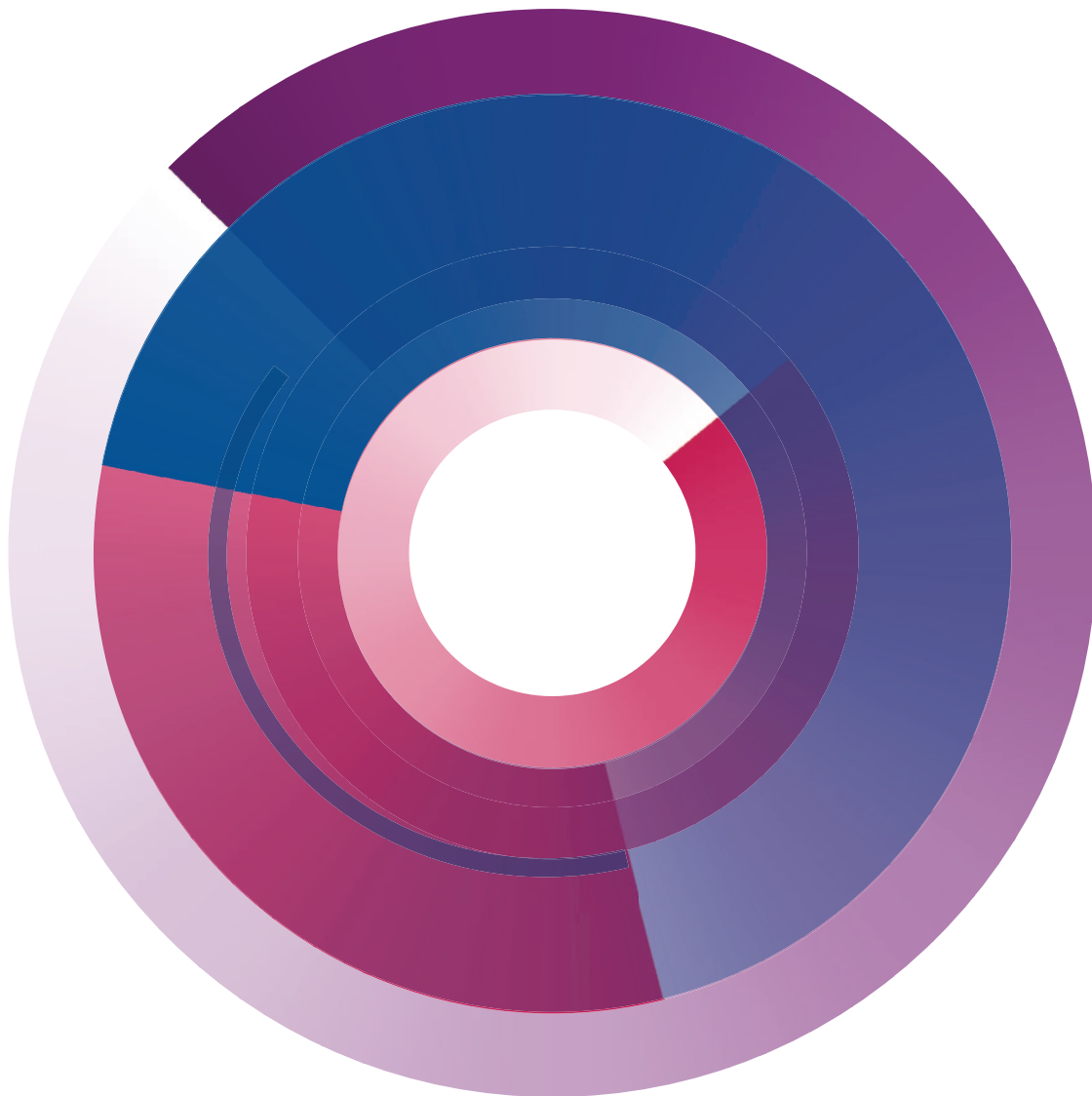


How to adjust the **complexity levels** of materials to meet learning needs



Instructor Guide

Skills for Success Instructor Guide: How to adjust the complexity levels of materials to meet learning needs
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Introduction

This guide provides strategies for instructors to adjust the complexity levels of materials to meet learning needs in their training. The strategies help adjust the complexity levels of questions, multiple-choice and matching tasks, and tasks that aim to build adaptability and collaboration skills.

Most examples used to illustrate how the strategies work are taken from the six workbooks on adaptability and collaboration developed for Women's Employment Readiness Program (WERP). When that is the case, the units and page numbers are indicated below the examples.

The guide also provides sample tasks. They are:

- Tasks from the workbooks, re-written at higher complexity levels
- Variations of tasks from the workbooks at higher complexity levels
- New tasks at different complexity levels

Why change the complexity levels of questions and tasks

There can be several reasons for changing the complexity levels of questions and tasks.

Some of them are:

- A gap between the job (or real-life) requirements and the learner's skills levels
- A gap between the question and task levels in the training and workplace (or real life)
- Learner engagement

A gap between the job (or real-life) requirements and the learner's skills levels

This means the questions in the training are too hard for the learner to answer, or the tasks are too hard to do. In this case, the facilitator's goal is to help the learner increase their skills levels to answer the questions or do the tasks.

