ALL DONE! ESTABLISHING INDEPENDENT WORK IN THE CLASSROOM

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OUTLINE

• Rationale
• Goal
• Review of Terms
• Closed Ended Tasks
• Single Independent Work Task
• Multiple Tasks
• Independence, Maintenance, Generalization
• Data Collection and Data Based Decision Making
• Student Examples
• Classroom Organization
• Staff Training
GOAL

To give you information and tools so that you can go back to your classrooms/homes/programs and introduce or improve independent work programs for your students.
RATIONALE- WHY TEACH INDEPENDENT WORK?

• Pre-vocational skills
• Practice mastered academic skills for generalization
• Establishing Task Completion as a reinforcer
• Practical Uses Around the Classroom/Home
REVIEW OF TERMS

- Task Analysis
- Chaining
  - Backward Chaining
  - Forward Chaining
  - Total Task Chaining
- Prompting
- Reinforcers
STARTING SMALL:
SIMPLE CLOSED ENDED TASKS

- Close ended tasks
- Examples
- Assess for baseline skills
- Skills tracking sheet
## Sample Skills Tracking Sheet

<table>
<thead>
<tr>
<th>Skill</th>
<th>Date Introduced</th>
<th>Date Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popsicle Stick Put In</td>
<td>N/A</td>
<td>PO 3/16/17</td>
</tr>
<tr>
<td>Wooden Shape Sorter</td>
<td>N/A</td>
<td>PO 3/24/17</td>
</tr>
<tr>
<td>Number Matching File Folder</td>
<td>3/24/17</td>
<td>4/1/17</td>
</tr>
<tr>
<td>Package 2 items in Baggies</td>
<td>4/1/17</td>
<td>4/9/17</td>
</tr>
</tbody>
</table>
TEACHING NEW CLOSE ENDED TASKS

- Pick a task
- Write a task analysis
- Choose a teaching procedure
- Choose prompts to use
- Identify and use effective reinforcers
- Remember to teach a request for supervisor, “all done”, or both
- Remember to consider prerequisite skills
TEACHING A CLOSE ENDED TASK EXAMPLE

- Task: Packaging 3 items
- Teaching Procedure: Backward Chaining
- Prompts: Physical and a jig as visual cue
  - Goal to fade physical prompts but keep jig
- Reinforcers: Token economy where student earned tokens for iCarly or similar shows or snacks
- Total communication: sign and vocal response for “all done”
SAMPLE TASK ANALYSIS STEPS FOR TEACHING PACKAGING

<table>
<thead>
<tr>
<th>Step#</th>
<th>SD/Consequence</th>
<th>Response</th>
</tr>
</thead>
</table>
| 1     | **SD**: “Time to package the objects” and seated in front of materials and jig  
       | C: Holding 1 of first item  
       | Y   N       |
| 2     | **SD**: Holding 1 of first item  
       | C: First item in place  
       | Matches item to correct box on jig  
       | Y   N       |
| 3     | **SD**: First item in place  
       | C: Second item in hand  
       | Picks up second item  
       | Y   N       |
TEACHING THE INDEPENDENT WORK PROCESS FOR ONE TASK

• Use a mastered task
• Write a task analysis
• Include obtaining materials, gaining supervisor attention, and returning materials if appropriate
• Choose a teaching procedure
• Choose prompts to use
• Identify and use effective reinforcers
# SINGLE TASK TA FOR A PREVIOUSLY MASTERED TASK

