we're going to send along the Power Point as a PDF that was in the chat that will also be on our website afterwards. The full recording of this webinar training will be available -- it takes a little while because we have everything captioned and we have to upload and things like that. So, there are the technical things that we need to clean up on our end. But any of the things that you learn here we welcome you to use them and we encourage you to use them. We wanted to make sure this webinar series is something that people can take out and directly apply. It's kind of an applied learning model for all of our folks. So the things that come in the email tomorrow, Teresa, if you are looking for something beyond that, after you looked at the materials and everything that we send you through the email tomorrow, maybe you could reach out to us and let us know a little bit more specifically what you are looking for. But we do share all of this information. The Power Point is turned into a PDF, you can share that with folks. But I think that's how I can answer that for now. If it doesn't suit your needs, then we can get you more information.

Brian asks: Where is this video uploaded? We upload all of our videos to the Project E3 website www.projecte3.com and we have a tab on the top that says webinars and webcasts. If you click on there it will tell you about our upcoming webinars and about our archived webinars. We have over a dozen really good videos like this one that you can access any time that you want to. So, again, that's www.projectE3.com and then the webcasts webinars tab on the top, that will get you where you need to go.

I think that information is probably in the email that Jen is going to send out too just in case people didn't have their pens ready to go.

So, I think that takes care of the questions that we have in the question and answer queue.

Vicki, is there anything else you want to share with your experiences having been, you know, a job coach for such a long time that you think maybe newer people would benefit from, anything that you can share that builds on what Tim had to say today?

>> VICKI BROOKE: Tim provided a lot of information. You are not going to use those strategies on the job site and immediately feel comfortable. So, it takes time -- and not to scare you but it probably takes like a good year of applying those skills on a job site to feel really comfortable. So, it does kind of feel uncomfortable. Tim talked about data. So, I often ask employment specialists, do you think it is a luxury to collect data. If you don't have a task analysis and you are not collecting data, you will not know how to fade. You might have a feeling like God I think Heidi's doing better today, but if I had data I would know, Heidi moved from a modelling prompt to a gesture. Learning is occurring. She had a less intrusive prompt. Unless you wrote that down, I doubt whether you would know that.

>> HEIDI DECKER-MAUER: Also, if you are dealing with more than one consumer you can't probably remember all of it for everybody.

>> VICKI BROOKE: Yes, you are going to go to another job site and start this process again with this person tomorrow. So, an employment specialist has a lot of things going on. You won't know how to fade. And it's all about providing really clean, clear instruction so you can fade from that job site as they become more proficient. And you don't want them to become dependent upon you and you stay too long at a job site. So, data is not a luxury. It's really critical to the process. You don't always feel comfortable with that, but you are going to have these little nasty data sheets depending on where you are at and they're going to be folded up and, in your pockets, and you are going to pull it out and make some notes. So, when you leave, if you have a lot of people around you, you are not making a big thing of collecting data, but you are getting the information.

>> HEIDI DECKER-MAUER: That sounds great. Vicki, thank you so much for answering questions and for sharing your experiences with us. It was a great opportunity to have you visit with us.

I do have one more question in the Q & A but I think that I'll have Jen maybe address that when she's talking about the CEUs. Amy is asking about CEUs for archived webinars. Asking about the timeframe for getting the CEUs for that.

Before I close out, I just want to say, Vicki, thanks again so much. It was a pleasure having you. You have such great insight. Thank you so much for joining us. And then I'm going to turn it over to Jen and she will talk about some of the CEU opportunities.

So, over to you, Jen.

>> JENNY: Thank you, Heidi. Vicki, I have one more question in the chat box. They're asking if you have data collection sheets available.

>> VICKI BROOKE: I will send a data collection sheet along with the other information that I sent to Heidi on probe data.

>> JENNY: Great. We'll add it to our resources then. Wonderful.

Then for the Q & A box, there was a question about how long it takes to receive the CRCs. It can take up to four to six weeks but maybe it will take one day. Just be patient with us. It takes a while to go through all those.

So, if you are in need of the CRC for today's webcast the link, I just added to the chat box contains steps to request the CRC. This can also be found on our webcast page within our website at project. E3.com. You will receive an email tomorrow with these instructions. All of our webcasts archived. These can be found on our website. Let me add that to the chat box as well for you all. A reminder that next week's webcast is, What is a Job Coach: An Overview of Role of a Job Coach in The Workplace, which is on Thursday, February 13th at 11:00 a.m. central time.

So, thanks for joining us today and we hope you all enjoyed today's webcast.

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