

6a6

Systematic Instruction

Do

Use this specific technique to analyse and then teach the behaviours needed in the inclusive setting. Training takes place through doing the activity in the actual setting, rather than in a training room.

Story

Bobby got a cleaning job but preferred to scream, run off and climb on the cars in the car park. After six weeks building a relationship and finding out what were Bobby's fun activities, the

trainer started with ten minute work periods, rewarded by a trip to McDonalds. The 'work finished' alarm was gradually set to longer periods until Bobby was achieving two hours of sustained work. This took several months and a very detailed programme of instruction. Read the full story in *Inge & Dymond*

Hints & Hazards

Teaching skills in a natural environment involves the following steps: take an ecological inventory; identify what non-disabled people do in that environment; analyse tasks so that social and other behaviours are put in sequence; write, implement and evaluate a teaching programme with cues, reinforcers and generalisation strategy specified. See *Felce 1988, p357*.

Sometimes too much support is given. 'Supported employees stated that they found the support helpful but obtrusive: identified

them as having mental health problems too, and made them look incompetent in the eyes of their colleagues;'. *Rinaldi et al (2004)*. Instead, the coach should support co-workers and in-house trainers.

Almost everything that you build in must be faded out at some point. Don't use prompts or assistance that highlight the disability. Do not assume people can transfer skills from one setting to another. Ask relatives, friends or co-workers to provide ongoing support. See *Kern et al (2003)* for a specific approach to instruction called 'errorless learning'.