Sending an Email

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to send an email. Have the student attempt to send an email, 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).

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 click the compose button independently and consistently, start the video at a point that shows the remaining steps).

2. Show the student the video model for sending an email.

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 send an email. 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, "Send an email." As the student completes each step to send an email, 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, "Send an email," 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 what you want to say." If they still do not type what they want to say, have them watch the segment of the video that models typing what they want to say. 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 <u>do not</u> 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 send an email in a variety of settings (e.g., office, classroom, home, etc.).

❏ Have the student use a variety of computers or other devices (e.g., tablet, cell phone, laptop with attached keyboard, etc.).

❏ Have the student practice reading their email before sending.

❏ Have the student practice using various email features (e.g., cc, add attachments, send group email, etc.).

❏ If you are unable to practice in a natural environment (office, etc.), make sure you vary the contrived situation (e.g., change locations, change computers used, etc.).

Sending an Email - Task Analysis for Data Collection
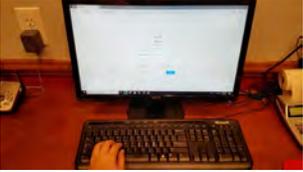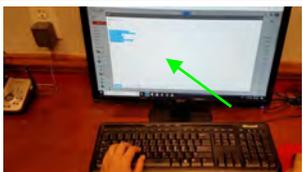
Student Name: _____

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

Baseline   Intervention   Maintenance   Generalization (specify): _____

DATE									
1. Log into your email account.									
2. Click the compose button.									
3. Type the other person's email address into the area labeled "to."									
4. Type a short message into the "subject" area.									
5. Click down to the larger field.									
6. Type what you want to say.									
7. Check what you've written.									
8. If necessary, make any changes.									
9. Hit send.									
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