What to do?

Here are a few things to consider:

- Gradually scaffold the questions and tasks. Start with easy ones, continue with moderate and then difficult if necessary.
- Provide strategies the learner can use to answer other questions or do other tasks as well. The strategies can help transfer classroom learning to the workplace. They can also help with skill building.

A gap between the question and task levels in the training and workplace (or real life)

This means the questions and tasks in the training are either at a lower or higher complexity level than what's required for a workplace (or real-life) task. In this case, the facilitator's goal is to prepare the learner for the workplace (or real-life) tasks by making the questions and tasks in the training as easy or as hard.

What to do?

Compare the learner's skills levels and the workplace (or real-life) task complexity levels and consider these things:

- Scaffold the questions and tasks until the learner can do the workplace (or real-life) tasks if the learner's skills are lower. The learner's skills levels and complexity levels of tasks in the training and workplace (or real life) will determine the ratio between easy, moderate and difficult questions and tasks.
- Decrease the complexity levels of the training questions and tasks to the levels required if the workplace (or real-life) tasks are easier.

Learner engagement

This means the learner doesn't engage well because the questions and tasks in the training are too easy. In this case, the facilitator's goal is twofold: to keep the learner engaged in the classroom and prepare them for workplace (or real-life) tasks.

What to do?

Compare the complexity levels of the questions and tasks in the training and workplace (or real life) and consider these things:

- Maintain the complexity levels of the questions and tasks in the training if they are the same as in the workplace (or real life). Coach the learner on workplace (or real-life) expectations. Explain that increasing the complexity levels of the questions and tasks in the training may not be necessary.
- Increase the complexity levels of the questions and tasks in the training as described in the section above if the workplace (or real-life) tasks are harder.

In the workbooks for Women's Employment Readiness Program, the levels of questions and tasks have mostly been scaffolded to fit the needs of learners at low skills levels. This approach makes complex workplace and real-life tasks achievable. It also facilitates the transfer of learning.

If there is a need to increase the complexity levels of tasks and questions, the strategies in this guide will help do that.



STOP AND THINK

Why do you need to change the complexity levels of questions and tasks in your training?

What is your goal as an instructor?

Strategies to change the complexity levels of questions and tasks

This section looks at the theory of question structure and how question constructs affect its complexity levels (Lew and Hardt 2011). It also provides strategies to adjust the complexity levels of questions and brings examples for each level.

According to the theory, a question has four constructs: type of requested information (TORI), type of processing (TOP), type of matching (TOM) and competing information (CI). All the four constructs contribute to the level of difficulty of a question.

There are three levels of complexity: easy, moderate and difficult.

Here are strategies that can help adjust the complexity levels of questions and tasks:

- Change the type of requested information (TORI)
- Change the type of match (TOM)
- Change the type of processing (TOP)
- Pay attention to competing information (CI)

Change the type of requested information (TORI)

The type of information a question asks for can make the question easy, moderate or difficult.

Level of TORI	Examples
<p>Easy Asks about a thing, person, animal, location or place, action, amount, type or kind.</p>	<p>Who is in your support system? Where is the PPE station located?</p>
<p>Moderate Asks about manner, sequence, purpose and function, condition or state, criteria, parts and whole.</p>	<p>What are the steps for quality check? How can she adapt better? (Adaptability: Unit 2, page 34)</p>
<p>Difficult Asks about cause and effect, similarities and differences, main idea, process, procedure and equivalent.</p>	<p>How is Amanda's story similar to your own? Are there any differences? What are they? (Collaboration: Unit 1, page 37)</p>

Here are some question words that can be used to ask for a specific type of information:

Question word	TORI
Who	person
Where	place
How much	amount
When	time
How	manner
Which	criteria
Why	reason
What	all types



STOP AND THINK

Now that you know more about TORI, refer to [Adaptability: Unit 1](#). In the task on page 7, what questions can you ask that involve easy, moderate and difficult levels of TORI?

Here are some examples:

Question	TORI	Level
How many meals does Elaine have?	Amount/number	Easy
What were some of the requirements to stay in the employment program?	Criteria	Moderate
What can be some causes of Elaine's sleeping challenges?	Cause and effect	Difficult

Note: You can use these questions in addition to or instead of the questions in the workbook.

Change the type of match (TOM)

To find the type of requested information, it's necessary to **match** it with the information in the text or document. TOM is the way information is matched. The way it's done contributes to the complexity level of the question and task.

