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# Workplace and Related Supports: Case Studies

# Case Study #1: Brenda

Brenda works as an administrative assistant for a local doctor’s office. Brenda’s duties include scheduling and confirming patients, verifying insurance benefits, checking patients in and out, updating medical files, entering and submitting digital medical claims. Brenda states that entering and submitting digital claims is her favorite task and that she likes that it’s something she can do at her discretion throughout the day. Brenda is also responsible for filing, including filing patient records as well as general office paperwork. Patient charts are filed on large shelves on one side of the office. Each has a series of color-coded stickers, highlighting the first three letters of the patient’s last name. General office paperwork is filed in three large file cabinets, with three drawers per cabinet, via standard filing system, with hanging file folders sorted by topic (accounting, claims processing, etc.), which are labeled by hand on the folders within each drawer. Brenda says that she enjoys working independently on her duties and that she also enjoys meeting her co-workers for scheduled breaks in the kitchenette a couple of times each day.

Brenda excels at the majority of her tasks and manages her overall duties well, but recently co-workers have identified that sometimes Brenda “doesn’t want to work”. You asked a few more questions and learned that there have been some challenges related to filing the general office paperwork. When co-workers have documents for Brenda to file, they hand deliver them to her office and put them in a pile on her desk. If there are only a few papers, Brenda smiles and gets them filed quickly. If someone delivers a large stack, however, Brenda looks up, sighs loudly, and puts her head down on her desk. The coworkers stated that they don’t want to upset her, so they remove the files from her desk and do the filing themselves. Initially, they didn’t mind this, but now there is growing concern about the situation.

Work in small groups to review the scenario and answer the following questions:

1. What is the concern?
2. What type of issue does this represent?
	1. S**kills acquisition** issue (i.e., something Brenda doesn’t know how to do)

* 1. **Behavioral** issue (i.e., something Brenda is reluctant to do or does not want/prefer to do?) \**Remember, the term “behavioral” is not used as a character assessment or to judge people. Instead, behavior reveals an important communication, and it is your job to understand and respond appropriately to the message.*
1. If you selected “Skills” above, answer the following questions:
	1. Why do you believe this is a skills acquisition issue?
	2. What skill(s) need to be taught?
	3. Who will be the best teacher?
	4. How will you support the teaching? Remember, your job is to support both Brenda and the natural trainer.
	5. How will you fade your supports?
	6. How will you know if your teaching was effective?
	7. Do you need to modify this task? Why or why not?
	8. Do you need to reassign this task? Why or why not?
2. If you selected “Behavior” above, answer the following questions:
	1. What is the target behavior (describe in observable, measurable terms)
	2. What are the antecedents and consequences of the behavior?
	3. What is the function of the behavior? How do you know?
	4. What are 3-4 strategies you might use to prevent the behavior from occurring?
	5. What replacement behavior do you need to teach?
	6. Describe briefly how you would teach and reinforce the replacement behavior.
	7. Once the above interventions are in place, how should co-workers respond if the target behavior occurs?
	8. How will you know if the teaching is successful?
	9. How will you fade the reinforcement?
	10. Does the behavior indicate underlying job stress or anxiety? If so, how can you build support around this? How will you include other members of the person’s support team (if appropriate)?

# Case Study #2: Luis

Luis work as Physical Therapy Technician and supports two PTs who run a small but active practice. One of his duties is to stock the Supply Room Inventory. He often finishes stocking a product & then stops, not recalling what to do next. The PTs say they see him “just standing around” in the supply room and that they are concerned about it. If one of them goes into the supply room with him and show Luis what to do next, Luis will stock that item, but then he stops again. Luis performs the rest of his duties independently, and the PTs want to help him succeed, but they aren’t sure what to do.

Work in small groups to review the scenario and answer the following questions:

1. What is the concern?
2. What type of issue does this represent?
	1. S**kills acquisition** issue (i.e., something Brenda doesn’t know how to do)

* 1. **Behavioral** issue (i.e., something Brenda is reluctant to do or does not want/prefer to do?) \**Remember, the term “behavioral” is not used as a character assessment or to judge people. Instead, behavioral issues reveal an important communication, and it is your job to understand and respond appropriately to the message.*
1. If you selected “Skills” above, answer the following questions:
	1. Why do you believe this is a skills acquisition issue?
	2. What skill(s) need to be taught?
	3. How will you teach them?
	4. Who will be the best teacher?
	5. How will you support the teaching? Remember, your job is to support both Luis and the natural trainer.
	6. How will you fade your supports?
	7. How will you know if your teaching was effective?
	8. Do you need to modify this task? Why or why not?
	9. Do you need to reassign this task? Why or why not?
2. If you selected “Behavior” above, answer the following questions:
	1. What is the target behavior (describe in observable, measurable terms)
	2. What are the antecedents and consequences of the behavior?
	3. What is the function of the behavior? How do you know?
	4. What are 3-4 strategies you might use to prevent the behavior from occurring?
	5. What replacement behavior do you need to teach?
	6. Describe briefly how you would teach and reinforce the replacement behavior.
	7. Once the above interventions are in place, how should co-workers respond if the target behavior occurs?
	8. How will you know if the teaching is successful?
	9. How will you fade the reinforcement?