

**SELN Systematic Instruction**  
Session 3: Follow Up  
March 21, 2017  
Presented by Teri Johnson, MRA, CESP

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**For Today**

2 Teaching to Avoid Cue Dependence: Two Recent Examples

- Activity: Observe teaching and record data
- Video observation: providing assistance, fading assistance, correcting to maintain accuracy



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**Review: Teaching to avoid cue dependence**

Cues exist in every task and activity (information that informs us how to perform the task)

- An overflowing laundry basket is cue to start the laundry
- An empty silverware bin is cue to fill the bin
- Pictures on the drink dispenser are cues about how get a soda
- When driving on unfamiliar road we constantly scan for cues (written, symbols, arrows, landmarks)

When a learner is uncertain about how to complete a task, or some of the steps within a task, we need to tie our assistance (verbal, visual, gestures, physical guidance) to the cues within the task **or we run the risk of becoming the cue.**

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### Thirsty and Overwhelmed

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Shang

- High School Transition Student
- Immigrated with his family from China
- Dad speaks only Cantonese; Mom speaks Cantonese and very limited English
- Shang is bilingual
- Work experience is typically as a group - 4 students and 2 Paraeducators
- Worksites vary (observed at Gymnastics Club and Walmart)

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### Suggestions:

- Confusion about assigned task. Pair representative picture of task with brief verbal prior to entering building.
- Confusion about when to dump from one bag to the next vs. when to toss bag (is it weight or fullness or contents?) Teach the discrimination consistently.
- Plastic bottles are frequently mixed in with "trash" and need to be separated. Use pic to remind to check for bottles.
- Currently pulling bags and moving to next can (8), then retracing steps to put in new bags as needed. Grab supply of bags before starting (another picture) and replace as you move through task.
- Cans (8) are not consistently in same location; might be anywhere around the performance area. Number cans with tape/paint. Create simple checklist of 8 items (cans 1 through 8) and teach to mark off each can as it is emptied. You are teaching "look for" or "find".
- Confusion about where to place the full garbage bags. Use pic of bags stacked outside door, just as bag is being cinched.

Keep in mind, many of the added cues can be faded as the person gains understanding; others can remain as self-management tools.

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**■ Suggestions**

- **Use minimal verbal.** Add cues (information) into the job. Picture of cart and bin racks prior to entering the store. Attach representative pictures to "go back" bins. Representative picture of each Department (row number, signs) – put one on bin and one to carry.
- **Modify for easy to more difficult.** Initially pull bins likely to have larger number of same or similar products and gradually expand to more variety. Gesture to bring to general area/row for matching.
- **Teach response when no match is found.** A "can't find" box
- **Support/teach from the side or behind.** Avoid leading – big risk of becoming cue

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**Observe teaching and record data**

A photograph showing two men standing at a table. One man is pointing at a small object on the table, and the other man is looking at it. There are several small containers on the table.

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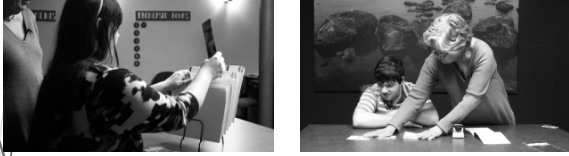
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10 **Providing assistance, fading assistance, correcting to maintain accuracy**



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11 **Contact Information**  
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