Level of TOM	Examples from the workbooks
<p>Easy Requires:</p> <ul style="list-style-type: none"> • Locating the exact or similar information in the text or document • Cycling through the text or document and locating two or more pieces of information. Cycle is repeated search. <p>Note: Locate requires one piece of information. Cycle requires two or more pieces of information.</p>	<p>What's the address of the program? (Collaboration: Unit 1, page 7)</p> <p>Who is on the program team? (Collaboration: Unit 1, page 7)</p>
<p>Moderate Requires integrating the information that you found. To integrate the information, you cycle through the document and locate it first.</p> <p>One way to integrate the information is to make a decision or a choice based on it. Another way is to connect two or more pieces of information to construct TORI.</p>	<p>Read through what your coach tells you.</p> <p>Make a checklist of items you need to pay attention to when you do the assessment. (Collaboration: Unit 1, page 46)</p>
<p>Difficult Requires generating the requested information from the information found through locating, cycling, or integrating and using background knowledge that is not in the document.</p>	<p>Write a letter of accommodation for Kim. (Collaboration: Unit 2, page 40)</p>



STOP AND THINK

Now that you know more about TOM, refer to [Collaboration: Unit 2](#). In the task on page 56, what questions can you ask that involve easy, moderate and difficult levels of TOM? Note that sometimes it's not possible to ask questions at all levels based on one document.

Here are some examples:

Question	TOM	Level
What department should employees call if they have questions about the health benefits?	Locate	Easy Explanation: This is an easy level because the learner needs to locate one piece of information.
What coverage levels are there in the health benefits?	Cycle	Easy Explanation: This is an easy level because the learner needs to cycle through the document and find more than one piece of information.
Jessica is filling out an application form for health benefits. Which coverage level should Jessica choose if she wants her husband and children to get the benefits too?	Integrate	Moderate Explanation: This is a moderate level because the learner needs to cycle through the document to locate the information and choose a coverage level.

Note: You can use these questions in addition to or instead of the questions in the workbook.

Change the type of processing (TOP)

TOP is what you do with the requested information to answer a question or do a task. For TOP, the level of difficulty depends on the thinking process.

Level of TOP	Examples from the workbooks
<p>Easy Requires identifying, sorting, defining and describing.</p>	<p>Which department should Renee collaborate with? (Collaboration: Unit 2, page 7)</p> <p>Renee got two folders to organize her documents. She labelled one "HR documents" and the other "Payroll documents". Which folder should she put each document in? Write the names of the documents on the folders. Choose from Renee's list. (Collaboration: Unit 2, page 20)</p>
<p>Moderate Requires narrating, summarizing comparing and contrasting.</p>	<p>How is Kim's story similar to your own? (Adaptability: Unit 2, page 29)</p> <p>In her previous job, Kim did most of her work at the back. She didn't have to talk to customers. How is Kim's job at the shop different? (Adaptability: Unit 2, page 47)</p>
<p>Difficult Requires explaining, justifying and persuading.</p>	<p>Think of a time when you may need to negotiate. What would you say? Write the reason, request and how you would say thank you. (Collaboration: Unit 1, page 27)</p>



STOP AND THINK

Now that you know more about TOP, refer to [Adaptability: Unit 3](#). In Task 2 on page 15, what questions can you ask that involve easy, moderate and difficult levels of TOP?

Here are some examples:

Question	TOP	Level
How are the programs similar?	Compare	Moderate
How are they different?	Contrast	Moderate
Which program offers more flexibility? Explain why.	Explain	Difficult

Note: You can use these questions instead of the questions in the workbook.

Pay attention to competing information (CI)

CI is the information that can be mistaken for the requested information. For CI, the level of difficulty depends on the number of pieces of CI and how close it is to the answer.

About CI	Examples from the workbooks
<p>The requested information for easy questions has no CI. The answer is at the beginning of the answer zone.</p>	<p>What is included in paramedical coverage? (Collaboration: Unit 2, page 54)</p> <p>How many levels of coverage are there in the benefits summary? (Collaboration: Unit 2, page 55)</p> <p>Explanation: There is no competing information for the answers to these questions.</p>
<p>The requested information for moderate questions has one or more pieces of CI in the paragraph before the answer zone.</p>	<p>When would Elaine get to her destination if she uses Schedule 1? (Adaptability: Unit 1, page 16)</p> <p>Explanation: The competing information for the answer to this question is the departure time. This is a moderate level because the competing information is before the right answer.</p>
<p>The requested information for difficult questions has competing information inside or after the answer zone.</p>	<p>What is the employment counsellor's phone number? (Collaboration: Unit 1, page 7)</p> <p>Explanation: The competing information for the answer to this question is the counsellor's/therapist's phone number. This is a difficult level because the competing information is after the right answer.</p>



STOP AND THINK

Now that you know more about CI, refer to [Collaboration: Unit 2](#). In the task on page 53-55, where can there be CI that would make filling out the form moderate and difficult?

Here are some examples:

Employee Health Benefits Application					
Employee information					
Employee last name			Employee first name		
Employee address			City	Province	Postal code
Date of birth (DD/MM/YYYY)			Gender		
Dependents					
Last name	First name	Gender	Date of birth (DD/MM/YYYY)	Relationship	Date of co-habitation if common-law
Beneficiaries					
Name			Relationship	% benefit	Date of birth (DD/MM/YYYY)
Coverage					
<input type="checkbox"/> Extended Health Care	Coverage level: _____ (S/C/F/O)		S = self only (single)		
<input type="checkbox"/> Dental Care	Coverage level: _____ (S/C/F/O)		C = self and one dependent (couple)		
			F = self and two or more dependents (family)		
			O = no coverage for self or dependents		
Coordination of benefits					
Are you covered by another benefits plan?					
<input type="checkbox"/> Extended Health Care	Coverage level: _____ (S/C/F/O)				
<input type="checkbox"/> Dental Care	Coverage level: _____ (S/C/F/O)				
Employee authorization					
Employee signature				Date	

There is competing information in the sections in both **red** and **purple** boxes. The sections require similar information. This can make filling out the document moderate or difficult depending on the order in which the form is filled out. The factor that makes it moderate or difficult is whether the competing information is before, after or inside the answer zone.

