



Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to collate and staple papers with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Office
- Classroom
- Copy center

Items Needed:

- Paper
- Stapler
- Staples
- Task analysis
- Visual supports

Collating and Stapling Papers

Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to collate and staple papers. Have the student attempt to collate and staple papers but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available).
2. Determine the setting where the lesson will take place (consider how the video model will be used in the natural setting, during routines, etc.) and what materials will be used (see Planning for Generalization). If you can't access an office (natural environment), set-up a scenario for collating and stapling papers in the classroom or school workroom or in other available and appropriate locations (contrived situation).
3. Identify how the video model will be shown (e.g., on an iPad or tablet, etc.). If technology is not available to view the video model, the student may also use the visual supports provided (i.e., the visual task analysis or the photo cards).

Implementing the Video Model

1. Use the baseline data to determine how much of the video the student views (e.g., if they can already stack the papers in order independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for collating and stapling papers.
3. When presenting the video model, prompt the student to attend to the video (as needed). Some students may need to see the video several times before being asked to perform the target skill. Determine the appropriate number of times for each student to watch the video model.
4. After the student has viewed the video, have the student attempt to perform the target skill. Use the task analysis (see below) to monitor their progress in completing the task independently.

Collecting Data Using the Task Analysis

1. After collecting baseline data and having the student view the video, have them attempt to collate and staple papers. Have Transition to Adulthood (on www.teachtown.com) open to the Assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Put the papers in order and staple them together." As the student completes each step to collate and staple papers, note whether they completed the step independently, or what level of prompting they required to complete each step.
3. Offer positive reinforcement (e.g., verbal praise, token, tangible, etc.) for steps completely correctly.



Collating and Stapling Papers

Prompting/Fading Procedures:

As the student begins to acquire the skill, you may:

1. Delay the start of the video or stop it before it is over (so the student sees less of the video model). Gradually decrease the amount of the video shown.
2. If there is only one step in the task analysis that they are consistently performing incorrectly, show them only that section of the video. Have them re-watch and practice the step as needed.
3. Use a time delay when prompting the student. If the student does not complete the step (doesn't even begin the step in the task analysis) within 4 seconds of the prompt, "Put the papers in order and staple them together," provide them with least-to-most prompting (gestural, then verbal, then model, then physical prompting) as needed for the student to complete the steps accurately.

EXAMPLE

If the student doesn't respond within 4 seconds, give them the gesture prompt (i.e., point to the stapler, etc.). If they still do not respond, offer the verbal prompt, "Staple the papers." If they still do not staple the papers, have them watch the segment of the video that models stapling the papers. If they still do not respond, use hand-over-hand prompting to complete the step.

4. Fade prompting until the student is performing the skill independently. Some students may continue to need some support; however, the goal should be that they do not require another person to be present to perform the target skill. Teach the student to manage their own behavior using the visual supports.

Planning for Generalization:

- Have the student collate and staple papers in a variety of settings (e.g., various offices, work rooms, classroom, etc.).
- Have the student practice collating and stapling various papers (e.g., various colors, different fonts, page number in different locations on the paper, etc.).
- Have the student practice using a variety of staplers.
- Have the student practice what to do if they realize they made a mistake after stapling (e.g. use a stapler remover and fix the issue, etc.).
- Have the student practice putting staples in the stapler.
- If you are unable to practice in a natural environment (office, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

Collating and Stapling Papers - Task Analysis for Data Collection

Student Name: _____

Data Collection Phase (circle one): *Use a different data sheet for each phase.*

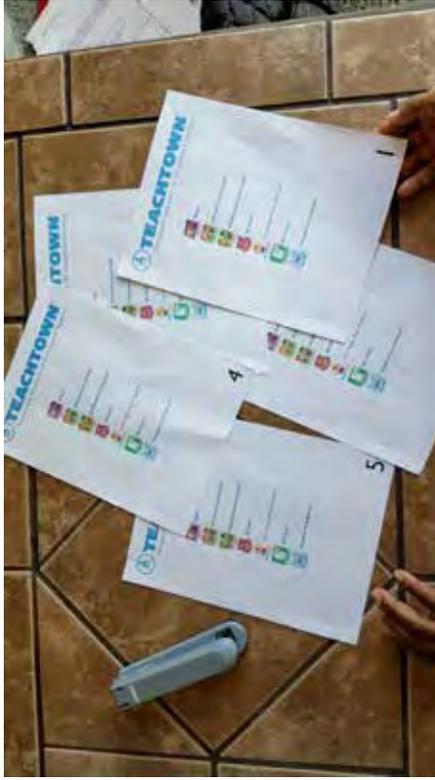
Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Get the papers you need to staple together.										
2. Look at the page number in the bottom corner.										
3. Stack the papers in numerical order.										
4. Page number one should be on the top of the stack.										
5. Straighten the stack of papers so that all of the sides line up.										
6. Get the stapler.										
7. Put the top left corner of the stack of papers into the stapler.										
8. Push the top of the stapler down all the way until it clicks.										
9. Let go of the stapler.										
10. Take the stack of papers out from the stapler.										
11. Make sure all the papers are stapled together.										
TOTALS*										

*Total number of steps completed independently and accurately (could note percentage).

