

Report Completion Guide - Job and Task Analysis Report

This guide provides additional detail for completing the [Job and Task Analysis Report \(DVR-18215-E\)](#). It explains what information DVR is looking for in certain prompts and provides examples where helpful. These examples are provided for illustration only. Providers should document services based on the individual consumer's job, work environment, and instructional needs.

This information is collected under the authority granted by 34 CFR § 361.38 for the purpose of facilitating vocational rehabilitation (VR) services. As mandated by this regulation and Wis. Stat. § 47.02(7), all personal information is kept confidential and released only with the informed consent of the consumer or their representative, or as required by law. Completing this form is required for payment, and failure to submit reports will result in nonpayment. Information collected may be used for administration of the VR program, coordination of services, and other purposes.

Report must be filled in completely and submitted **within five (5) days** of the end of service.

Report Month and Day	Report Year (YYYY)
Consumer IRIS Number (9 Digits)	Service Provider Name (10-Character Abbreviation)
Consumer Name (As Listed on Purchase Order)	Service Authorization Date (MM/DD/YYYY)
<p>Service Type: Choose the applicable service types from the list below:</p> <p>Hourly Systematic Instruction- provided as a support with the following services:</p> <p><input type="checkbox"/> Internship/Temporary Work</p> <p><input type="checkbox"/> Job Preparation and Development</p> <p><input type="checkbox"/> Student Work-Based Learning</p> <p><input type="checkbox"/> On-The-Job Training</p> <p>Monthly Systematic Instruction - provided as a support with the following services:</p> <p><input type="checkbox"/> Customized Employment</p> <p><input type="checkbox"/> Individual Placement and Support</p> <p><input type="checkbox"/> Supported Employment</p> <p><input type="checkbox"/> Partners with Business</p>	
Purchase Order (PO Number)	Report Author
Consumer Work Location Name	Consumer's Job Title
Consumer Work Location Street Address	
City	State Zip Code
Start Date	Schedule
Immediate Work Supervisor Name	Immediate Work Supervisor Contact Information
Backup Name	Backup Contact Information

General Information

The Job and Task Analysis is to be completed prior to the consumer's start date whenever feasible, to support effective onboarding and instruction planning. If the JTA cannot be completed prior to the start date, it must be completed and submitted to DVR within 7 days of the start date. If any information changes in these initial sections of the report, it can be updated as the consumer progresses and more information is gathered. If there is a Job or Task Analysis or Position Description available from the employer, please attach that with this report, and use the information from that Job/Task Analysis to provide additional details about how the consumer will be instructed. Add pages as needed.

General Information: Clarifies expectations for timing and use of the JTA. Key notes:

- Complete prior to the start date whenever feasible.
- If not completed before start date, submit within seven days of start date.
- Attach employer-provided job descriptions or task analyses when available.

Tips: Use employer materials to supplement, not replace, your analysis. Focus on how tasks will be taught to the consumer.

Job Analysis

Instructions: Describe the worksite environment and major tasks. This service requires provider staff to observe and perform the job tasks to complete the analysis.

Describe the worksite environment and document relevant information for the consumer, including:

- Entry and exit procedures, communication methods, employer expectations
- Worksite conditions (pacing, noise, temperature, breaks/schedule, dress code)
- Accommodations, technology, or specialized training strategies
- Natural supports available at the worksite

Employer and Co-worker Consultation: Who was consulted or observed?

Include:

- Name
- Role/Position

Tips: Include individuals who provide insight into job expectations or task performance.

Quality Measures / Standards: Identify current levels of performance used by the employer (speed, accuracy, pacing, task learning, or other measurable performance expectations)

Purpose: Identify how the employer defines successful performance.

Include:

- Speed expectations
- Accuracy standards
- Productivity benchmarks
- Task completion expectations

Example: Employees are expected to pack 1 box per minute, place the label in the correct location on the box, and retrieve and maintain necessary supplies.

Include any recommendations for worksite or task modifications, including assistive technology and accommodations.

Include:

- Assistive technology
- Accommodations
- Task modifications
- Environmental adjustments

Tips: Focus on recommendations that support successful job performance and independence.