Strategies to increase the complexity levels of multiple-choice tasks

Multiple-choice tasks can be highly accessible for learners and make it easy for them to find the right answer. However, different variations of such tasks can be used to increase their complexity levels.

This section uses examples from the workbooks to show how the level of the tasks can be increased with these strategies:

- Add more choices
- Eliminate all the choices
- Make the right answer less obvious. Add more choices if necessary
- Remove the words that specify the number of correct answers
- Change the instructions from choosing a specific option to “most likely” and “least likely.” Add more choices if necessary

NOTE: You may change the complexity levels of question constructs when using these strategies. You may also use more than one strategy at the same time.

Add more choices

Question: Which are the three areas that Oluwa needs to work on to collaborate better? Circle your answers.

Answers:

Original	Changed
a. Meeting program requirements b. Managing household chores c. Handling anxiety d. Working with program staff (Collaboration: Unit 1, page 6)	a. Meeting program requirements b. Managing household chores c. Improving her relationships with her son d. Handling anxiety e. Working with program staff f. Living with her husband and son

Eliminate all the choices

Question: Which are the three areas that Oluwa needs to work on to collaborate better?

Answers:

Original	Changed
Circle your answers. a. Meeting program requirements b. Managing household chores c. Handling anxiety d. Working with program staff (Collaboration: Unit 1, page 6)	Write your answer.

Make the right answer less obvious. Add more choices if necessary.

Question: You have to submit an assignment to your employment counsellor today. You haven't been able to work on it because you have been sick. What would you do?

Answers:

Original	Changed
a. I would explain to my employment counsellor why I haven't been able to submit the assignment and ask them to extend the deadline. b. I would wait and see what happens if I don't submit my assignment. (Collaboration: Unit 1, page 32)	a. I would explain to my employment counsellor why I haven't been able to submit the assignment and ask them to extend the deadline. b. I would wait and see what happens if I don't submit my assignment. c. I would inform my employment counsellor that I haven't completed the assignment.

Remove the words that specify the number of correct answers

Original	Changed
<p>What are two examples that show Oluwa needs to meet program requirements? (Collaboration: Unit 1, page 6)</p>	<p>How does Oluwa show that she needs to meet program requirements?</p>

Change the instructions from choosing a specific option to “most likely” and “least likely.” Add more choices if necessary.

Question: Now that you know more about how to collaborate, how would you handle the following situations:

You have a task to complete in a short time. What would you do?

Original	Changed
<p>Instruction: Circle your answer.</p> <p>a. I would divide my task into small tasks and make a to-do list to stay organized and track my progress.</p> <p>b. I would stop thinking about it. I can't complete it anyway. (Collaboration: Unit 1, page 32)</p>	<p>Instruction: Circle the answer you would most likely do. Cross out the answer you would be least likely to do.</p> <p>a. I would divide my task into small tasks and make a to-do list to stay organized and track my progress.</p> <p>b. I would stop thinking about it. I can't complete it anyway.</p> <p>c. I would let my manager know right away that I may need more time.</p>

Sample tasks

The sample tasks in this section are the changed versions of the original tasks from the workbooks. They have been re-written at higher complexity levels using the strategies to increase the complexity levels of multiple-choice tasks.

Sample task 1

(Adaptability: Unit 1, page 6)

Strategies used:

- Change the complexity levels of question constructs
- Eliminate the choices and remove the words that specify the number of correct answers

Original	Changed
<p>1. Which are the three areas where Elaine needs to make changes?</p> <p>a. Daily routine</p> <p>b. Using transit</p> <p>c. Household chores</p> <p>d. Mental health</p>	<p>1. What are the areas where Elaine needs to make changes?</p>
<p>2. What are three ways Elaine shows that she needs to change her daily routine?</p>	<p>2. How does Elaine show that she needs to change her daily routine?</p> <p>Or</p> <p>What are some ways that Elaine shows she needs to change her daily routine?</p>
<p>3. What are two ways Elaine shows she needs to get better at using transit?</p>	<p>3. How does Elaine show that she needs to get better at using transit?</p> <p>Or</p> <p>What are some ways Elaine shows that she needs to get better at using transit?</p>
<p>4. What is one way Elaine shows that she needs to improve her mental health?</p>	<p>4. How does Elaine show that she needs to improve her mental health?</p>

Sample task 2

(Collaboration: Unit 1, page 34)

Strategies used:

- Change the complexity levels of question constructs
- Add more choices and remove the words that specify the number of correct answers