Sending an Email	Done?
1. Log into my email account.	☐
2. Click the "Compose" button.	☐
3. Type the other person's email address into the area labeled, "To".	☐
4. Type a short message into the "Subject" area.	☐
5. Click down to the larger field.	☐
6. Type what I want to say.	☐
7. Check what I've written.	☐
8. If necessary, make any changes.	☐
9. Hit "Send".	☐
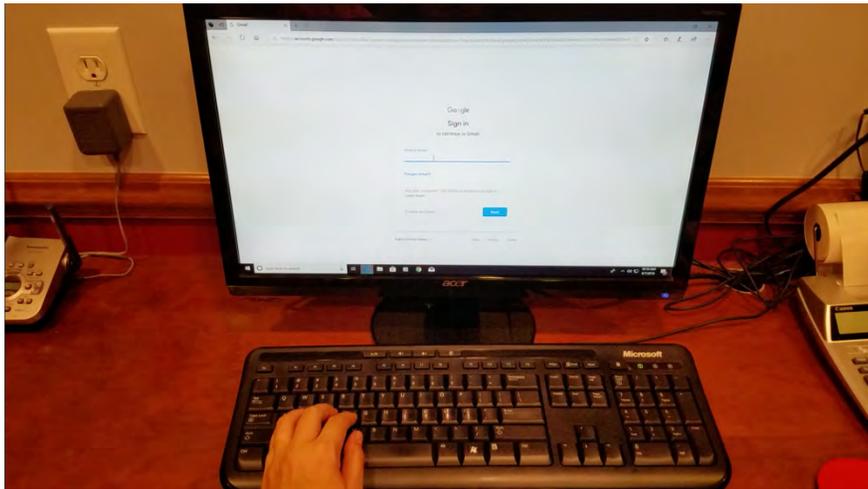
Log into my email account.
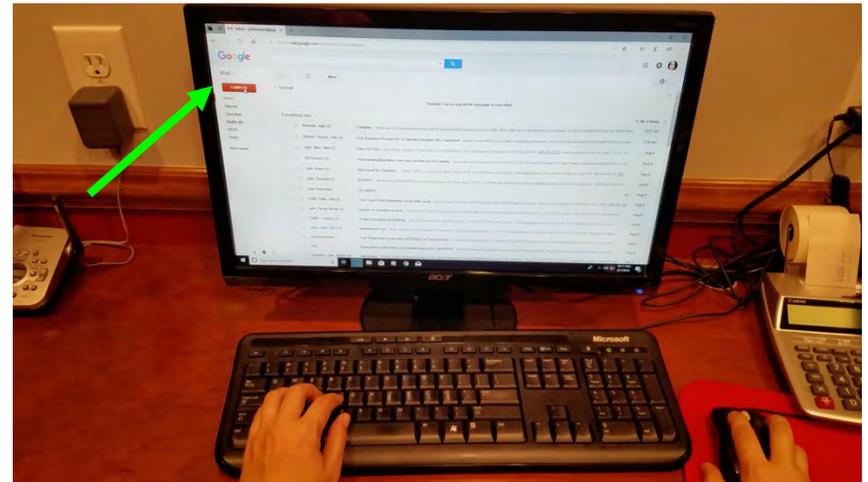
