Data Entry

Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to complete data entry tasks with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Office
- Library
- Classroom

Items Needed:

- Computer
- Paper
- Form
- Keyboard
- Task analysis
- Visual supports

Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to complete data entry tasks. Have the student attempt to complete data entry tasks, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor students and intervene as necessary to ensure student safety.
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 data entry in the classroom 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 log into the computer independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for data entry.
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 toward 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 complete data entry tasks. Have the **Transition to Adulthood** (on www.teachtown.com) open to the online assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Type in your data." As the student completes each step to complete data entry tasks, 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.

Data Entry

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, "Type in your data," 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 keyboard etc.). If they still do not respond, offer the verbal prompt, "Type into the appropriate fields." If they still do not type into the appropriate fields, have them watch the segment of the video that models typing into the appropriate fields. 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 complete data entry tasks in a variety of settings (e.g., various office set ups, etc.).
- ❑ Have the student complete a variety of data entry tasks (e.g., words vs. numeric data, vary from easy to more complicated, one step to multi step, etc.).
- ❑ Have the student practice entering data on a laptop, desktop, tablet, etc.
- ❑ Have the student practice checking their work and making corrections if needed.
- ❑ If you are unable to practice in a natural environment (office, etc.), make sure you vary the contrived situation (e.g., change locations, change materials used, etc.).

Data Entry - Task Analysis for Data Collection

Student Name: _____

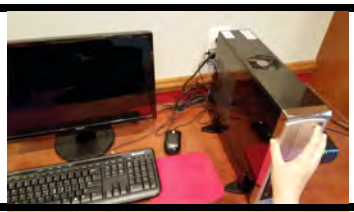
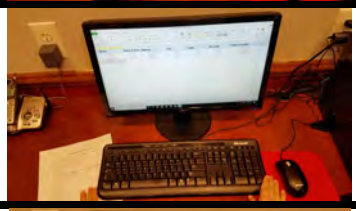
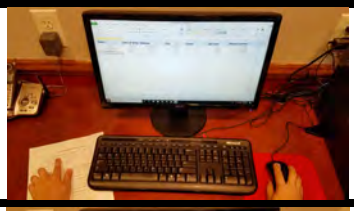
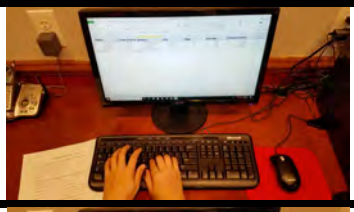
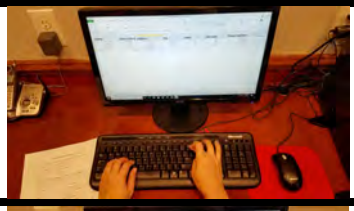
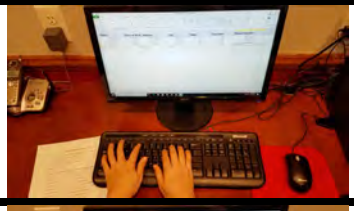
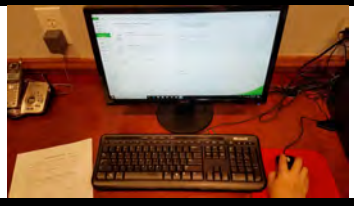
Data Collection Phase (circle one): *Use a different data sheet for each phase.*

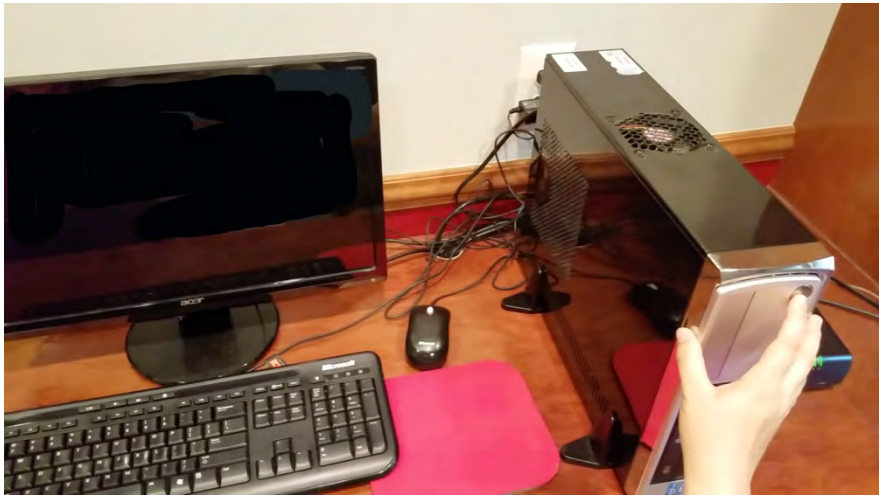
Baseline Intervention Maintenance Generalization (specify): _____