KEY	I	G	V	M	P
	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

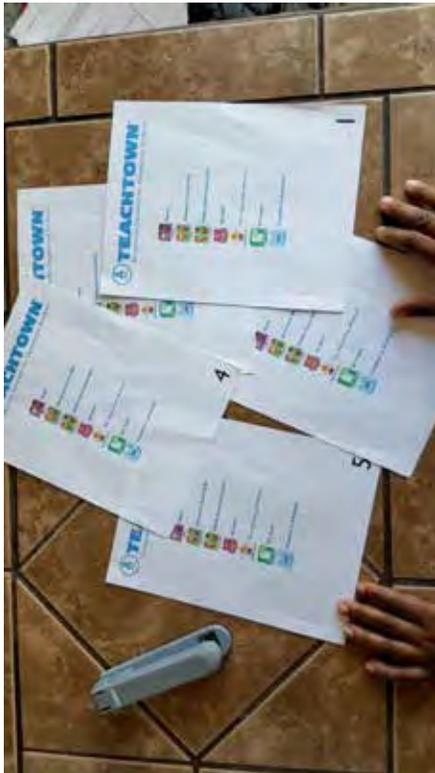
Collating and Stapling Papers		Done?
	1. Get the papers I need to staple together.	<input type="checkbox"/>
	2. Look at the page number in the bottom corner.	<input type="checkbox"/>
	3. Stack the papers in numerical order.	<input type="checkbox"/>
	4. Page number 1 should be on the top of the stack.	<input type="checkbox"/>
	5. Straighten the stack of papers so that all of the sides line up.	<input type="checkbox"/>
	6. Get the stapler.	<input type="checkbox"/>
	7. Put the top left corner of the stack of papers into the stapler.	<input type="checkbox"/>
	8. Push the top of the stapler down all the way until it clicks.	<input type="checkbox"/>
	9. Let go of the stapler.	<input type="checkbox"/>
	10. Take the stack of papers out from the stapler.	<input type="checkbox"/>
	11. Make sure all of the papers are stapled together.	<input type="checkbox"/>



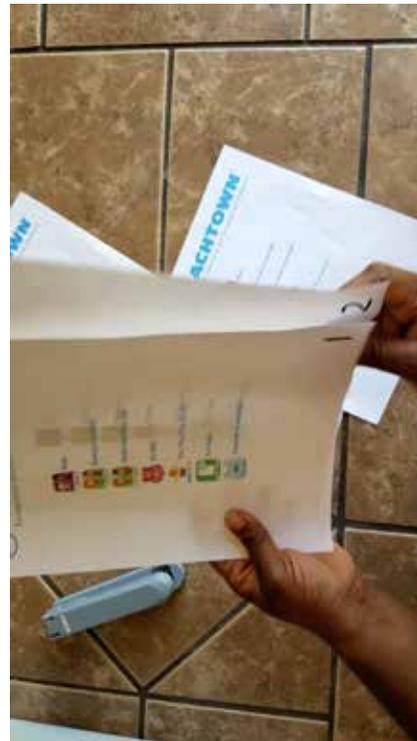
Look at the page number in the bottom corner.



Page number 1 should be on the top of the stack.



Get the papers I need to staple together.



Stack the papers in numerical order.



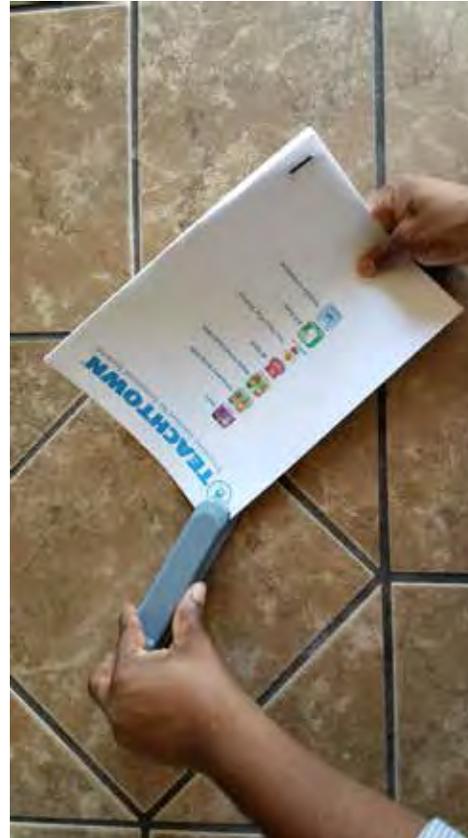
Get the stapler.



Push the top of the stapler down all the way until it clicks.



Straighten the stack of papers so that all of the sides line up.



Put the top left corner of the stack of papers into the stapler.



Take the stack of papers out from the stapler.



Let go of the stapler.



Make sure all the papers are stapled together.

Collating and Stapling Papers - Troubleshooting Card



If	Then
<p>The stapler isn't working.</p> 	<p>Check to see if it is out of staples. If so, add staples to the stapler.</p> 
<p>The stapler won't work because the staples are jammed.</p>	<p>Open the stapler and take out the jammed staples.</p> 
<p>The papers are not lined up neatly.</p> 	<p>Line them up before stapling.</p> 
<p>The papers are in the wrong order, but they're already stapled together.</p> 	<p>Use a staple remover, put the papers in the correct order, and staple them together again.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>