Click the "Compose" button.
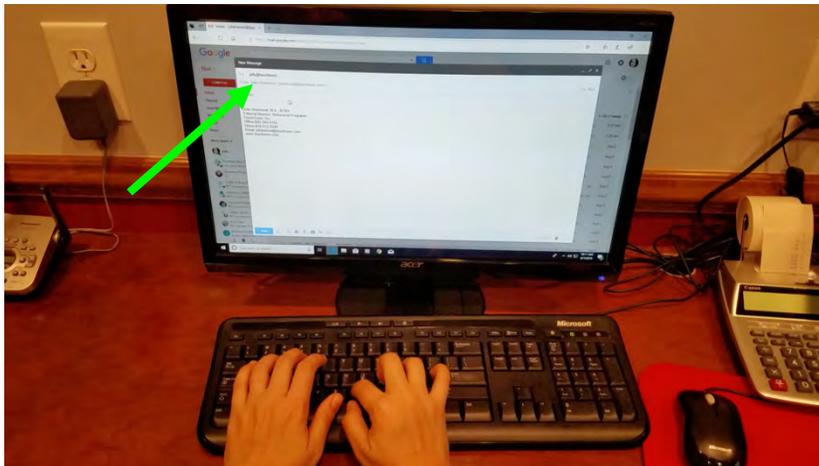
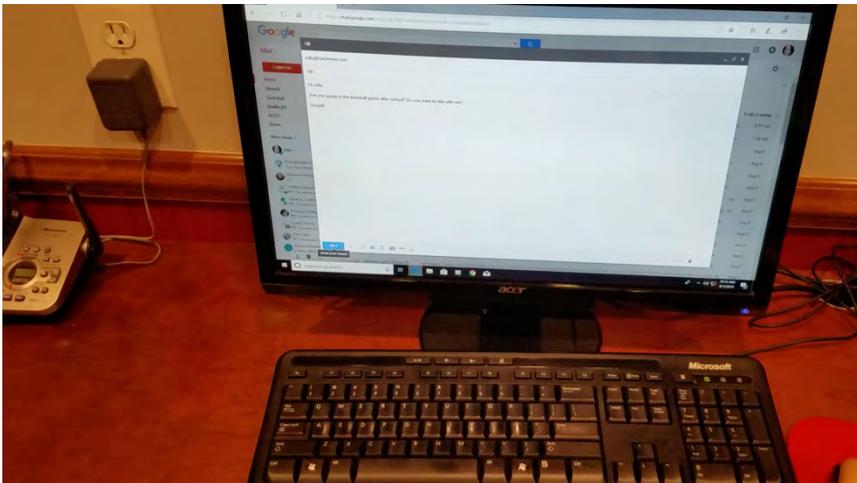**Type the other person's email address into the area labeled, "To".**
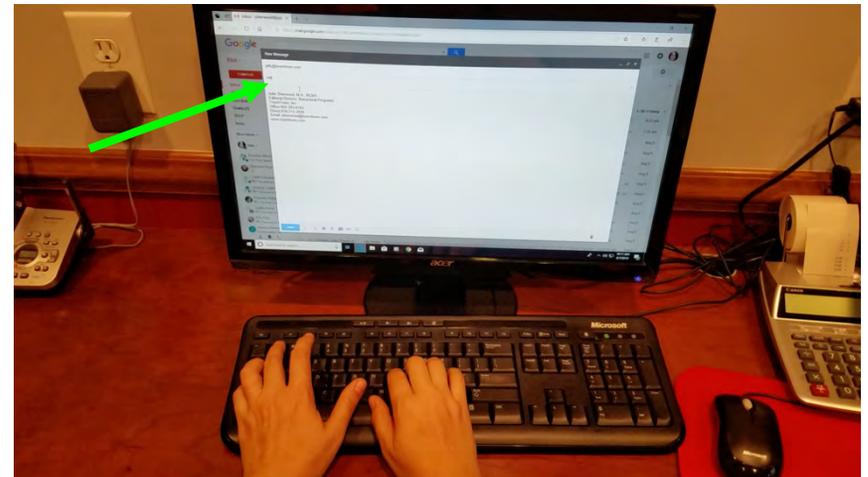
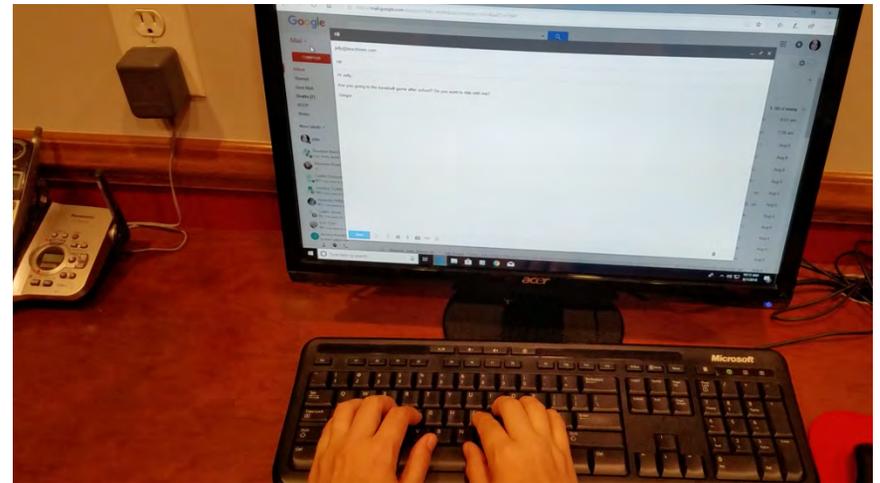**Type a short message into the "Subject" area.**
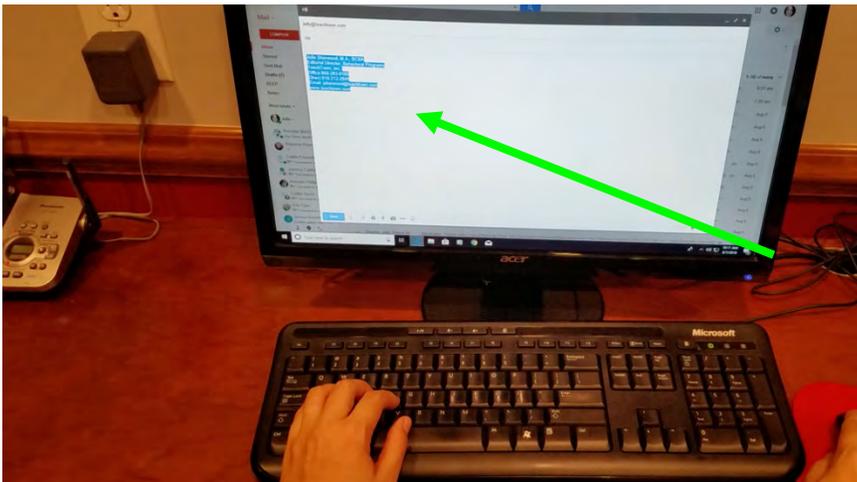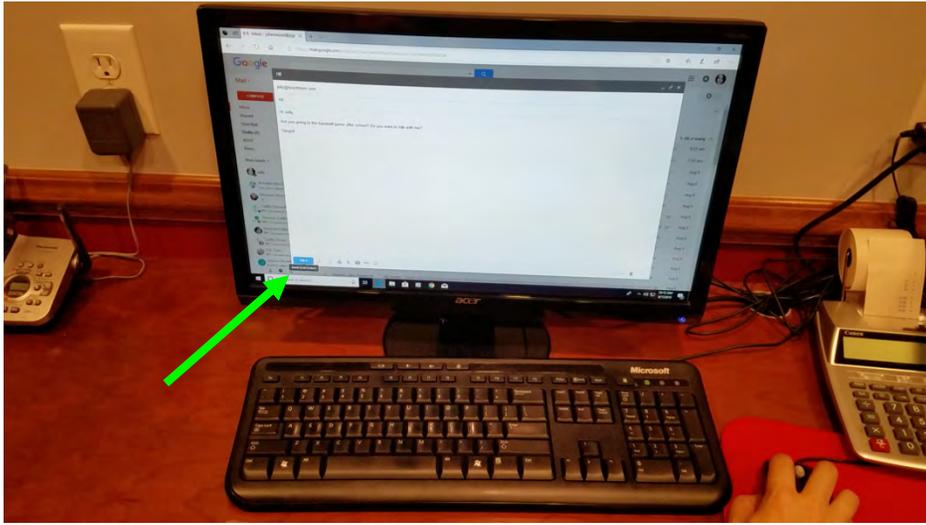
Click down to the larger field.
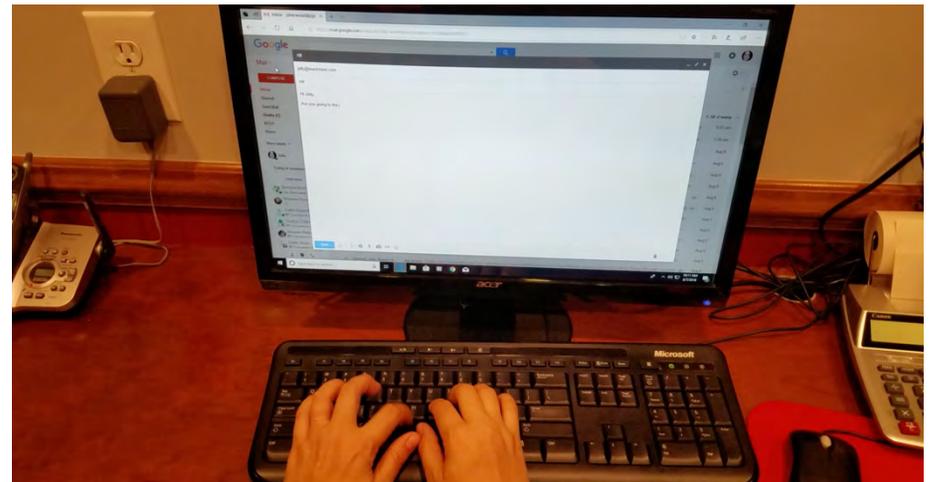
Type what I want to say.

