

ALL DONE! ESTABLISHING INDEPENDENT WORK IN THE CLASSROOM

BY

AMANDA K. CASH, MED, BCBA

WITH ASSISTANCE FROM

AUDREY BANZHAF, MED, BCBA & CARRIE DALTON, BSW

SCHOOL DISTRICT OF LANCASTER

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 you 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

Skill	Date Introduced	Date Mastered
Popsicle Stick Put In	N/A	PO 3/16/17
Wooden Shape Sorter	N/A	PO 3/24/17
Number Matching File Folder	3/24/17	4/1/17
Package 2 items in Baggies	4/1/17	4/9/17

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

Step#	S ^D /Consequence	Response	
1	S ^D : “Time to package the objects” and seated in front of materials and jig C: Holding 1 of first item	Picks up first item	Y N
2	S ^D : Holding 1 of first item C: First item in place	Matches item to correct box on jig	Y N
3	S ^D : 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

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

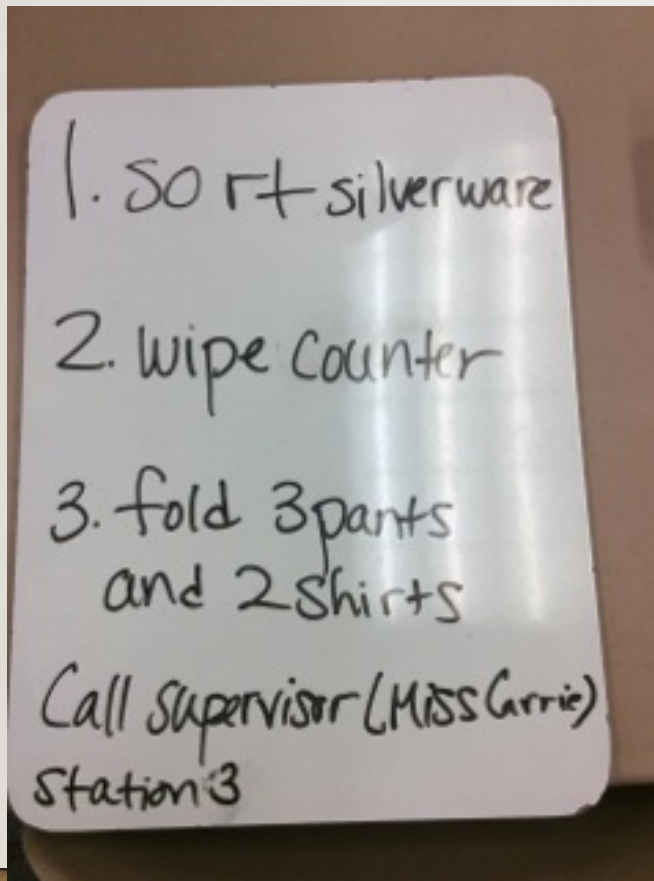
SINGLE TASK TA CONT.

8	Sd: Task set up C: Completed Task	Completes task	Y N
9	Sd: Completed Task C: Supervisor responds	Raises hand/Gets supervisors attention	Y N
10	Sd: Supervisor responds C: Supervisor approves work	Says "all done"	Y N
11	Sd: Supervisor approves work C: Materials in drawer	Returns materials to drawer	Y N
12	Sd: Materials in drawer C: Drawer in cart	Returns drawer and closes drawer	Y N
	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



SAMPLE TASK ANALYSIS STEPS

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

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

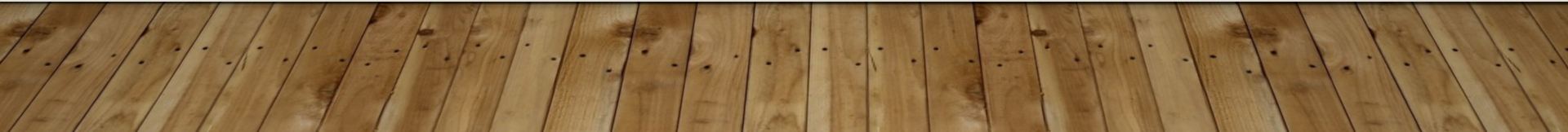
STUDENT EXAMPLE I

- **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

Target Skill	Introduced	Mastered
<5 seconds off task with staff right next to student		
<3 seconds off task with staff right next to student		
<3 seconds off task with staff 3 feet from student		
<3 seconds off task with staff halfway across room		
<3 seconds off task with staff across room		

