



### Sample IEP Goal:

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

### Possible Settings:

- School office
- Business office
- Office supply store
- Shipping store/print shop

### Items Needed:

- Copier
- Paper
- Task analysis
- Visual supports

# Making Copies



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to make copies. Have the student attempt to make copies 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).
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 place the document face down on the copier independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for making copies.
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 make copies. Have **Transition to Adulthood** (on [www.teachtown.com](http://www.teachtown.com)) open to the online assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Make copies." As the student completes each step to make copies 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.



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## 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, "Make Copies", 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, offer a gesture prompt (i.e., point to the start button). If they still do not respond, give them the verbal prompt, "Push start". If they still do not push start, have them watch the segment of the video that models pushing start. 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 or video model.

## Planning for Generalization

- Have the student make copies in a variety of settings (e.g., school office, business office, office supply store, etc.).
- Have the student use a variety of copiers.
- Have the student practice making copies of multiple sheets of paper.
- Have the student practice what to do if the copier does not work (e.g., ask for help, fix a paper jam, change the toner, etc.).
- Have the student practice making double-sided copies.
- Have the student practice using the various features of a copy machine (e.g., staple, collate, black/white copies, etc.).

## Making Copies - Task Analysis for Data Collection

Student Name: \_\_\_\_\_

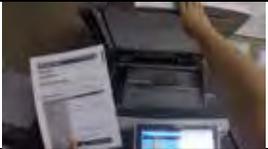
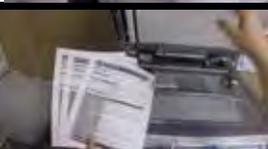
**Data Collection Phase** (circle one): *Use a different data sheet for each phase.*

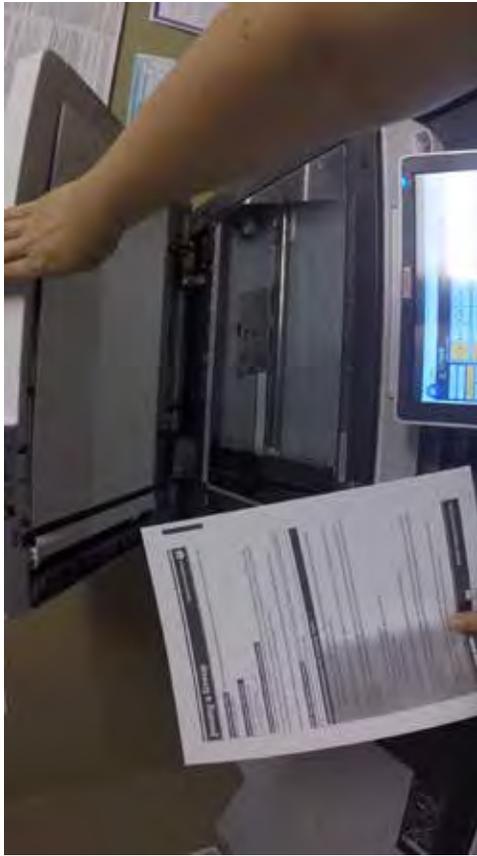
Baseline    Intervention    Maintenance    Generalization (specify): \_\_\_\_\_

DATE										
1. Choose the paper you want to copy.										
2. Open the copier lid.										
3. Put the paper face down on the copier.										
4. Close the copier lid.										
5. Choose the number of copies.										
6. Push, "Start."										
7. Wait for the copier to stop.										
8. Collect the copies.										
9. Open the copier lid.										
10. Collect the original paper.										
11. Close the copier lid.										
<b>TOTALS*</b>										

*\*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

Making Copies		Done?
	1. Choose the paper I want to copy.	<input type="checkbox"/>
	2. Open the copier lid.	<input type="checkbox"/>
	3. Put the paper face down on the copier.	<input type="checkbox"/>
	4. Close the copier lid.	<input type="checkbox"/>
	5. Choose the number of copies.	<input type="checkbox"/>
	6. Push, "Start".	<input type="checkbox"/>
	7. Wait for the copier to stop.	<input type="checkbox"/>
	8. Collect the copies.	<input type="checkbox"/>
	9. Open the copier lid.	<input type="checkbox"/>
	10. Collect the original paper.	<input type="checkbox"/>
	11. Close the copier lid.	<input type="checkbox"/>



