STATE OF WISCONSIN

DWD

Department of Workforce Development

Vocational Rehabilitation

DVR Statewide Services: Job and Task Analysis & Systematic Instruction

SERVICE PROVIDER TRAINING

2026 RELEASE

Training Objectives

- Understand the purpose and key elements of Job and Task Analysis (JTA) & Systematic Instruction (SI).
- Understand how the services work together.
- Recognize common instruction strategies.
- Recognize how these services support consumer outcomes.
- Understand DVR expectations for service delivery and reporting.

Where These Services Fit in DVR Services

- JTA and SI occur after a consumer has obtained employment, if they need support in learning their job.
- Typical sequence may include:
  1. Job Preparation and Development.
  2. Job Hire.
  3. Job and Task Analysis (JTA).
  4. Systematic Instruction (SI).
  5. Retention or Transition to Long-Term Supports.
- JTA and SI are also commonly provided in conjunction with Internship/Temporary Work experiences.

Service Overview – JTA & SI

- JTA and SI are:
  - Task-based employment supports that help consumers learn their jobs.
  - Provided after a consumer obtains employment.
- The services help consumers:
  - Learn job tasks.
  - Develop work routines.
  - Build communication and problem-solving skills.
  - Increase independence at work.

How the Services Work Together

1. Job is obtained.
2. JTA identifies job tasks & support needs.
3. SI teaches job tasks.
4. Supports gradually fade as skills develop.
5. Consumer works independently (or transitions to long-term support).

The Goal of These Services

The goal is to help the consumer:

- Learn their job.
- Develop consistent work routines.
- Reduce reliance on support over time (fading).
- Use natural workplace supports whenever possible.

Summary of Services

Service	Purpose	Timeframes	Deliverables	Payment
Job and Task Analysis	Identify the tasks that make up a consumer's job prior to the consumer's start date.	30 days from authorization; submit within one (1) calendar week of job start	Job and Task Analysis Report	$275 fee
Systematic Instruction (Hourly)	Support the consumer to learn the job through individualized instruction.	Authorized in 30-day increments; ongoing as authorized	Systematic Instruction Report	$55 per hour
Systematic Instruction (Monthly)	Support the consumer to learn the job through individualized instruction.	Authorized by calendar months; ongoing as authorized	Systematic Instruction Report	$1,600 per month

Job and Task Analysis (JTA) - Overview

Overall, the JTA helps identify:

- Job duties and expectations.
- Individual tasks required for the job.
- Steps needed to complete each task.
- Potential barriers for the consumer.

Two Parts of a JTA

- Job site analysis studies a specific job by observing the worksite and performing the job to identify specifics of the worksite, work tasks, and employer expectations.
- Task analysis breaks tasks down into smaller, teachable steps, individualized to the consumer's abilities, learning style, and support needs, and identifies instruction strategies for teaching those steps.

JTA Timing

- Complete before job start whenever possible.
- Must be completed within one week of job start.
- Additional considerations:
  - Update JTA if needed, if tasks change or expand.
  - For I/TW, focus on individualized learning needs, supports, fading plan.

Identifying Natural Supports

Natural supports may include:

- Coworkers.
- Supervisors.
- Workplace procedures.
- Tools or equipment already used on the job.

Systematic Instruction (SI) - Overview

SI is the process of:

- Teaching job tasks step-by-step.
- Using structured instruction strategies.
- Monitoring progress and adjusting support.
- Fading assistance as independence grows.

SI – Instruction Strategies

Examples of instruction strategies include:

Instruction Strategy	Description
Direct verbal cues	Directions that provide specific, spoken instructions.
Indirect verbal cues	Spoken suggestions that cue the consumer; can include questions.
Gestures	Physical movements to encourage start, continuing, or end of action.
Modeling	Demonstrating a task or task sequence.
Prime	Hand-over-hand physical assistance.
Prompt	Brief physical assistance to cue completion of a task.
Shadow	Following or observing the consumer to identify instruction needs.
Systematic instruction	Using a step-by-step list or process to establish a routine.
Visual cues	For example: labels, color cues, numbering.
Pictures/written instruction	Writing or graphic to show steps or sequence of tasks.
Natural supports	Existing work strategies (coworkers, procedures, customs, tools, etc.).

Case Example – Bagging Groceries

Task steps include:

1. Asking the customer what kind of bag they prefer.
2. Selecting the bag the customer chooses.
3. Opening the bag on a level surface.
4. Sorting the items as they come down the belt.
5. Placing the largest and heaviest items on the bottom of the bag.
6. Filling the rest of the bag.
7. Placing the bag in the cart.

Case Example

Applying instructional strategies:

- Asking the customer's bag preference: **The consumer often forgets this step.**
  - ***Strategy:*** Visual cue. Create a visual card taped to their workstation.
- Selecting the bag the customer chooses: **No issue.**
- Opening the bag on a level surface: **The consumer has difficulty opening the paper bag.**
  - ***Strategy:*** Demonstrate, then talk consumer through the step, practicing without a customer present.
- Sorting the items and placing the largest and heaviest items on the bottom of the bag: **The consumer has difficulty with the complexity of the items to bag; struggles to identify light vs. heavy or bulky items.**
  - ***Strategy:*** Practice identifying light vs. heavy items; repeat with multiple/various items. Verbal reinforcement during shifts; reminders. Encourage them to practice at home.