Check what I've written.

If necessary, make any changes.

Hit "Send".
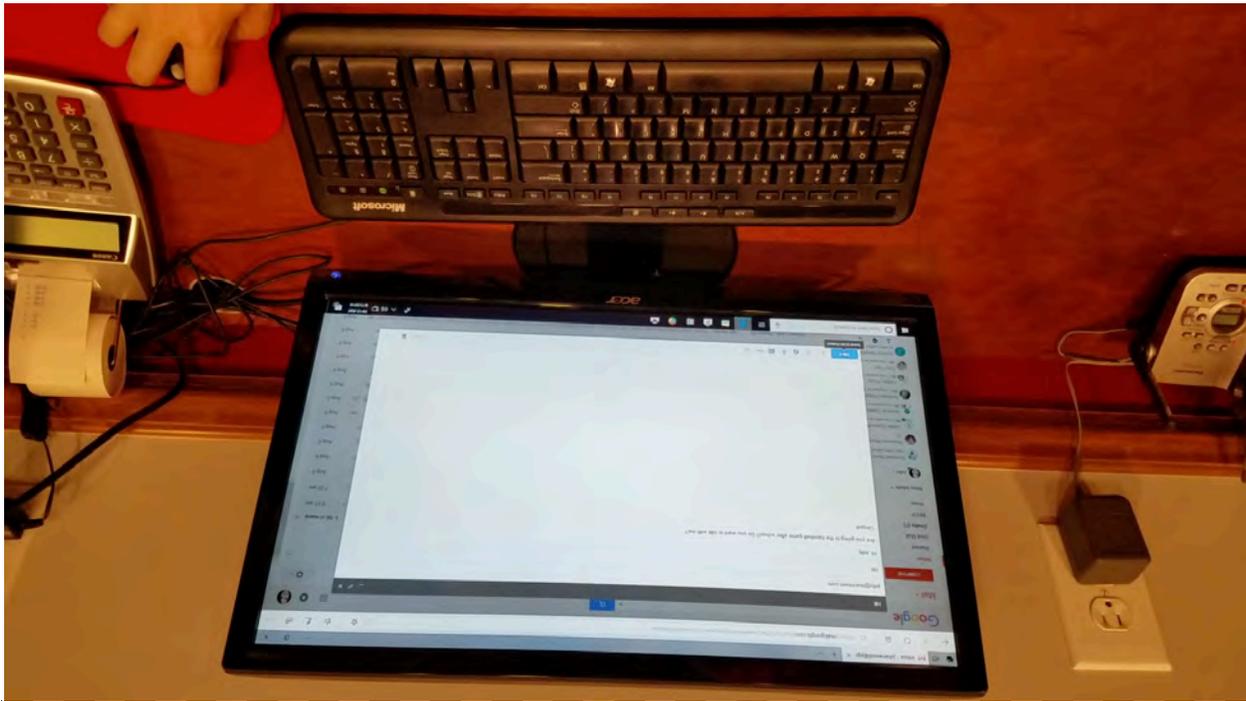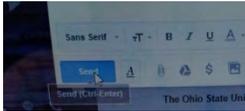
If	Then
I cannot remember my password to log into my email account.	Use the password reset option on the login page.
I need to email multiple people the same thing.	Add all the people to one email by clicking, "CC".
I am sending an email to a teacher/employer.	Use correct grammar, spelling, etc.
I accidentally send the email before I am done.	Send another email and explain what happened.
I make a mistake.	Delete it and type the word again.
I need help.	I will ask someone.