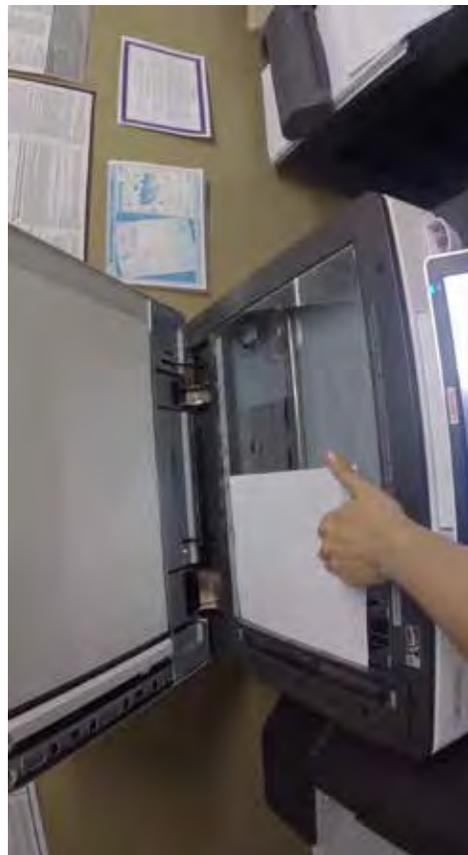
**Open the copier lid.**



**Close the copier lid.**



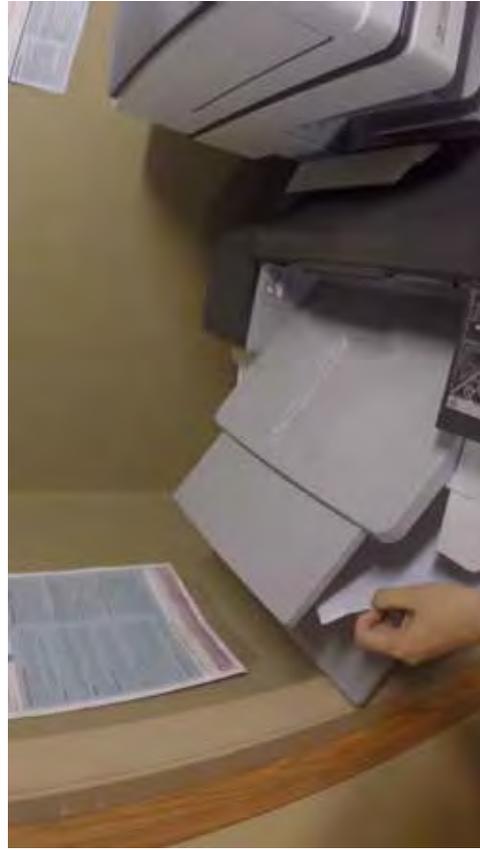
**Choose the paper I want to copy.**



**Put the paper face down on the copier.**



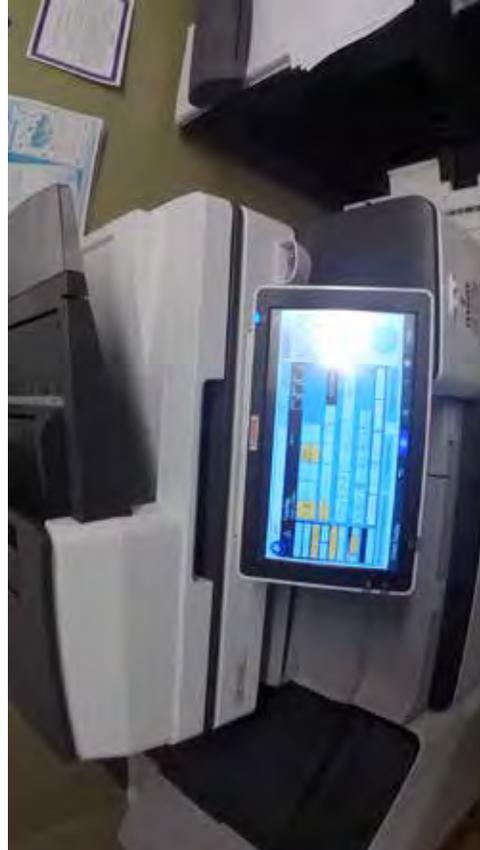
**Push, "Start".**



**Collect the copies.**



**Choose the number of copies.**



**Wait for the copier to stop.**



**Collect the original paper.**



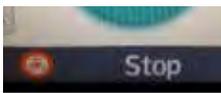
**Open the copier lid.**



**Close the copier lid.**

## Making Copies - Troubleshooting Card



<b>If</b>	<b>Then</b>
The copier screen is dark. 	Press the "Power" button.
The copier is not making copies.	Press the "Start" button. 
The copier only made 1 copy, and I needed more. 	Select the number of copies you need, then hit start. 
I made a mistake, or I want to change the settings.	Push the "stop button". 
The copier says, "Out of paper" or "Load paper".	Put more paper into the copier.
I need help. 	I will ask someone who works there.