WRITTEN STRATEGIES (JOB TOOL)

Answer the following questions to assist you with developing written strategies.

What is the action step or new skill/task to be learned? _____

_____

Complete a task analysis of the skill to be learned:

Steps
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

- ➢ These steps should be included in the written strategy in the sequence listed above.
- ➢ Does the sequence of the task analysis match how the learner will complete the task?
- ➢ What steps were they able to complete independently?
- ➢ Who will assist the person with learning this skill?
- ➢ When does this activity naturally occur?
- ➢ Where does this activity naturally occur?
- ➢ If this skill will be used in different settings, will it be taught in different settings?
- ➢ Can this skill or activity be incorporated into the person's current routine?
- ➢ What materials/supplies will be needed to learn this skill?
- ➢ Where is this material located?
- ➢ Where will staff place this material?

WRITTEN STRATEGIES JOB TOOL (CONTINUED)

- Would adaptive materials or devices assist the person with completing this skill or activity?

- Which types of instruction does the learner respond to? (circle those that apply)
    - Demonstration/Modeling
    - Written Instructions
    - Verbal Instructions

- What methods of communication does the learner use?

- How will these methods be incorporated into learning or completing this skill?

- At what time of day does the learner have the most energy?

- Are there environmental factors that cause distractions to the learner when they attempt this skill?

- How can they be eliminated or adjusted?

- Are there any cultural preferences that may affect the learning or completion of this skill?

- How will support staff begin the learning session?

- What kind of transitions does the learner require between activities?

- Where will staff stand or sit during the learning session? (across from the person, next to the person, to
  the person's right, etc.)

- What type of prompt will the staff provide first? (verbal, gestural, etc.)

- If the learner does not respond to (or ignores) this initial prompt, what will the staff do?

- How much time does the learner require to respond to a prompt?

- If the learner makes an error, how will staff respond to this?

- What types of reinforcement does the person prefer?

- If the learner completes a step correctly, how will staff respond to this?

- What therapies does the learner currently receive? (BT, OT, PT, SLP)

- How can the therapeutic recommendations be incorporated into the learning of this skill?

- What data will staff be required to document?

- How often will this data be collected?