Original	Changed
<p>1. Which are the three areas that Amanda needs to work on to collaborate better?</p> <p>a. Handling feedback</p> <p>b. Attending training sessions</p> <p>c. Building relationships</p> <p>d. Resolving conflict</p>	<p>1. What are the areas that Amanda needs to work on to collaborate better?</p> <p>a. Handling feedback</p> <p>b. Setting goals</p> <p>c. Attending training sessions</p> <p>d. Building relationships</p> <p>e. Resolving conflict</p> <p>f. Applying for jobs</p>
<p>2. What is one example that shows Amanda needs to handle feedback better?</p>	<p>2. How does Amanda show she needs to handle feedback better?</p>
<p>3. What is one example that shows Amanda needs to learn to build relationships?</p>	<p>3. How does Amanda show that she needs to learn to build relationships?</p>
<p>4. What is one example that shows Amanda needs to learn to resolve conflict?</p>	<p>4. How does Amanda show she needs to learn to resolve conflict?</p>

Sample task 3

(Adaptability Unit 1, page 23)

Strategies used

- Make the right answer less obvious
- Add choices if necessary

Question: You have a job interview at 2:30 PM. You look at the bus schedules. One bus will get you there at 2:25 PM. The other bus will get you there at 2:17 PM. Which bus would you take?

Answers:

Original	Changed
a. I would take the one that would get me there at 2:17 PM. It is better to be a little early.	a. I would take the one that would get me there at 2:25 PM and let the employer know I may be a little late.
b. I would take the one that would get me there at 2:25 PM. I will be on time anyway.	b. I would take the one that would get me there at 2:17 PM. It is better to be a little early.
	c. I would take the one that would get me there at 2:25 PM. I will be on time anyway.

Question: You feel anxious. Your heart is beating fast, and you have a dry mouth. What would you do?

Answers:

Original	Changed
a. I would wait until it goes away.	a. I would wait until it goes away.
b. I would practise one of the strategies I learned to control my feelings better.	b. I wouldn't worry too much. I am used to feeling anxious.
	c. I would practise one of the strategies I learned to control my feelings better.

Question: You feel sleepy in class all the time, and it is hard for you to focus. You usually go to bed late and don't get enough sleep. Which strategy would you use to improve your focus in class?

Answers:

Original	Changed
<ul style="list-style-type: none"> a. I would go to bed earlier. b. I would drink more coffee to stay awake in class. 	<ul style="list-style-type: none"> a. I would go to bed earlier. b. I would drink more coffee to stay awake in class. c. I would take frequent breaks from class.

Question: You have an appointment with your employment counsellor at 8:00 AM. The bus schedule shows that you need to leave home at 7:10 AM. It takes you 40 minutes to get ready. What time would you set your alarm?

Answers:

Original	Changed
<ul style="list-style-type: none"> a. I would set my alarm for 6:15 AM at the latest to be on time for my appointment. b. I would set my alarm for 6:45 AM. It is okay if I miss the bus. I can take a later bus and get to my appointment whenever I can. 	<ul style="list-style-type: none"> a. I would set my alarm for 6:15 AM at the latest to be on time for my appointment. b. I would set my alarm for 6:45 AM. It is okay if I miss the bus. I can take a later bus and get to my appointment whenever I can. c. I would set my alarm for 6:30 AM. I am sure I can get to my appointment on time even if something unexpected happens.

Question: Your employment counsellor told you that they referred you to a warehouse job. They told you that you would have to stand for eight hours. You have no health issues, but you are not used to standing for long periods of time. Which strategy would you use to get ready for that job?

Answers:

Original	Changed
<p>a. I would relax at home as much as possible. There may be no time to relax when I get hired.</p> <p>b. I would start to do physical activities little by little. It will be easier to stand for long periods of time when I get the job.</p>	<p>a. I would relax at home as much as possible. There may be no time to relax when I get hired.</p> <p>b. I would do physical activities if I have time. When I get the job, my body will get used to standing for long hours anyway.</p> <p>c. I would start to do physical activities little by little. It will be easier to stand for long periods of time when I get the job.</p>

Sample task 4

(Adaptability: Unit 1, page 44)

Strategies used

- Change the task from choosing a specific option to “most likely” and “least likely”
- Add more choices if necessary

Question: Now that you know more about how to adapt, how would you handle the following situation?

Your employment counsellor has referred you to a job in a grocery store. You are not confident you have the skills for the job. What would you do?

Answers:

Original	Changed
<p>Instruction: Circle your answer.</p> <p>a. I would immediately tell my employment counsellor that I can't do that job and I am not interested in it.</p> <p>b. I would ask my employment counsellor to discuss my transferable skills for the job.</p>	<p>Instruction: Circle the answer you would most likely do. Cross out the answer you would be least likely to do.</p> <p>a. I would immediately tell my employment counsellor that I can't do that job and I am not interested in it.</p> <p>b. I would ask my employment counsellor to discuss my transferable skills for the job.</p> <p>c. I would ask my employment counsellor to only refer me to jobs I am sure I can do.</p>

Question: Now that you know more about how to adapt, how would you handle the following situation?

Your co-worker says something that frustrates you. What would you do?

