



Sample IEP Goal:

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

Possible Settings:

- Office
- Classroom
- Home

Items Needed:

- Paper
- Envelope
- Task analysis
- Visual supports

Stuffing Envelopes



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to stuff envelopes. Have the student attempt to stuff envelopes, 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 stuffing envelopes 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 lift the flap on the envelope independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for stuffing envelopes.
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 stuff envelopes. 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, "Stuff the envelope." As the student completes each step to stuff envelopes, 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.



Stuffing Envelopes



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, "Stuff the envelope," 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 paper, etc.). If they still do not respond, offer the verbal prompt, "Put the paper in the envelope." If they still do not put the paper in the envelope, have them watch the segment of the video that models putting the paper in the envelope. 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 stuff envelopes in a variety of settings (e.g., various office setups, work rooms, etc.).
- Have the student use a variety of envelopes (e.g., various sizes, self-adhesive, etc.).
- Have the students practice with a variety of paper, greeting cards, packets of paper, etc.
- Have the student practice what to do if the paper won't fit in the envelope (e.g., fold a different way, use more than one envelope, get a different size envelope, etc.).
- Have the student check that the envelope is closed.
- 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, etc.).

Stuffing Envelopes - Task Analysis for Data Collection

Student Name: _____

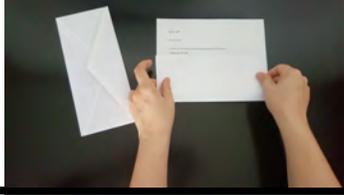
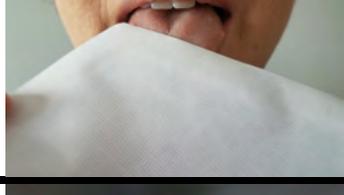
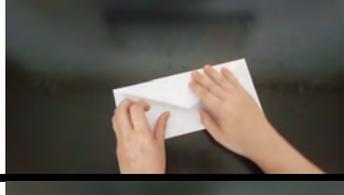
Data Collection Phase (circle one): *Use a different data sheet for each phase.*

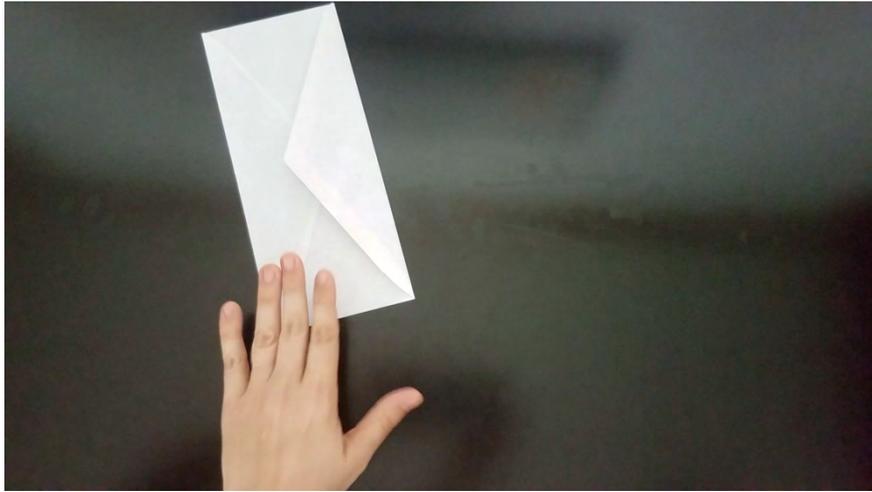
Baseline Intervention Maintenance Generalization (specify): _____

| DATE | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| 1. Get the envelope. | | | | | | | | | | |
| 2. Get the paper. | | | | | | | | | | |
| 3. Fold the bottom edge halfway up the paper. | | | | | | | | | | |
| 4. Fold the top edge to the bottom. | | | | | | | | | | |
| 5. Lift the flap on the envelope. | | | | | | | | | | |
| 6. Slide the folded paper into the envelope. | | | | | | | | | | |
| 7. Lick the edge of the envelope flap. | | | | | | | | | | |
| 8. Push the flap down on the envelope. | | | | | | | | | | |
| 9. Rub your fingers along the whole edge to make sure it sticks. | | | | | | | | | | |
| TOTALS* | | | | | | | | | | |

