

Checking in After Task Completion

For all sessions following the initial BST session, probe each criterion for the instruction phase before moving to modeling, rehearsal, and feedback.

Materials

- White board and markers or Velcro board with steps

Task Analysis

Checking in After Task Completion

1. Begin looking for boss within five seconds of finishing your assignment
2. When you find them, look at and orient your body toward them
3. If they are busy or turned away, say “Excuse me”
4. Say you finished working on the assigned task
5. Ask what you should do next
6. Wait for their answer
7. Verbally accept the task (say “okay, of course, etc) and immediately begin new task

Measurable Objectives

Given instruction, modeling, rehearsal, and feedback, students will be able to check in after task completion with 100% accuracy (6/6 steps) for three consecutive independent testing opportunities and two consecutive generalization probes as measured a WMU PROMOTES Job Coach or BCBA.

Data Collection

Checking in After Task Completion

#	Steps	Score as +, -, or N/A						%
1	Find boss within five seconds of finishing your assignment							
2	When you find them, look at and turn your body toward your boss							
3	If they are working on something or turned away from you, say “excuse me”							
4	Say you finished working on the assigned task							
5	Ask what you should do next							
6	Wait for their answer							

Did the student achieve criterion? Yes No

Percentage: _____

Instruction

We're going to talk about how you should check in with your boss at work when you finish working on something you were asked to do. **It's important to check-in with your boss when you finish your assigned duties so that you can show your boss you're a good employee.** If you don't check-in with your boss, you could get scheduled fewer hours per week, get paid less, or even lose your job. Checking in with your boss shows that you care about what your boss thinks, and may lead to better opportunities for you at work, such as more hours, higher pay, and being able to work more independently.

When you finish working on something and you need to check in with your boss, there are six steps you should follow (**USE VELCRO BOARD WITH STEPS or WHITE BOARD**):

8. **Find boss within five seconds** of finishing your assignment
9. When you find them, **look at and turn your body toward your boss**
10. If they are working on something or turned away from you, **say "Excuse me"**
11. **Say you finished** working on the assigned task
12. **Ask what you should do next**
13. **Wait for their answer**

It's important to find your boss within five seconds, so you can begin working on the next task you need to do. Looking at and turning your body toward them tells your boss you're paying attention and ready to listen. Saying "excuse me" ensures you're not interrupting your boss when they're busy and gets their attention. When you tell them you're finished and you ask what to do next, you clearly communicate your needs. Waiting for their answer will help you understand what you should be doing next.

ASR Opportunity

Remember, the steps to checking with your boss after finishing a task are (**list and point to the visual aid being used**). Now you say them as I point to each step.

ASR Opportunity

What is one reason why checking-in with your boss after finishing a task is important?

- **Move on to modeling: when the student 1) reads each step for the skill and 2) correctly states one reason why saying "excuse me" is important**
- **If the student does not read each step for the skill, prompt once ("It's important for you to read each step. Let's try again") and retry once before moving on to video modeling**
- **If the student cannot list a reason for why the skill is important, reread the underlined sentence in the above passage and represent the question.**

Did the student read each step for the skill?

Date		Date		Date		Date		Date	
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N

Did the student give an example question?

Date		Date		Date		Date		Date	
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N

Modeling

Now we're going to watch a video that shows how you should check in with your boss after completing a task at work. Remember, the steps to checking in after task completion are (list and point to the visual aid being used).

Did the student watch the video model?

Date		Date		Date		Date		Date	
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N

Rehearsal

Now that we've watched the video, let's practice. In this scenario, you're going to be the employee and I'll be the boss. You're going to practice how you should check-in when you finish working on a task. Let's try it out.

Sample Scenarios

Feedback

- For steps that are correctly completed, provide **behavior-specific descriptive praise**
Examples:
 - Excellent job turning saying "yes" before asking your question
 - You said "thank you" after I answered you, which was exactly what we practiced.
- Differentially reinforce when 100% of steps are completed correctly (high enthusiastic praise)
- For steps that are missed or completed incorrectly:
 1. Provide **corrective feedback**
 2. **Model** the specific step of the skill
 3. **Rehearse** each individual step of the skill incorrectly completed
 4. **Practice** the skill again, focusing feedback on steps previously missed.