Answers:

Original	Changed
<p>Instruction: Circle your answer.</p> <ul style="list-style-type: none">a. I would ask questions to understand why they said that.b. I would make sure I tell them I didn't like what they said.	<p>Instruction: Circle the answer you would most likely do. Cross out the answer you would be least likely to do.</p> <ul style="list-style-type: none">a. I would ask questions to understand why they said that.b. I would make sure I tell them I didn't like what they said.c. I would stay silent so they understand I am frustrated.

Question: Now that you know more about how to adapt, how would you handle the following situation?

You are in a training. You are worried that your child will not be able to stay at daycare without you all day. What would you do?

Answers:

Original	Changed
<p>Instruction: Circle your answer.</p> <ul style="list-style-type: none">a. I would leave the training and go to daycare to see how my child is doing.b. I would call daycare during the break to check how my child is doing.	<p>Instruction: Circle the answer you would most likely do. Cross out the answer you would be least likely to do.</p> <ul style="list-style-type: none">a. I would leave the training and go to daycare to see how my child is doing.b. I would call daycare during the break to check how my child is doing.c. I would tell the facilitator that I need to often step out of the class to call daycare.

Question: Now that you know more about how to adapt, how would you handle the following situation?

You are feeling very angry at something your friend did. What would you do?

Answers:

Original	Changed
<p>Instruction: Circle your answer.</p> <ul style="list-style-type: none"> a. I would call them immediately and tell them I am angry. b. I would go for a walk, calm down and then speak with my friend. 	<p>Instruction: Circle the answer you would most likely do. Cross out the answer you would be least likely to do.</p> <ul style="list-style-type: none"> a. I would call them immediately and tell them I am angry. b. I would go for a walk, calm down and then speak with my friend. c. I would never tell my friend about how I feel about what they did

Question: Now that you know more about how to adapt, how would you handle the following situation?

Your child misses home when they are at daycare. How would you help them?

Answers:

Original	Changed
<p>Instruction: Circle your answer.</p> <ul style="list-style-type: none"> a. I would give them something familiar to take to daycare. b. I would stop taking them to daycare. 	<p>Instruction: Circle the answer you would most likely do. Cross out the answer you would be least likely to do.</p> <ul style="list-style-type: none"> a. I would give them something familiar to take to daycare. b. I would stop taking them to daycare. c. I would take them to daycare every other day.

Strategies to increase the complexity levels of matching tasks

Matching tasks can be highly accessible for learners and make it easy for them to find the right answer. However, different variations of such tasks can be used to increase their complexity levels.

This section looks at strategies to do it. It also provides sample tasks which are the changed versions of the original ones from the workbooks. They have been re-written to increase their complexity level using these strategies:

Add more responses that will be used with one premise

Sample task 1

(Adaptability: Unit 1, page 8)

Original	Changed																								
<p>Task: Draw a line to match the area for change with an action.</p>	<p>Task: Draw a line to match the area for change with an action. There is more than one action for some areas.</p>																								
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Add responses that won't be used

Sample task 2

(Adaptability: Unit 2, page 8)

Original	Changed
<p>Task: Draw a line to match the area for change with an action. We have done the first one as an example.</p>	<p>Task: Draw a line to match the area for change with an action. There are some actions that don't match with the areas. We have done the first one as an example.</p>
<p>1. Janet feels tired and sore when she gets home.</p> <p>2. Janet is not sure she is a good fit for the job.</p> <p>3. Janet doesn't know everything about the job.</p> <p>4. Janet doesn't ask questions to understand instructions.</p> <p>5. Janet can't remember all the new information.</p> <p>a. She could learn on the job.</p> <p>b. She could find a way to keep track of the information she gets.</p> <p>c. She could find ways to take care of her body.</p> <p>d. She could change the way she communicates to understand instructions better.</p> <p>e. She could look at both the good and bad things about the job before she decides.</p>	<p>1. Janet feels tired and sore when she gets home.</p> <p>2. Janet is not sure she is a good fit for the job.</p> <p>3. Janet doesn't know everything about the job.</p> <p>4. Janet doesn't ask questions to understand instructions.</p> <p>5. Janet can't remember all the new information.</p> <p>a. She could learn on the job.</p> <p>b. She could find a way to keep track of the information she gets.</p> <p>c. She could find ways to take care of her body.</p> <p>d. She could do things her own way when she doesn't understand.</p> <p>e. She could change the way she communicates to understand instructions better.</p> <p>f. She could quit the job right away and look for another one.</p> <p>g. She could look at both the good and bad things about the job before she decides.</p>

Strategies to change the complexity levels of tasks that build adaptability skills

The descriptors of proficiency levels of Skills for Success are still preliminary and provisional. Based on the available information, adaptability has three proficiency levels: entry, intermediate and advanced (Palameta, et al 2021). There are several factors that make a task easier or harder. Changing the levels of those factors can help increase and decrease the complexity level of a task.

Here are some ways it can be done:

- Change the level of adjustment
- Change the level of learning
- Change the level of stress that can be caused by the task

NOTE: The level of support the facilitator needs to provide depends on the learner's proficiency level and the complexity level of the task. Learners at entry level of proficiency need a lot of support because they are still "learning to read." Learners at intermediate and advanced levels may not need as much support because at those levels of proficiency they are already "reading to learn."