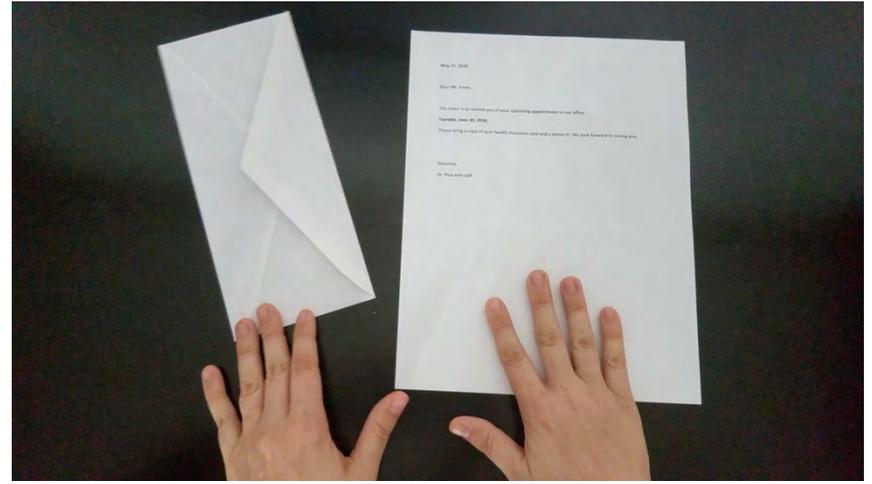
*Total number of steps completed independently and accurately (could note percentage).

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

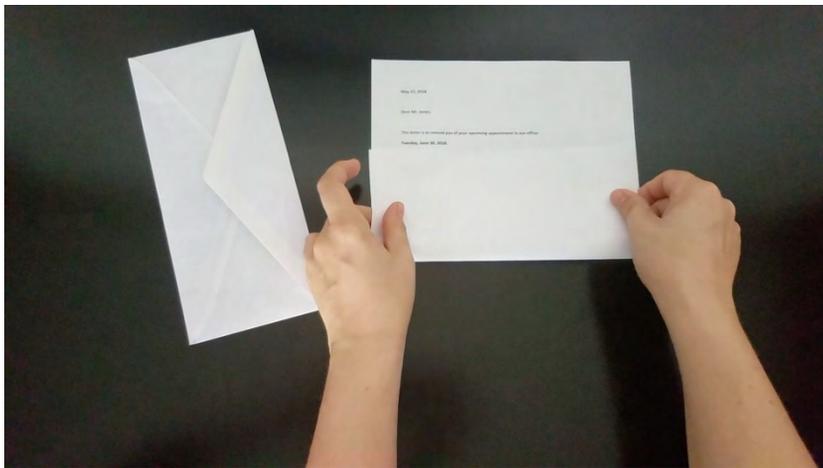
| Stuffing Envelopes | | Done? |
|---|---|--------------------------|
|  | 1. Get the envelope. | <input type="checkbox"/> |
|  | 2. Get the paper. | <input type="checkbox"/> |
|  | 3. Fold the bottom edge halfway up the paper. | <input type="checkbox"/> |
|  | 4. Fold the top edge to the bottom. | <input type="checkbox"/> |
|  | 5. Lift the flap on the envelope. | <input type="checkbox"/> |
|  | 6. Slide the folded paper into the envelope. | <input type="checkbox"/> |
|  | 7. Lick the edge of the envelope flap. | <input type="checkbox"/> |
|  | 8. Push the flap down on the envelope. | <input type="checkbox"/> |
|  | 9. Rub my fingers along the whole edge to make sure it sticks. | <input type="checkbox"/> |



Get the envelope.



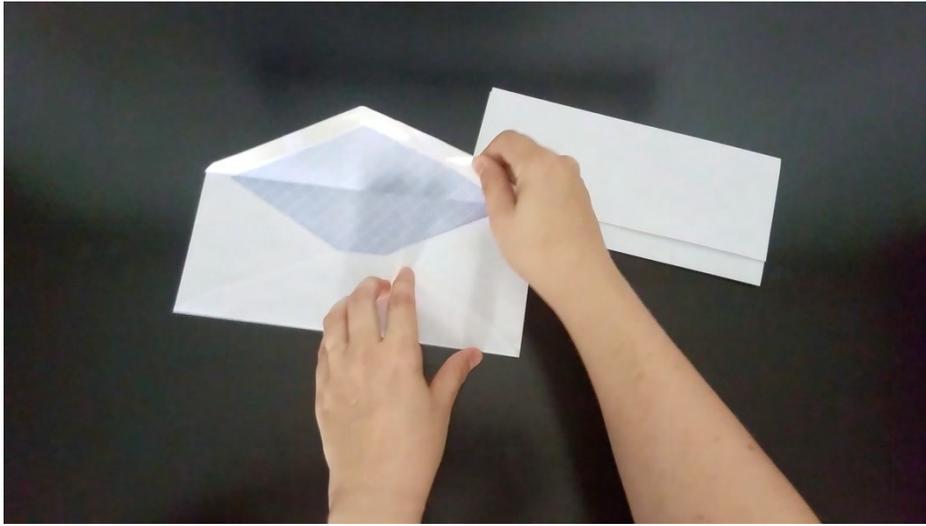
Get the paper.



Fold the bottom edge halfway up the paper.



Fold the top edge to the bottom.