DATE										
1. Turn on the computer.										
2. Log into the computer.										
3. Open the form on the computer.										
4. Place the paper with the information you need to type next to the computer.										
5. Look at the information on the sheet.										
6. Type it into the appropriate fields.										
7. If you type something wrong, delete it and try again.										
8. Continue typing the information into each field until you have completed the form.										
9. When you are sure the information is correct, save or submit the form.										
TOTALS*										

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

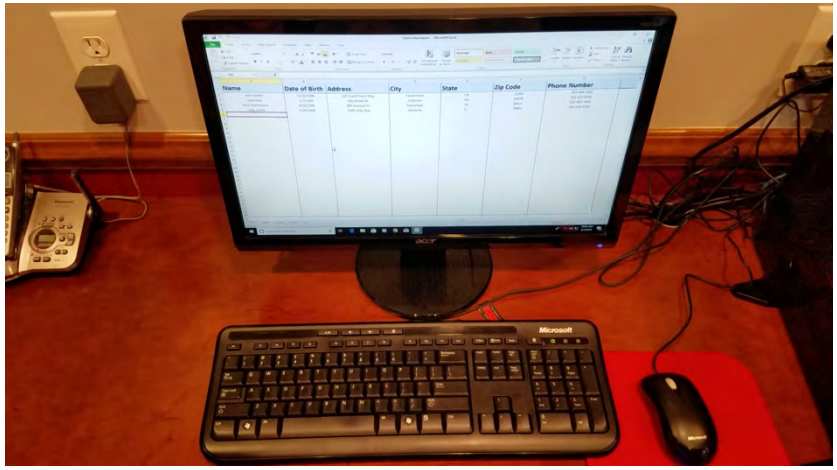
KEY	I	G	V	M	P
	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

Data Entry		Done?
	1. Turn on the computer.	☐
	2. Log into the computer.	☐
	3. Open the form on the computer.	☐
	4. Place the paper with the information I need to type next to the computer.	☐
	5. Look at the information on the sheet.	☐
	6. Type it into the appropriate fields.	☐
	7. If I type something wrong, delete it and try again.	☐
	8. Continue typing the information into each field until I've completed the form.	☐
	9. When I am sure the information is correct, save or submit the form.	☐

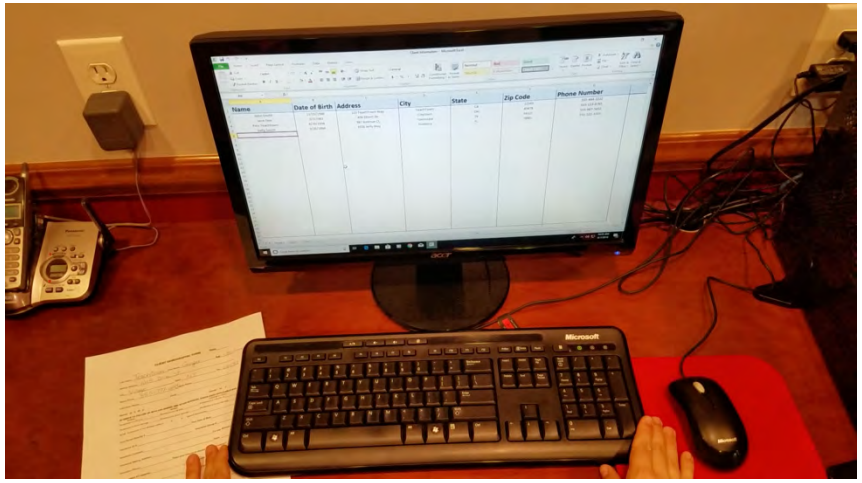


Turn on the computer.