|   | Sd: “Do your work”  
|   | C: Standing in front of cart  
|   | Walks to IW cart  
| 1 | Y N |
| 2 | Sd: Standing in front of cart  
| 2 | C: Sees drawer with name  
| 2 | Finds name/picture  
| 2 | Y N |
| 3 | Sd: Sees drawer with name  
| 3 | C: Holding drawer  
| 3 | Pulls out drawer  
| 3 | Y N |
| 4 | Sd: Holding drawer  
| 4 | C: At table with drawer  
| 4 | Takes drawer to table  
| 4 | Y N |
| 5 | Sd: At table with drawer  
| 5 | C: Drawer on table  
| 5 | Puts drawer on table  
| 5 | Y N |
| 6 | Sd: Drawer on table  
| 6 | C: Materials in hand/on table  
| 6 | Takes materials out of drawer  
| 6 | Y N |
| 7 | Sd: Materials in hand/on table  
| 7 | C: Task set up  
| 7 | Sets up materials to complete task  
| 7 | Y N |
## Single Task TA Cont.

<table>
<thead>
<tr>
<th></th>
<th>Task Description</th>
<th>Completion</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Task set up</td>
<td>Completes task</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>9</td>
<td>Completed Task</td>
<td>Raises hand/Gets supervisors attention</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>10</td>
<td>Supervisor responds</td>
<td>Says “all done”</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>11</td>
<td>Supervisor approves work</td>
<td>Returns materials to drawer</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>12</td>
<td>Materials in drawer</td>
<td>Returns drawer and closes drawer</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

Total ____/12 and Percent Independent
LINKING MULTIPLE TASKS

• Use only mastered tasks
• To Do/Done Bins/Folders
• Written/Picture Activity Schedules
• 3 Drawer Cart System
• Follow the same procedure for teaching one closed ended task
• Remember to consider prerequisite skills
• Make sure to link transitions
2 Ways to Link Multiple Tasks

1. Sort silverware
2. Wipe counter
3. Fold 3 pants and 2 shirts

Call Supervisor (Miss Carrie) Station 3
### SAMPLE TASK ANALYSIS STEPS

<table>
<thead>
<tr>
<th>Step</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Walks to drawers/work area</td>
</tr>
<tr>
<td>2</td>
<td>Pulls out drawer 1</td>
</tr>
<tr>
<td>3</td>
<td>Takes materials out of drawer 1</td>
</tr>
<tr>
<td>4</td>
<td>Puts materials on table</td>
</tr>
<tr>
<td>5</td>
<td>Sets up materials to complete task 1</td>
</tr>
<tr>
<td>6</td>
<td>Completes task 1</td>
</tr>
<tr>
<td>7</td>
<td>Pick up materials</td>
</tr>
<tr>
<td>8</td>
<td>Returns materials to drawer 1</td>
</tr>
<tr>
<td>9</td>
<td>Close drawer 1</td>
</tr>
<tr>
<td>10</td>
<td>Pulls out drawer 2</td>
</tr>
<tr>
<td>11</td>
<td>Takes out materials of drawer 2</td>
</tr>
<tr>
<td>12</td>
<td>Puts materials on table</td>
</tr>
<tr>
<td>13</td>
<td>Sets up materials to complete task 2</td>
</tr>
<tr>
<td>14</td>
<td>Completes task 2</td>
</tr>
<tr>
<td>15</td>
<td>Picks up materials</td>
</tr>
<tr>
<td>16</td>
<td>Returns materials to drawer 2</td>
</tr>
<tr>
<td>17</td>
<td>Closes drawer 2</td>
</tr>
<tr>
<td>18</td>
<td>Pulls out drawer 3</td>
</tr>
<tr>
<td>19</td>
<td>Takes materials out of drawer 3</td>
</tr>
<tr>
<td>20</td>
<td>Puts materials on table</td>
</tr>
<tr>
<td>21</td>
<td>Completes task 3</td>
</tr>
<tr>
<td>22</td>
<td>Picks up materials</td>
</tr>
<tr>
<td>23</td>
<td>Returns materials to drawer 3</td>
</tr>
<tr>
<td>24</td>
<td>Closes drawer 3</td>
</tr>
<tr>
<td>25</td>
<td>Calls supervisor</td>
</tr>
<tr>
<td>26</td>
<td>Says “All Done”</td>
</tr>
</tbody>
</table>
INDEPENDENCE, MAINTENANCE, GENERALIZATION