Types of SI

- Hourly SI: For Internship/Temporary Work (I/TW), Job Development, Student Work-Based Learning (SWBL), and On-the-Job Training (OJT).
  - Authorized in 30-day increments.
- Monthly SI: For Customized Employment, Supported Employment, and Individual Placement and Support (IPS).
  - Authorized by calendar month.

How SI May Be Delivered

- Typically delivered on-site.
- Remote or off-site with DVR pre-approval.
- Consider Partners with Business if minimal instruction is needed.
- For Supported Employment-type services (SE, CE, IPS), SI may switch to Retention services when instructional needs end but supports are still needed (e.g., for stabilization).
- For Job Development and Student Work-Based Learning, SI and Retention may be authorized concurrently if needed but remain distinct services and supports.

Remote Supports (for SI)

- Consumer is at the worksite; provider delivers instruction remotely.
- Technology-assisted instruction to support continued skill development.
- Examples may include:
  - Rural or travel barriers.
  - Brief targeted coaching during a shift.
- Remote supports must:
  - Be appropriate for the consumer and employment needs.
  - Be tied to JTA and support skill development.
  - Be documented clearly in the SI Report.

Off-Site Supports (for SI)

- Consumer is not physically at the worksite.
- Examples may include:
  - Phone support.
  - Community-based meetings.
  - Follow-ups after work shift.

These supports must:

- Be approved by DVR.
- Be documented in the SI Report.
- Reinforce skill development.

Distinction Between JTA and SI

Job & Task Analysis (JTA)	Systematic Instruction (SI)
Identifies and analyzes the tasks required for a specific job.	Teaches the consumer how to perform job tasks.
Conducted before or at the start of employment.	Occurs after JTA is completed.
One-time service.	Ongoing instructional support.
Used to determine how the consumer will be effectively supported.	Uses structured strategies to teach and build independence.

JTA informs SI by identifying job tasks and support needs.

- JTA and SI are separate services. SI hours cannot be used to complete JTA.
- SI and JTA may be authorized concurrently when appropriate.
- If JTA is not completed prior to job start, SI may be used during an initial period (typically the first week of employment) to support workplace adjustment.

Key Principle of SI

- Supports should fade over time.
- Job coaches should:
  - Provide only the support that is needed.
  - Reduce prompts as skills improve.
  - Encourage natural workplace supports.
  - Avoid creating dependence.

Common Situations

Sometimes providers may encounter challenges such as:

- JTA cannot be completed before a job starts.
- Employer requests that SI ends or reduction in supports.
- SI is not needed based on functional skills; support requested for other reasons (e.g., "just in case," perceived risk, reassurance).
- Consumer is dependent on supports; not able to fade.

What SI Is Not

SI is not:

- General supervision.
- Job staffing required by the employer.
- Non-instructional support services.

Service Documentation

- JTA Report (DVR-18215-E)
- SI Report (DVR-18212-E)
- Reports should:
  - Clearly describe services provided.
  - Document instruction strategies used.
  - Track consumer progress.
  - Provide enough detail for another provider to continue instruction if needed.
- Report templates are available on the DVR Service Provider webpage.

Updates to Reports for 2026-2028

- Previously, JTA and SI were combined into one report.
- Now, JTA has its own standalone report, as does SI.
- Updates to reports; support plan section now:
  - Allows up to eight (8) weeks instead of four (4) weeks.
  - Includes a fading plan and rationale prompt.
  - Allows optional provider notes in the SI grid.
  - Includes total hours provided fields.

Fee Schedule Notes

Service	2026 Rate
Job and Task Analysis	$275
Systematic Instruction – Hourly	$55 per hour
Systematic Instruction – Monthly	$1,600 per month

See Fee Schedule for full payment criteria and requirements.

- Services must begin with 30 days of receiving the purchase order.
- Reports must be submitted within five (5) business days of service completion or the end of the reporting period.
- Payment is contingent on acceptable service delivery and documentation.
- Monthly services require monthly reports documenting consumer progress.

Important reminders:

- Submit reports timely; only one report per calendar month for SI.
- Providers must be able to produce supplemental documentation to verify service delivery upon request by DVR.
- Providers may not seek or accept payments from another source for the same consumer and service funded in the same timeframe as DVR.

Qualifications and Metrics

- Service Provider personnel delivering JTA and SI services must meet DVR Service Provider Qualification Requirements (SPQR) by July 1, 2027.
  - More details on SPQR can be found on the Service Provider webpage.
- DVR will continue to collect metrics for continuous quality improvement efforts.
- Metrics include placement quality, timeliness, collaboration, and WIOA outcomes.

Resources/Links

- Competitive Integrated Employment Guidance
- DVR Supported Employment Guidance
- Shared Roles and Responsibilities in DVR Services
- DVR Transportation Plan form
- Griffin-Hammis Supported Employment & SI info
- YouTube Task Analysis Video
- WI APSE
- BPDD
- Job Center resources
- WisConomy labor market info

Key Takeaways

JTA and SI are designed to:

- Help consumer learn job tasks.
- Build independence at work.
- Support long-term employment success.

Additional Information

DVR Service Provider webpage:
https://dwd.wisconsin.gov/dvr/service-providers/

Contact us:
DVRServiceProviders@dwd.wisconsin.gov