Sample tasks

This section provides information about levels of adaptability skills. It also includes sets of sample tasks at entry, intermediate and advanced levels. The entry level tasks are taken from Adaptability: Unit 1. The rest of the tasks in the set are variations of the original tasks at intermediate and advanced levels.

Adaptability, entry level

At **entry level**, tasks require minor adjustment and learning. They can cause minor stress.

SAMPLE 1

Tasks 1 and 2

(Adaptability: Unit 1, page 22)

In these tasks, the learner is asked to plan a trip to arrive on time for an appointment.

Explanation: These tasks involve entry level of adaptability because they require minor adjustments and shouldn't be significantly stressful for the learner because they need to plan a trip from their home address to a familiar location. If it is significantly stressful or hard for the learner to complete the task, they may be at pre-entry proficiency level.

SAMPLE 2

Tasks 1 and 2

(Adaptability: Unit 1, pages 50 – 51)

In these tasks, the learner is asked to think of stories about how they showed an ability to adapt. They are then asked to share their stories in informal settings with other learners they know.

Explanation: These tasks involve entry level of adaptability because they are completed in informal settings. There is minor learning involved and the workbook provides strategies to develop the story. Completing these tasks shouldn't cause significant stress. If it does, the learner may be at pre-entry proficiency level.

Adaptability, intermediate level

At **intermediate level**, tasks require moderate adjustment and learning. They can cause moderate stress.

SAMPLE 1 (suggested tasks to increase the skill level needed for completion)

Task 1

You have a job interview tomorrow at 11 AM.

Look up transit schedules to get to the job interview.

Enter your own address for your location or enter another address in your city.

Enter the address of a company you have applied to as your destination.

Compare the schedules that you found and choose the one that will work best.

Task 2

Answer the questions based on the schedule you chose.

1. Why did you choose that schedule?
2. What time would you wake up?
3. What time would you leave home?
4. What time would you get to the job interview?

Explanation: These tasks involve intermediate level of adaptability because the learner needs to make moderate adjustments to their routine and plan a trip to an unfamiliar address. These tasks can be done in addition to or instead of Tasks 1 and 2 in [Adaptability: Unit 1, page 22](#).

SAMPLE 2 (suggested task to increase the skill level needed for completion)

Share your stories of how you adapted in a mock interview with a facilitator who you don't know.

Explanation: This task involves intermediate level of adaptability because it requires moderate adjustment and can cause moderate stress. The learner is asked to share stories of how they adapted in a more formal, mock interview setting with a facilitator they don't know.

This task can be done in addition to or instead of Tasks 1 and 2 in [Adaptability: Unit 1, page 50 – 51](#).

Adaptability, advanced level

At **advanced level**, tasks require significant adjustment and learning. They can cause significant stress.

SAMPLE 1 (suggested task to increase the skill level needed for completion)

Develop a set of actions and **plan** a trip or trips for the following scenario:

You are invited to a job interview at 8 AM. The interview is at the same time as you drop off your child at the daycare.

Explanation: This task involves advanced level of adaptability because it requires a significant adjustment in the learner's routine. To complete this task, the learner needs to plan more than one trip, one of which might be to an unfamiliar location. As well, the learner may need to negotiate with daycare staff to drop off their child earlier. If the daycare staff isn't available, the learner may need to negotiate a different interview time with the employer.

This task can be done in addition to or instead of the tasks above.

SAMPLE 2 (suggested task to increase the skill level needed for completion)

Share your stories of how you adapted in a networking group or job fair.

Explanation: This task involves advanced level of adaptability because the learner is asked to share stories of how they adapted in formal settings to a group of people they don't know. This can be significantly stressful.

This task can be done in addition to or instead of the tasks above.

Strategies to change the complexity levels of tasks that build collaboration skills

This section looks at ways to adjust the complexity levels of tasks that build collaboration skills.

The descriptors of proficiency levels of Skills for Success are still preliminary and provisional. Based on the available information, collaboration has three proficiency levels: entry, intermediate and advanced (Palameta, et al 2021). There are several factors that make a task easier or harder. Changing the levels of those factors can help increase and decrease the complexity level of a task.

Here are some strategies that can be helpful:

- Increase the size of the group for activities. If possible, have diversity within the group
- Change the task from doing independent tasks to achieving shared goals
- Do tasks that involve conflict management, coaching and mentoring

Sample tasks

This section provides information about levels of collaboration skills. It also includes a set of sample tasks at entry, intermediate and advanced levels.

Collaboration, entry level

At **entry level**, tasks can be done independently or in small groups. The tasks can be routine, independent or both.

SAMPLE 1

Task 2

(Collaboration: Unit 1, page 25)

In this task, the learner is asked to think of one task they need to complete. Then they follow the steps provided in the workbook to complete the task by the deadline.

Explanation: This task involves entry level of collaboration because most probably the learner needs to do it independently. There is a small possibility of conflict.

