



MEET ROSA

Pre-Reading Questions

- *How can you transfer skills from the classroom to different environments?*
- *How can teachers and job coaches effectively collaborate on instruction?*

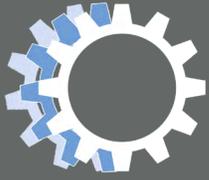
Rosa is a high school student with Down Syndrome who receives instruction in a community-based classroom. While in the classroom, she works on daily living and social skills. One of her IEP objectives is making a bed. There is no bed in the classroom, so she practices this skill using a long table as a makeshift bed. She follows a task analysis to put the bed linens onto the table in the correct manner. After three months of receiving instruction on this skill in the classroom, she met the criteria for the objective by performing 85% of the steps of making a bed correctly. She maintained this level of performance for three consecutive days of data collection. In addition to learning in the classroom, Rosa also works at a job placement at a hotel. One of her tasks at the hotel is making beds. Rosa's job coach has been helping her complete the steps of making a bed to help her make beds at a faster rate. Because Rosa is learning to make a bed at school, her job coach does not think that she needs to teach Rosa this skill at the job site. However, when given the opportunity to make a bed independently at the hotel, Rosa only completed 30% of the steps correctly.

What's the Problem?

Rosa has not generalized the skill of making the bed from school to the hotel. Several factors may be contributing to Rosa's lack of generalization. For example, the table on which she is practicing at school is not similar enough to an actual bed. Also, the teacher and job coach are relying on the "Train and Hope" method of generalization because Rosa is only being taught to make a bed at school. In addition, Rosa has not been given the opportunity to practice the skill of making a bed on her own at the job site and has been relying on the support of her job coach. She may also be having trouble transferring her skill when working with her teacher to working with the job coach.

What's the Solution?

Rosa's job coach decided to work with her on making the bed at the hotel. This allowed Rosa to practice the skill with real-life materials, in a new setting, and with a different instructor. Her job coach also told her to talk to her supervisor at the job site about how working on this skill might reduce the amount of beds that she is able to make each shift. Her supervisor was understanding; in fact, he was impressed by her desire learn how to



Transition

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complete the task independently. When providing instruction, her job coach implemented the task analysis that was being used at school. He also provided least-to-most prompting to allow Rosa to practice the skill with as much independence as possible. He kept track of her progress by collecting data. After one month, Rosa was able to complete 60% of the steps correctly. He was pleased with her progress and continued working on this skill with her. He continues to monitor her progress.

Post-Reading Questions

- *What strategies could Rosa's teacher use to transfer the independent living skill of making a bed to Rosa's home?*
- *How have you collaborated with different stakeholders to promote generalization?*