STUDENT I 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

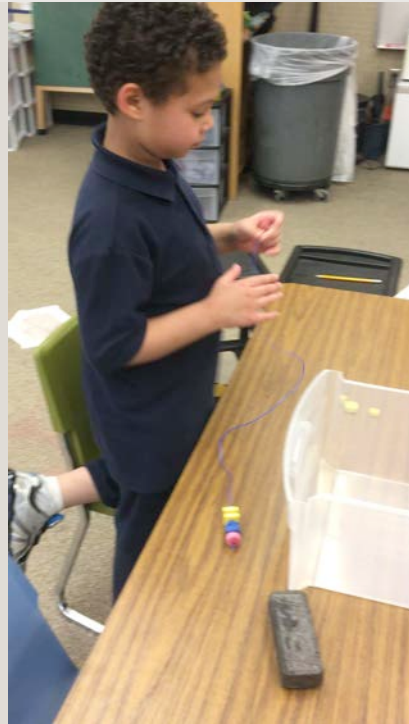
STAFF TRAINING TOPICS

- Proximity and location of Staff
- Prompting and Prompt Fading
- Differentially Reinforcing
- Fading reinforcers
- Data Collection & Graphing
- Specifics to each student

26 - Independence Work
Directions: Record if student completed each step independently with a Y or N

Step	Date	Y	N	Y	N	Y	N	Y	N
1 Sign "All Done"	10/10/10	Y	N	Y	N	Y	N	Y	N
2 Pick up materials	10/10/10	Y	N	Y	N	Y	N	Y	N
3 Pick up materials	10/10/10	Y	N	Y	N	Y	N	Y	N
4 Pick materials on table	10/10/10	Y	N	Y	N	Y	N	Y	N
5 Sign up materials to complete task 1	10/10/10	Y	N	Y	N	Y	N	Y	N
6 Complete task 1	10/10/10	Y	N	Y	N	Y	N	Y	N
7 Pick up materials	10/10/10	Y	N	Y	N	Y	N	Y	N
8 Return materials to drawer 1	10/10/10	Y	N	Y	N	Y	N	Y	N
9 Clean drawer 1	10/10/10	Y	N	Y	N	Y	N	Y	N
10 Pick up materials	10/10/10	Y	N	Y	N	Y	N	Y	N
11 Pick up materials of drawer 2	10/10/10	Y	N	Y	N	Y	N	Y	N
12 Pick materials on table	10/10/10	Y	N	Y	N	Y	N	Y	N
13 Sign up materials to complete task 2	10/10/10	Y	N	Y	N	Y	N	Y	N
14 Complete task 2	10/10/10	Y	N	Y	N	Y	N	Y	N
15 Pick up materials	10/10/10	Y	N	Y	N	Y	N	Y	N
16 Return materials to drawer 2	10/10/10	Y	N	Y	N	Y	N	Y	N
17 Clean drawer 2	10/10/10	Y	N	Y	N	Y	N	Y	N
18 Pick up materials	10/10/10	Y	N	Y	N	Y	N	Y	N
19 Pick up materials of drawer 3	10/10/10	Y	N	Y	N	Y	N	Y	N
20 Pick materials on table	10/10/10	Y	N	Y	N	Y	N	Y	N
21 Complete task 3	10/10/10	Y	N	Y	N	Y	N	Y	N
22 Pick up materials	10/10/10	Y	N	Y	N	Y	N	Y	N
23 Return materials to drawer 3	10/10/10	Y	N	Y	N	Y	N	Y	N
24 Clean drawer 3	10/10/10	Y	N	Y	N	Y	N	Y	N
25 Call supervisor	10/10/10	Y	N	Y	N	Y	N	Y	N
26 Sign "All Done"	10/10/10	Y	N	Y	N	Y	N	Y	N
Total Items Independent	10/10/10	26	0						
Percent Independent	10/10/10	100%	0%						

CLASSROOM INDEPENDENT WORK VIDEO



RESOURCES

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- Baker, B. L. & Brightman, A.J. (2004). *Steps to independence: teaching everyday skills to children with special needs* (4th ed.). Baltimore, MD: Paul H. Brookes Publishing.
- 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