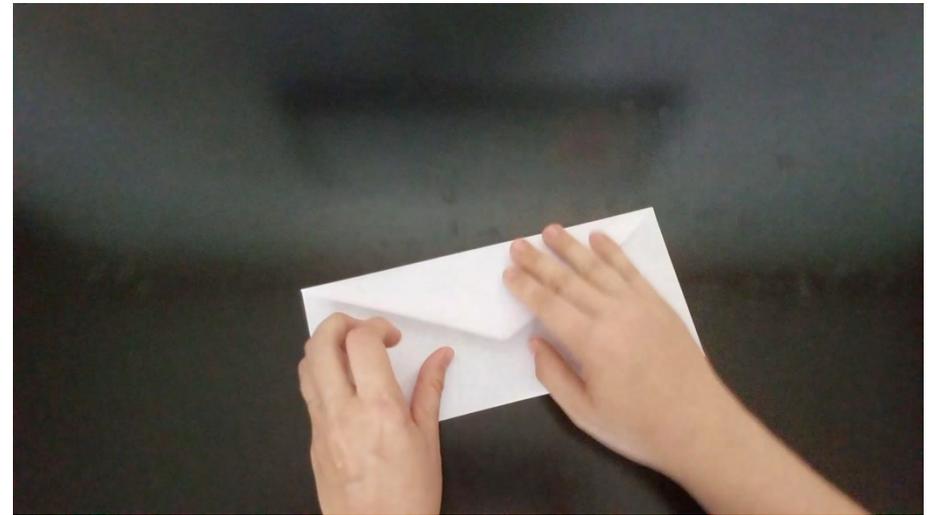
Lift the flap on the envelope.



Slide the folded paper into the envelope.



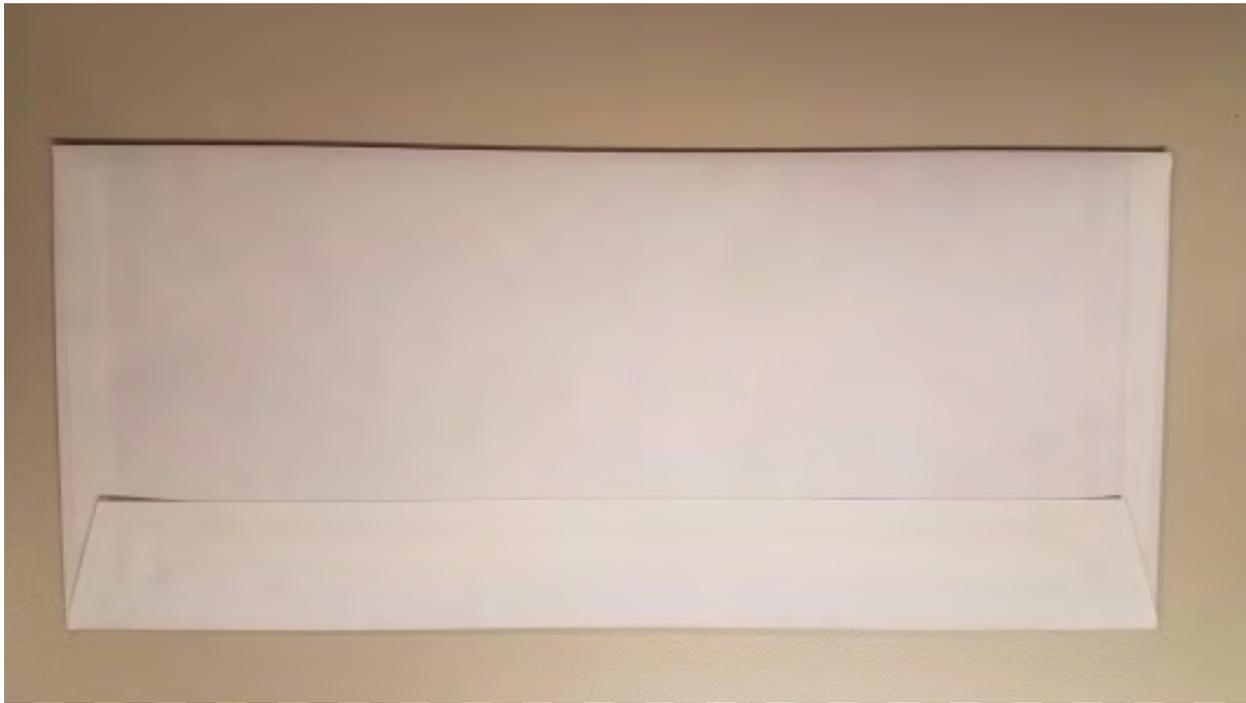
Lick the edge of the envelope flap.



Push the flap down on the envelope.



**Rub my fingers along the whole edge to
make sure it sticks.**



| If | Then |
|---|--|
| <p>The paper will not fit in the envelope.</p>  | <p>Get a larger envelope and/or fold the paper differently.</p>  |
| <p>I fold the paper incorrectly.</p>  | <p>Unfold it and try again.</p>  |
| <p>I put the wrong paper in the envelope and I already sealed it.</p>  | <p>Open the envelope and take the paper out. Get a new envelope.</p>  |
| <p>I need help.</p>  | <p>I will ask someone.</p> |