SAMPLE 2

Task 2

Note: This task is not directly related to workplace preparation. However, your learners can do it to demonstrate and develop important aspects of collaboration, such as:

- Asking for help
 - Responding to feedback
 - Asking questions
-

Make at least one origami button toy in xxx minutes:

[How to make MINI origami BUTTON TOY NO GLUE \[origami pop it, origami fidget toy\] - YouTube](#)

Instructions

- Learners can pause and play the video as often as they need to. They can follow the instructions step by step or watch the video once and make the toy from memory.
- Time and goal can be adjusted based on learners' skills levels.
- The task needs to be completed independently but learners can ask questions to each other or the instructor. They can also ask for help.
- The instructor can give feedback to learners throughout or at the end of the task. The feedback can be both on how they collaborated and the quality of the toy they made.
- The task can also be repeated to observe learners' progress.

Explanation: This task involves entry level of collaboration because the learner performs it independently. They should ask questions or for help in a respectful manner. They can use the strategies to complete tasks on time and respond to feedback in a good way.

This task can be done in addition to or instead of Task 2 in [Collaboration: Unit 1, page 25](#) or at the end of the unit.

Collaboration, intermediate level

At **intermediate level**, tasks can be done in medium-sized groups to achieve simple, well-defined common goals. The group may need to resolve conflicts.

SAMPLE (suggested task to increase the skill level needed for completion)

Task

Note: This task is not directly related to workplace preparation. However, your learners can do it to demonstrate and develop important aspects of collaboration, such as:

- Asking for help
- Responding to feedback
- Asking questions and working with other participants to achieve a shared goal

In your group, **make** at least xxx (number) button toys in xxx minutes:

[How to make MINI origami BUTTON TOY NO GLUE \[origami pop it, origami fidget toy\] - YouTube](#)

Instructions

- Split the learners into small groups. Each group makes a certain number of button toys in a certain amount of time.
- Time and goal can be adjusted based on learners' skills levels.
- Learners can pause and play the video as often as they need to. They can follow the instructions step by step or watch the video once and make the toy from memory.
- Learners can ask questions to each other or the instructor. They can also ask for help.
- The instructor can give feedback to learners throughout or at the end of the task. The feedback can be both on how they collaborated and the quality of the toy they made.
- The task can also be repeated to observe learners' progress.

Explanation: This task involves intermediate level of collaboration since the learners have a common, well-defined goal to achieve. There is a possibility of minor conflict. Learners can use strategies to complete tasks on time, respond to feedback in a good way and resolve conflict.

This task can be done in addition to or instead of the task above.

Collaboration, advanced level

At **advanced level**, tasks are done in big groups to achieve more complex goals. The group may need to resolve conflicts, mentor each other, evaluate and improve performance.

SAMPLE (suggested task to increase the skill level needed for completion)

Task

Note: This task is not directly related to workplace preparation. However, your learners can do it to demonstrate and develop important aspects of collaboration, such as:

- Asking for help
 - Responding to feedback
 - Asking questions
 - Working with other participants to achieve a shared goal
 - Evaluating and improving teamwork
 - Resolving conflicts
 - Being respectful to participants with diverse abilities
-

Make at least xxx (number) paper closets in xxx minutes:

[DIY Origami Paper Closet / Paper Closet or Wardrobe / Origami House Furniture - YouTube](#)

Instructions

- Simulate this activity as line production.
- Split the learners into groups.
- Assign roles: each group makes one part of the closet.
- At the end or during the activity, they assemble the closet.
- Time and goal can be adjusted based on the learners' skills levels.
- Learners can pause and play the video as often as they need to.
- Learners can ask questions to each other or the instructor. They can also ask for help.
- The instructor can give feedback to learners throughout or at the end of the task. The feedback can be both on how they collaborated and the quality of the pieces they made.
- The task can also be repeated to observe learners' progress.

Explanation: This task involves advanced level of collaboration because there needs to be intensive collaboration with each other to achieve the goal. This increases the possibility of mentoring, helping and motivating those who fall behind. The group may evaluate their performance and take on more tasks if necessary to improve the group's overall performance. There is also a strong possibility of conflict. Learners can use strategies to complete tasks on time, respond to feedback in a good way, give feedback in a good way, give clear instructions and resolve conflict.

This task can be done in addition to or instead of the task above.

Supplies for all the origami tasks

- Paper, a ruler, a pen, or a pencil, glue and toothpick sticks
- A device with internet to watch the video

Things to consider:

- Did learners ask questions when they didn't understand?
- Did they ask for help?
- Did they help others when asked? If yes, how did that affect their work? If not, how did they say "no"?
- Do they have respectful behaviour?
- How do they respond to the instructor's feedback?
- Were there any learners who coached or mentored others?
- Were there any conflicts? If yes, how were they resolved?
- Which group had more production? Why?

References

Lew, J., Michael D. Hardt. 2011. *Controlling complexity: an introduction to question structure*. SkillPlan, Burnaby, B.C., SkillPlan. pp. 19-112.

Palameta B., Nguyen C., Lee, W., Que, H., Gyarmati, D. (2021) *Research report to support the launch of Skills for Success: Structure, evidence, and recommendations*. Ottawa: Social Research and Demonstration Corporation. pp.48-49.

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