**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:

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<th>Steps</th>
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- 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?