- Fade Prompts and Reinforcers
- Schedule to Ensure Maintenance of Skills
- Increase Time on Task
- Plan for Generalization between people, materials, and environments
DATA COLLECTION, GRAPHING, DATA BASED DECISION MAKING

- Probe Sessions vs Instructional Sessions
- Use the task analysis
- Determine what data to collect
- Graph percent steps independent or number of prompts needed
- Also collect data on problem behavior if appropriate
- Use data to monitor progress
- Use change lines to monitor impact of program changes
STUDENT EXAMPLE 1

• Baseline: Many mastered closed ended tasks and mastered 3 drawer cart quickly first with a visual cue of the numbers.

• Problem: As time went on, student’s time for completion increased from a few minutes to approximately 40 minutes. Student would engage in repetitive behaviors.

• Plan: Reteach task with specific targets to decrease latency between completing task components. Prompt to attend with minimal elbow tap and no vocal prompt or eye contact. Fade staff proximity and plan for generalization between people and environments.
## SKILLS TRACKING SHEET

<table>
<thead>
<tr>
<th>Target Skill</th>
<th>Introduced</th>
<th>Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;5 seconds off task with staff right next to student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;3 seconds off task with staff right next to student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;3 seconds off task with staff 3 feet from student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;3 seconds off task with staff halfway across room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;3 seconds off task with staff across room</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT | VIDEO
STUDENT 2

• Baseline: Many mastered closed ended tasks and mastered 3 drawer cart quickly first with a visual cue of the numbers which could be quickly faded. Significant problem behavior during independent activities and activities for which attention is divided.

• Problems: Scheduling back to back activities with divided attention Group then Independent work, Including tasks that were too difficult, Needing very clear detailed explanations of target behaviors and specific staff training to ensure continued student progress

• Plan: Consistent expectations and **staff training**
STUDENT 2 COMPLETING WORK

• Regular student chair or standing (No Floor)
• Tasks completed in order (1, 2, 3)
  • If he tries to go out of order, immediately to return to the appropriate task. Use partial physical prompts, gestural prompts, and minimal (1-2 words only) verbal prompts in that order. If problem behavior persists, use a gestural prompt to the appropriate task while blocking access to everything else.

• If any task is done out of order, he must redo the task at the appropriate step.
• Tasks completed on his table, on his desk, or on his lap
STUDENT 2 STAFF INTERACTIONS

• Appropriate attempts to talk to staff members should be acknowledged and then redirected until finished.
  • If Student appropriately requests a staff member’s attention, that staff member should reinforce the appropriate request for attention by answering Student. Once Student attempts to extend this interaction into a lengthier conversation, please end the conversation by saying something like “that’s a great idea/question! I’d love to talk to you about it when you are finished.” If he accepts this without argument and then continues the task appropriately, reinforce the denied access trial with a small edible and then please make sure to finish this conversation as soon as he is finished.
CLASSROOM ORGANIZATION

• Gathering materials
  • Cheap materials vs. Authentic Materials
  • Consider language skills

• Variety is Important

• Small groups for Instruction

• Larger groups for Maintenance

• Keep materials in consistent locations unless programming for requesting missing items.

• Integrity Checks to ensure program fidelity
STAFF TRAINING TOPICS

• Proximity and location of Staff
• Prompting and Prompt Fading
• Differentially Reinforcing
• Fading reinforcers
• Data Collection & Graphing
• Specifics to each student
CLASSROOM INDEPENDENT WORK VIDEO
RESOURCES

- UNC AFIRM Modules on Task Analysis
- PATTAN Resource File
- Public resources to search for closed ended task ideas: ABA Skill Share Facebook Group, Hotideas.org, Pinterest & Teachers Pay Teachers
- akcash17@gmail.com