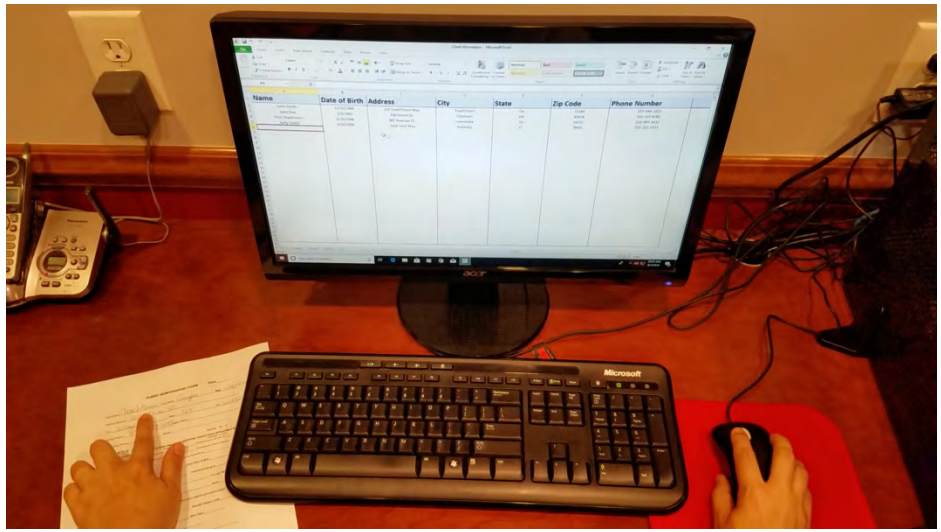
Log into the computer.



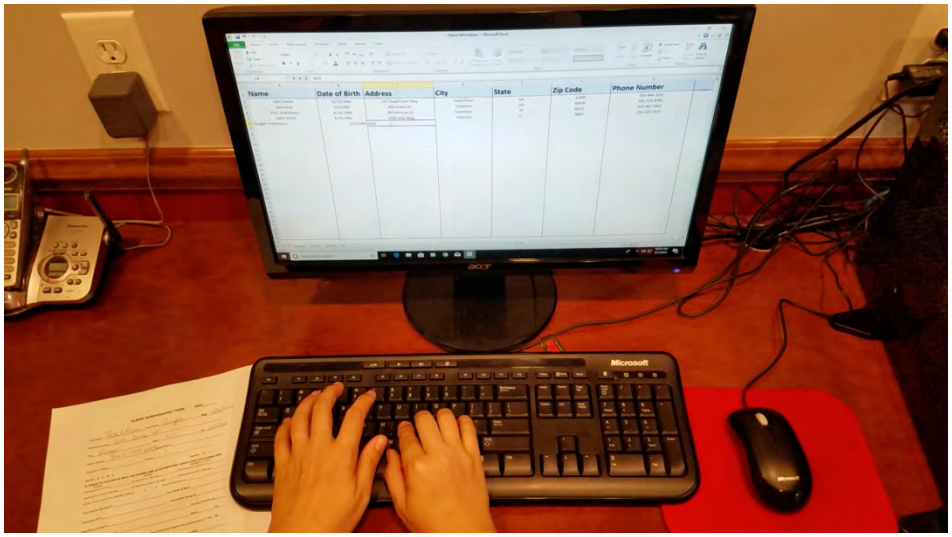
Open the form on the computer.



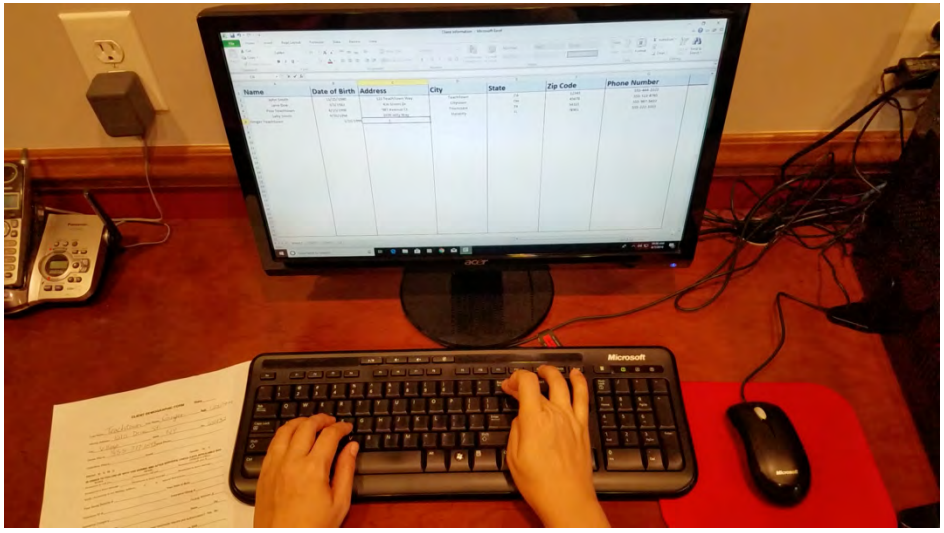
Place the paper with the information I need to type next to the computer.



