**Competencies**

S2 Ability to conduct a task analysis, gather data, document progress, and prepare detailed notes.
S3 Ability to facilitate and support critical thinking/decision making skills and promote self-advocacy.
S4 Ability to appropriately support and recognize when to reduce direct support.
S5 Ability to demonstrate, model, and teach appropriate behaviors.
S9 Ability to foster appropriate working relationships at the work site.
S10 Ability to access tools, technology and adaptation devices.

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**Cueing Appropriate Behaviors**

(Lesson 6)

You are working as a job coach with a student named Edward. Edward has a Developmental Cognitive Delay, and therefore struggles to learn new job tasks. He has just started a new job in a grocery store, where he is often overwhelmed by his new job tasks. He also has difficulty with some social skills, including engaging in appropriate workplace conversation. As Edward’s job coach, you decide to use cueing as a strategy to help him be more successful in his new job.

Based on what you learned in the lesson, respond to the questions below.

**Questions**

a. What is the task or skill that you want to work on with Edward? Think about which task or skill is most important for his success at the job site.

b. What is a visual cue that you could use to help Edward learn the task or skill you identified?
c. What is a verbal cue that you could use to help Edward learn the task or skill you identified?

d. What is a gestural cue that you could use to help Edward learn the task or skill you identified?

e. What is a physical cue that you could use to help Edward learn the task or skill you identified?

f. Which cue (or combination of cues) would you prefer to use in this situation?
g. Why would you choose that particular cue (or combination of cues)?

h. How could you involve Edward in preparing to implement the cue(s)?

i. How would you plan to fade the cue(s) when Edward has learned the task or skill?