Task Analysis

Instructions: Using the strategies identified below, break down each task requiring Systematic Instruction. Indicate if any of the instructional supports for each task are expected to be delivered remotely (e.g., via video, virtual coaching, or other DVR-pre-approved methods). If any tasks are expected to be delivered remotely, include the rationale. All remote supports must still meet the same instructional standards as on-site supports.

Purpose of this section: Break down tasks requiring Systematic Instruction (SI) into teachable steps and identify instructional strategies.

For each task:

- Name the task
- Break the task into step-by-step actions
- Identify natural cues
- Identify instructional strategies

Note: This section requires detailed step-by-step breakdowns (unlike SI reports).

Possible Instructional Strategies

- Direct Verbal Cue: Directions that provide exact, specific instruction which are spoken to the consumer.
- Gestures: Physical movements used to encourage the start, continuation, or end of an action.
- Indirect Verbal Cue: A spoken suggestion that cues the consumer to perform a task and can include questions (Example – "What is the next step?").
- Modeling: Demonstrating a task or task sequence to a consumer.
- Natural Supports: Using existing work strategies that can involve assistance from people (co-workers, supervisors, etc.), procedures, customs, tools, and other benefits.
- Pictures/Written Instructions: Any writing or graphic used to provide reminders of steps or sequences.
- Prime: Hand-over-hand physical assistance to help complete a task.
- Prompt: Brief or intermittent physical assistance to cue or guide the completion of an action.
- Shadow: Following or observing the consumer to identify instruction needs.
- Systematic Instruction: Using a task process or step-by-step list to establish a work routine.
- Visual Cue: Changing or modifying the appearance of work equipment by labeling, coloring, tagging, or numbering.

Breakdown of Individual Tasks

Name of task where instruction is needed

Steps Required to Complete Task	Natural Cues and Instructional Strategies Identified

Name of task where instruction is needed

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Name of task where instruction is needed

Steps Required to Complete Task	Natural Cues and Instructional Strategies Identified

Initial Plan for Job Supports – Instruction Hours & Fading Plan

Provide an **estimated** support plan for the first four to eight weeks of employment, based on the consumer's work schedule and anticipated instructional needs.

Week	Estimated Instruction Hours
Week 1	<p>Purpose of this section: Estimate anticipated instruction hours and document the expected progression of support and fading over time.</p> <p>Complete the grid based on the best information available at the time of report completion.</p> <p>Tips: This is an estimate, not a guarantee of services. Support needs may change based on:</p> <ul style="list-style-type: none"> • Consumer progress • Job demands (job duties may evolve, workplace circumstances) • Schedule changes
Week 2	
Week 3	
Week 4	
Week 5	Weeks 5-8 may include broader estimates.
Week 6	The expectation is not to predict future supports with precision, but rather to document the anticipated direction of supports and fading based on current information.
Week 7	If support needs change significantly after the initial projection, updated information should be reflected in future SI reports and communication with DVR.
Week 8	<p>Acceptable entries may include:</p> <ul style="list-style-type: none"> • Estimated range of hours • Notes indicating schedule is still being finalized • Transition from full-shift support to reduced time check-ins • Reduced support frequency anticipated <p>Note: DVR must approve additional SI hours. Estimates or hours entered in this section do not guarantee authorization.</p>
Total	

Rationale and plan for fading: Describe the reasoning behind the planned supports and any anticipated fading or reduction of support over time. Include strategies for increasing consumer independence.

Purpose: Describe the reasoning behind planned supports and anticipated fading.

Include:

- Why the current level of support is needed
- Strategies for increasing independence
- Anticipated timeline and/or approach for fading

Tips: Focus on how instruction will decrease over time. Connect supports to specific skill development.

Providers must contact DVR before delivering SI hours beyond what is already authorized. Estimates listed in this section **do not guarantee authorization**; DVR will determine the number of hours approved.

Remote Supports Planning (if approved): If any instruction hours that are anticipated to be delivered remotely, briefly describe the format, support, and rationale here. All remote supports must be DVR-approved and meet the same standards as on-site supports.

Purpose: Describe any planned remote instruction, if approved by DVR.

Include:

- Format (phone, video, etc.)
- Type of support provided (i.e., what tasks is it supporting)
- Rationale for remote delivery

Please add any additional information after this line.

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