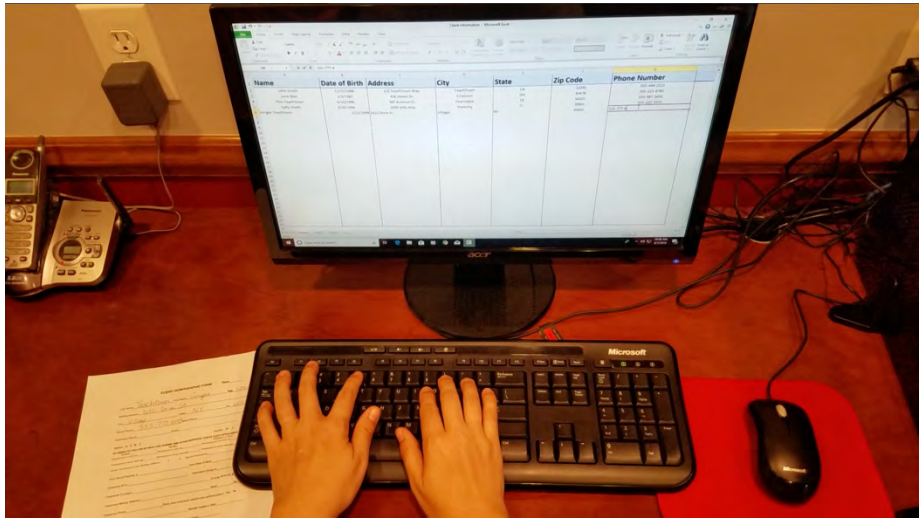
Look at the information on the sheet.



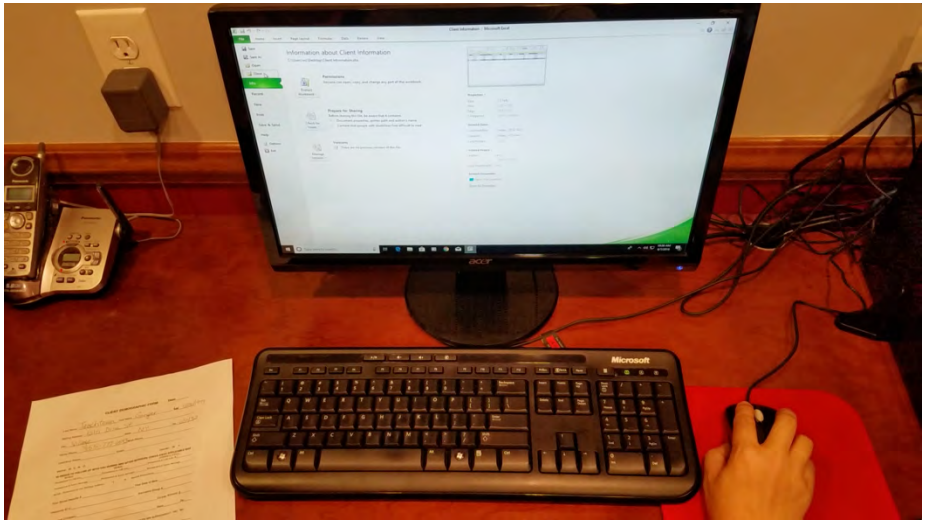
Type it into the appropriate fields.



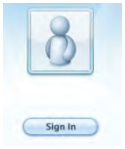
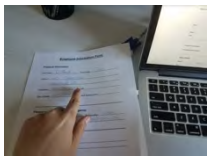
If I type something wrong, delete it and try again.



Continue typing the information into each field until I've completed the form.



When I am sure the information is correct, save or submit the form.

If	Then
The computer will not turn on. 	I will make sure it's charged and/or that it is plugged in. 
I need a password to log onto the computer. 	I will create a username and password or ask for login information.
I don't have all the information needed. 	I will get the information or save the form to finish later. 
I need help. 	I will ask someone.